

EQUITABLE ACCESS GRANT GUIDANCE

PURPOSE OF FUNDING:

Equitable Access is one of two 21st Century optional grants that are available on a competitive basis. The funds are to be utilized to ensure equitable access to and participation in 21st CCLC programs to ensure that students who are not getting the full benefit of the 21st CCLC Programs (due to their limited English language proficiency and/or learning or behavioral health issues) will receive the intensive academic and behavioral support they need.

The grant is to service ExCEL After School Program students who need extra academic/behavioral support through a concrete, well developed tutorial program. The grant is **not** intended to hire additional program leaders, to reduce student ratio or for homework completion.

SITE FUNDING ALLOCATION:

Each funded school site will receive a **\$21,250 budget** for the 2013-14 school year to provide allowable services through June 30th. **During the school year, funds must be utilized for services during After School Hours ONLY. Funds can be used in ExCEL summer supplemental programs operating during the month of June.**

Sites receiving Equitable Access grants may select from the following options for use of funds after school

- Mental Health Collaborative Program (MHCP):** Direct mental health services for students including: support groups, parent/caregiver workshops, case management, and one-on-one counseling
- Targeted academic support** in small groups for EL students provided by Certificated Teachers or community based organization (CBO) staff
- Targeted academic support** for students with intensive academic needs (who need more structure due to special learning needs or special behavior needs) provided by Certificated Teachers or community based organization (CBO) staff
- Up to a maximum of \$950 per school site can be spent on **related supplies/curriculum**

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Allocation of Funds:

Funds can be allocated for 1) SFUSD staff to support the ExCEL After School Program students and/or 2) contracted to a CBO to provide support to ExCEL after school program students.

District funds can be used for the following:

- FTE Position – NOTE: the staff person must provide services in the after school program only. Funds cannot supplement the school day.
- Stipend Position
- Extended hours for Certificated Teachers – including prep time
- SRPA for Classified Employees
- MHCP Position
- A maximum of \$950 for supplies/curriculum to support the after school program. *Funds may not be used for school day supplies.*

Funds contracted to a CBO may be used for the following:

- Tutoring programs (Sylvan, Reading Partners, etc.)
- Intentional hiring (candidates with a Master's degree or extensive resume reflecting strong skills and experience in specific academic area – math, literacy, social/emotional support).
- Social Worker (connecting with the Mental Health Department)
- A maximum of \$950 for supplies/curriculum to support the after school program. *Funds may not be used for school day supplies.*

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Appendix A – Program Option Example from 2012-13

Targeted Academic Support:

Targeted academic support will consist of provision of small group classes with low student: staff ratios a) for students who are ELL and b) for students who need more structure due to special learning needs or special behavior needs. Class sessions will be offered after school for 1 hour/day.

At Glen Park Elementary school the funds were used to fund two (2) SFUSD staff (certificated and classified)

The Lead Teacher was the point person for developing the Equitable Access program in coordination with the Principal and Site Coordinator. For the student selection process, the Lead Teacher generated reports on Data Director Data Director based on last year's CTS's in each content area, got teacher input and recommendation as part of the student selection process. The Lead Teacher revised the student selection throughout the year based on current Fountas and Pinnell and CLA data. The Lead Teacher also provided professional development support to the staff working on the Equitable Access program.

The program included:

1st - 3rd Literacy: Guided Reading and word work, including (but not limited to) phonemic awareness activities, work to build fluency and expression, support with high frequency words, and integration support for letter sound correspondence. Students read books at their instructional level, and groupings were adjusted accordingly as needed.

4th-5th Literacy - Book Club including extended theme-based projects, journaling, and support with the more difficult grade level comprehension skills. This group is concluding the club with a field trip to a local San Francisco Community Garden . A second interest based club reading fiction and nonfiction within the same content, supporting the Common Core state Standard of reading across texts and genres.

Math – All grades - A range of activities such as math games designed to build computational fluency as well as mathematical reasoning. For 4^t-5th grades this included (but was not limited to) computer adaptive technology.

Students reached with this program:

1st - 3rd graders: 28

4 / 5 grades: 20+