

; 04/30/19 3:10 AM

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>> TODAY IS TUESDAY

APRIL 30th.

WE ARE HERE WITH OUR FRIENDS
FROM THE BOSTON PUBLIC SCHOOL
DEPARTMENT.

DOCKETS 0622 THROUGH 0625.

FY20 OPERATING BUDGET AND ANNUAL
APPROPRIATIONS FOR DEPARTMENTAL
APPROPRIATIONS.

APPROPRIATIONS FOR THE SCHOOL
DEPARTMENT, POST EMPLOYMENT
AGAIN FITS AND CERTAIN
TRANSPORTATION AND PUBLIC REALM
IMPROVEMENTS.

AS WELL AS DOCKETS 0626 THROUGH
0628.

CAPITOL BUDGET APPROPRIATIONS
INCLUDING LEASE PURCHASE
AGREEMENTS.

I WOULD LIKE TO REMIND FOLKS
THIS IS A PUBLIC HEARING.

BROADCAST FOR LATER VIEWING ON:
I WOULD ASK FOLKS IN THE CHAMBER
TO SILENCE THEIR ELECTRONIC
DEVICES.

WE WILL TAKE PUBLIC TESTIMONY AT
VARIOUS STAGES OF HEARINGS.
AND THERE ARE NUMEROUS WAYS TO
PROVIDE PUBLIC TESTIMONY.

YOU CAN COME TO ONE OF THESE
HEARINGS AND PROVIDE YOUR
TESTIMONY PUBLICLY IN FRONT OF
US.

YOU CAN COME TO A HEARING
DEDICATED TO PUBLIC TESTIMONY ON
TUESDAY JUNE 4th ANYTIME FROM
2:00 TO 6:00 P.M.

IF WE, IF YOU HAVEN'T BEEN ABLE
TO SPEAK BY 6:00 WE WILL STAY
LONGER TO HEAR YOU.

YOU CAN SEND YOUR TESTIMONY TO
THE COMMITTEE OF WAYS AND MEANS,
CITY COUNCIL, FIFTH FLOOR
BOSTON, CITY HALL, BOSTON MASS
02201.

OR E-MAIL THE COMMITTEE AT
CCC.UM@BOSTON GOV.

WOULD LIKE TO INTRODUCE MY

COLLEAGUES IN ORDER OF THEIR ARRIVAL.
THEY HAVE STEPPED OUT OF THE CHAMBER FOR THE MOMENT.
FRANK BAKER WILL JOIN US, ANDREA CAMPBELL AND COUNSELOR ED FLYNN IS HERE AS WELL WITH.
THAT I HAND OFF TO COLIN.
>> SURE.
>> HI, COLIN.
>> WE'RE HERE TO HAVE A CONVERSATION OF THE OPPORTUNITY INDEX AND HIGHLIGHT A WAY THE OPPORTUNITY INDEX HAS BEEN APPLIED, THE PARTNERSHIP FUND. THE FRONT PART OF THE PRESENTATION I WILL PRESENT. THEN HEAD TO REUBEN THE DIRECTOR OF THE PARTNERSHIP OFFICE.
>> GREAT, THANK YOU.
>> UP FRONT I WANTED TO FRAME THIS TOOL AND THE FIRST APPLICATION IN A WAY WE HAVE ENACTED TWO LEVERS OF CHANGE. EQUITY AS SCHOOL EMPOWERMENT. THE OI I WILL GO OVER WILL HIGHLIGHT A INNOVATED EQUITY TOOL.
PUSHING TO GET THE RESOURCES IN THE HANDS OF THOSE WITH THE MOST KNOWLEDGE OF ASPIRATIONS, STRENGTHS, AND NEEDS OF OUR STUDENTS.
MAINLY SCHOOL COMMITTEES.
FIRST I WILL HIGHLIGHT THE OPPORTUNITY INDEX BEFOREHANDING THIS OVER TO MARIAM AGAIN. DIRECTOR OF SCHOOL PARTNERSHIPS.
>> THE OPPORTUNITY INDEX AS I STATED IS GROUNDED IN THE PRINCIPLE OF EQUITY.
THE GOAL ISN'T TO GIVE EVERYONE THE SAME AMOUNT EQUATING TO EQUALITY.
RATHER GETTING WHAT THOSE THAT HAVE NEEDS, WHAT THEY NEED TO SUCCEED.
WHICH NECESSITATE GETTING MORE RESOURCES TO THOSE THAT NEED MORE THIS.
IS THE ONLY WAY WE CAN CONTINUE TO CLOSE GAPS OF OPPORTUNITIES FOR THOSE WHO HAVE BEEN HISTORICALLY MARGINALIZED.

THE OPPORTUNITY AS ITSELF AS A TOOL.

AS A TOOL IT TAKES INTO ACCOUNT VARIABLES THAT ARE MOSTLY OUT OF THE CONTROL OF SCHOOLS AND OUTSIDE OF WHAT THE SYSTEM HISTORICALLY ACCOUNTS FOR. DEFINITELY HAS AFFECTS ON STUDENT OUT COMES.

PREVIOUSLY OUR MEASURE OF OUTSIDE NEED INCLUDE ECONOMICALLY DISADVANTAGED VARIABLE.

THIS IS A MEASURE OF PUBLIC ASSISTANCE OR NOT.

THIS DOESN'T ACCOUNT FOR THE MANY FACTORS THAT ADD NUANCE TO AN ANALYSIS OF NEED.

THIS LEAVES OUR SCHOOLS LOOKING SIMILAR IN THE NEEDS OF STUDENT POPULATIONS.

WE KNOW ANECDOTALLY THAT'S NOT THE CASE.

THE VARIABLES INCLUDE NEIGHBORHOOD VARIABLES, KEN CUSS CENSUS TRACKING DATA, PAST PERFORMANCE VARIABLES THAT ARE A PREDICTER OF FUTURE PERFORMANCE FOR STUDENTS.

THESE INDIVIDUAL STUDENTS ARE GIVEN SCORES 0-1 ON A MODEL THAT TAKES INTO ACCOUNT THESE NEEDS.

THIS IS RELATIVE TO OTHER STUDENTS IN THE DISTRICT.

SCHOOL SCORES ARE AVERAGED BY ALL STUDENTS.

GIVING THEM A SCORE RELATIVE TO THE CONCENTRATION OF THE OUTSIDE NEED IN THEIR SCHOOL.

THE HIGHER NUMBER THE HIGHER THE NEED OF THE STUDENT POPULATION IN THE SCHOOL.

THE OI HAS BEEN IN PRO DUCKS FOR THE BETTER PART OF FOUR YEARS THIS.

IS OUR SECOND YEAR OF APPLICATION AS A DISTRICT.

WE HAVE MADE FEW ADJUSTMENTS FROM THE FEEDBACK OF AD ROW INDICATES AND COMMUNITY MEMBERS.

TWO AREAS OF CONCERNS WERE ISSUES OF GENDERIFICATION AND IMMIGRANT STUDENTS.

WE HAVE LOOKED AT THE VIABILITY

OF NEW VARIABLES IN THE ACTUAL INDEX, REEXAM ANING OLD VARIABLES, AND TESTING OUT THE MODEL TO SEE WHAT STICKS.

>> THROUGH THIS PROCESS WE WERE ABLE TO MAKE SMALL BUT SIGNIFICANT CHANGES TO ADDRESS THE ISSUES IDENTIFIED.

TO ADDRESS CONCERNS OF GENDERIFICATION WE ADDING THE VARIABLE OF STUDENTS IN PUBLIC HOUSING.

THE CONCERN IS SCHOOLS WERE PULLING STUDENTS FROM CHARLES TOWN WHERE THEY MAY LIVE IN PUBLIC HOUSING AND NEXT DOOR IS A MILLION DOLLAR CONDO. NOT NECESSARILY REPRESENTING WHO THE STUDENTS WERE.

THIS WAS A PAIN STAKING ENDEAVOR.

WE HAD A INTERN CLEAN UP THE PUBLIC HOUSING ADDRESSES ACROSS THE CITY AND MATCH THEM TO STUDENT ADDRESSES.

WE GOT THAT VARIABLE DONE.

FOR CONCERNS OF STUDENTS THAT ARE IMMIGRANTS WE ADDED A NEWCOMER VARIABLE THAT TAKES INTO ACCOUNTS STEWED EPBGTS IN THE COUNTRY THREE OR LESS YEARS. WE HAD A NEIGHBORHOOD VARIABLE AROUND THE PERCENTAGE OF IMMIGRANTS IN THAT CENSUS TRACK. THE NEW MODEL WITH THOSE VARIABLES HELD ONTO EVERY OTHER PREVIOUS VARIABLE BUT CUSTODIANSHIP AND THE 311 VARIABLES IN A CENSUS TRACK.

>> WE WILL HIGHLIGHT THE PARTNERSHIP FUND NEXT.

THERE ARE MULTIPLE WAYS THE OI IS APPLIED CURRENTLY IN THE DISTRICT AND HOW TO ENVISION IS IN THE FUTURE.

THE SCHOOL SUPPORT FUND IS AN ALLOCATION PROPOSED TO BE 5 HAD THE \$4 MILLION IN YEAR.

THESE ARE STRAIGHT EXTRA DISCRETIONARY FUNDS TO SCHOOLS. THAT ALLOCATION FUNDS ALMOST EVERY SCHOOL IN THE DISTRICT.

A COUPLE OF EXAMPLES LISTED HERE THAT ALSO SHOW THE USE OF THE OI

HAS BEEN PART OF THE DECISION
MAKING.

WHERE WE'RE PUTTING MY WAY
CAFES.

THINKING ABOUT SUMMER SCHOOL
SITES.

AS WE KNOW THE RESEARCH AROUND
SUMMER LEARNING LOSS FOR THOSE
WHO DON'T HAVE ACCESS TO SUMMER
ENRICHMENT AND THE CONNECTION TO
OUTSIDE NEED.

LOOKING TO THE FUTURE WE CAN USE
THE INDEX FOR RESEARCH
ALLOCATION.

LOOKING AT SCHOOLS WITH HIGH
VALUE ADD TO THE DISTRICT.

EXAMINING THEIR CONCENTRATION
AND NEEDS VERSUS THE OUT COMES
OF THE STUDENTS.

ARE THEY BEATING THE ODDS.

WITH THAT I WILL HAPPENED THE
PRESENTATION TO MARIAM WHO WILL
HIGHLIGHT ONE OF OUR
APPLICATIONS, THE PARTNERSHIP
FUND.

>> THANK YOU.

LET ME RECOGNIZE WE HAVE BEEN
JOINED BY COUNSELOR
ESSAIBI-GEORGE AND COUNSELOR
MATT O'MALLEY.

THANK YOU.

>> THANK YOU, EVERYBODY.

SO THE DEVELOPMENT OF THE
OPPORTUNITY INDEX HAS BEEN A
OPPORTUNITY FOR US WE ALLOCATE
RESOURCES SPECIFICALLY AROUND
PARTNERSHIPS.

WE HAVE ALWAYS HAD A CENTRAL
PART OF MONEY GOING TO PARTNERS.
WE HAVE DONE IT IN DIFFERENT
WAYS.

THIS IS A OPPORTUNITY FOR US TO
SHIFT OUR THINKING AND HAVE OUR
DECISIONS AROUND HOW
PARTNERSHIPS ARE FUNDED BY
SCHOOL NEEDS AND EQUITY.

TO RECAP A LITTLE BIT ABOUT HOW
WE HAVE SHIFTED OVER THE LAST
YEAR.

SO, UP UNTIL FY19 WE HAD A
CENTRAL PART OF FUNDING ABOUT
\$6 MILLION THAT WENT TO A SUBSET
OF PARTNER ORGANIZATIONS.

IN FY1 THAT SUBSET NUMBER WAS 1

PARTNER ORGANIZATIONS.
THEN THOSE PARTNER ORGANIZATIONS
WORKED WITH A SUBSET OF SCHOOLS
BENEFIT FREIGHT PROGRAMMING.
AS OF FY19 WE SHIFTED THE MODEL.
IT WAS \$6 MILLION STILL.
WE MOVED ALL OF THE FUNDING AWAY
FROM DIRECTLY FUNDING PARTNERS
AND MOVED IT DOWN TO THE SCHOOL
LEVEL USING THE OPPORTUNITY
INDEX TO DETERMINE THE SCHOOLS
GOT RESOURCES.
ABOUT 60 SCHOOLS IN FY19
RECEIVED FUNDING BASED ON HOW
HIGH THE OPPORTUNITY IN
DISSECTION SCORE WAS.
THEY SELECTED THE PARTNERS THEY
WANTED.
WHAT THOSE DID WAS FIRST OF ALL
IT SHIFTED THE DECISION MAKING
FROM THE CENTRAL OFFICE TO THOSE
WHO ARE CLOSEST TO THE
COMMUNITIES THAT THEY'RE SERVING
TO BE ABLE TO ALLOW FOR SCHOOLS
AND SCHOOL COMMUNITIES TO MAKE
SURE WHO THEY FUND DIRECTLY.
IT SIGNIFICANTLY EXPANDED THE
POOL OF PARTNERS GAINING ACCESS
TO FUNDING.
WE WENT FROM 13 ORGANIZATIONS IN
FY18 TO ALMOST 90 IN FY19.
IT INCREASES THE INVESTMENT OVER
ALL.
EVEN THOSE SCHOOLS NOT RECEIVED
PARTNERSHIP FUNDING CHOSE TO
CONTINUE OR ADD FUNDING TOWARDS
PARTNERS.
WHETHER IT WAS INTERNAL FUNDING
FROM THE BUDGET OR GRANTS
FUNDING EXTERNALLY.
TO RECAP A LITTLE BIT ABOUT FY19
RESULTS.
SO, AS I MENTIONED BEFORE WE
SHIFTED TO ABOUT 84 PARTNERS
BEING FUNDED LAST YEAR.
SORRY THIS CURRENT SCHOOL YEAR.
AND 27 OF THOSE HAVE NEVER
RECEIVED FUNDING FROM THE
DISTRICT BEFORE.
TOTALLY NEW PARTNERS.
WE ALSO AS I SAID INCREASE
INVESTMENTS FROM SCHOOLS INTO
PARTNERSHIPS IN GENERAL.
WE REALLY SAW A INCREASED LEVEL

OF ACCOUNTABILITY AT THE SCHOOL LEVEL FOR THE PARTNERSHIPS THEY HAD.

BECAUSE THEY'RE TYING DIRECT, THEY UNDERSTOOD WHERE THE MONEY WAS GOING AND MAKING THE DECISIONS.

THERE WAS MORE ACCOUNT ABILITY AROUND THE SERVICES PROVIDED ON THE PARTNER SIDE AND SCHOOL SIDE.

ADDITIONALLY SCHOOLS WERE ABLE TO FUND NOT ONLY PARTNERS IN. THEY WERE ABLE TO USE PARTNERSHIP FUNDS TO CONTRIBUTE TO PARTNERSHIP COORDINATOR POSITIONS.

SO WE HAD 18 SCHOOLS DECIDING TO PUT SOME OF THE FUNDING TOWARDS PARTNERSHIP COORDINATION.

RECOGNIZING THAT OFTEN TIMES IT'S IMPORTANT TO HAVE SOMEONE IN THE SCHOOL BUILDING HELPING TO FACILITATE THE PARTNERSHIPS THAT EXIST.

ADDITIONALLY THE CENTRAL OFFICE BUILT OUT A STRUCTURE TO SUPPORT SCHOOLS HEAVILY AROUND HOW THEY SELECT PARTNERS AND MAINTAIN THEM THROUGH THE YEAR.

EVERY SCHOOL RECEIVING FUNDING WAS IMPACTED BY THE SHIFT.

NOT RECEIVING FUNDING HAD A PARTNERSHIP LIAISON WORKING WITH THEM DIRECTLY TO IDENTIFY THEIR NEEDS AND MAKE DECISIONS ON WHO THEY WANTED TO FUND.

THE SHIFT HELPED US THINK ABOUT PARTNERS WE WANTED TO SUPPORT CENTRALLY, BECAUSE OF THE SERVICES THEY PROVIDED WERE CENTRALLY BASED SERVICES.

WE WILL TALK MORE ABOUT THAT IF PEOPLE HAVE QUESTIONS.

WE, IT HELPS US TO STREAM LINE CONTRACTING, PROCUREMENT PRACTICES IN GENERAL AND THINK ABOUT HOW WE CREATE STRONG SYSTEMS TO MANAGE SUCH A BIG SHIFT.

SO FY20 WE WILL ALLOCATE THE SAME PHAOUFPBT MONEY AS FY19.

SO THAT \$6 MILLION.

SAOLZ HAVE MADE INITIAL

DECISIONS ON WHO THEY PLAN TO
WORK WITH NEXT YEAR.

THEY HAD TO MAKE THE DECISIONS
BY FEBRUARY 15th.

WE'RE CURRENTLY WORKING WITH THE
PARTNER ORGANIZATIONS THAT
SCHOOLS INDICATED THEY WANTED TO
WORK OUT TO FLUSH OUT PROCESSES
TO MAKE SURE PARTNERSHIPS ARE
READY TO GO FOR FY20.

WE PROJECT THE NUMBER OF
PARTNERS WILL BE SIMILAR TO
FY19.

AROUND THE 90 NUMBER.

WE HAVE BEEN ABLE TO INCREASE
THE NUMBER OF SCHOOLS SUPPORTED
BY PARTNERSHIP FUNDING IN
GENERAL.

SO WITH THAT I THINK WE WILL
TAKE ANY QUESTION THAT'S YOU
HAVE.

>> GREAT.

THANK YOU.

LET ME RECOGNIZE COUNSELOR
BAKER.

>> I'M ALL SET, THANK YOU.

>> COUNSELOR CAMPBELL.

>> THANK YOU, COUNSELOR CIOMMO.

THANK YOU GUYS FOR THE RECAP.

DO YOU HAVE SOMETHING TO ADD?

AND THANK YOU FOR YOUR WORK
AROUND THIS AND APPLYING EQUITY
IN THE WORK THIS.

IS A GREAT EXAMPLE WHAT THAT
LOOKS LIKE.

THANK YOU, GUYS.

I'M CURIOUS.

WHEN THIS WAS ROLLED OUT AND THE
SHIFT WAS MADE WE HEARD FEEDBACK
FROM FOLKS ON THE GROUND ABOUT
POSITIVES.

WE ALSO HEARD FROM SOME SCHOOLS,
PARTICULARLY SCHOOLS WHERE THE
OPPORTUNITY INDEX WAS DESIGNED
TO HELP THEM, COMPLAIN THIS
WASN'T WORKING OR IT NEEDS TO BE
TWEAKED.

FROM YOUR PERSPECTIVE, I'M CURE
I'M CURIOUS WHAT DO YOU THINK NEEDS
TO BE CHANGED TO TWEAK THIS?

>> I THINK WE HAVE MADE A FEW
TWEAKS.

WE TALKED TO SCHOOL LEADERS,
COMMUNITY ACTIVISTS, OUR TASK

FORCE ABOUT THE CONCERNS.
THE MAIN THEMES THAT CAME UP
WERE SCHOOLS SAYING I'M IN
CHARLES TOWN I'M PULLING ALL OF
MY KIDS FROM THIS ONE HOUSING
PROJECT.
DOWN THE STREET THERE ARE
MILLION DOLLAR CONDOS.
SORRY, SICK STILL.
IS THIS NUMBER REALLY REFLECTING
MY STUDENTS OR THE PEOPLE IN THE
CONDOS.
FIRST WE THREW THAT YEAR TRIED
TO BREAK DOWN THE SCORES AND
ALLEVIATE SOME CONCERNS.
WHEN YOU BREAK IT DOWN WITH THE
CENSUS TRACK LEVEL DATA IT DID
MATCH UP WITH WHAT THEY THOUGHT
THE STUDENTS WERE BRINGING IN.
WE WANTED TO BE DILIGENT THIS IS
THE FIRST TIME AND WE'RE WILLING
TO REITERATE.
WE WENT BACK SKPED LET'S TRY
ADDITIONAL VARIABLES AND LANG ON
IN THIS REGRESSION.
WE ADDRESSED THINGS LIKE PUBLIC
HOUSING AND THIS VERSION OF OI.
ALSO IMMIGRANTS SPECIFICALLY
UNDOCK RAOUPLTED IMMIGRANTS.
THAT'S PART OF THIS TOO.
IF WE ARE DOING DIRECT
CERTIFICATION AS THE ONLY
MEASURE OF NEED YOU WILL NEVER
COLLECT THAT INFORMATION FROM A
UNDOCUMENTED IMMIGRANT.
IMMIGRANTS IN GENERAL NOT REALLY
ELIGIBLE FOR PUBLIC ASSISTANCE.
SO, YOU KNOW AT LEAST WE HAD
PROXIES IN THE NEIGHBORHOOD
GIVING YOU AN IDEA OF THOSE
PEOPLE.
WE WERE ABLE TO ADD NEW COMERS.
IF YOU WERE IN THE COUNTRY THE
LAST THREE YEARS.
AND PERCENTAGE OF IMMIGRANTS IN
THE NEIGHBORHOOD.
I THINK WE HAVE BEEN PRETTY
RESPONSIVE TO THE LEGITIMATE
PUSHES TO BE MORE FLEXIBLE IN
OUR THINKING.
I WILL SAY THERE ARE HUNDREDS OF
VARIABLES THAT WERE TRIED WITHIN
THE REGRESSION THAT DIDN'T
STICK, RIGHT.

SO WHEN PEOPLE SAY DID YOU THINK OF THIS AND THAT.

WE THOUGHT OF WHAT WE THINK IS EVERYTHING IN THE KITCHEN SINK. IF IT DOESN'T HAVE A SIGNIFICANT AFFECT ON STUDENT ACHIEVEMENT THROUGH REGRESSION AL ANALYSIS IT WAS DROPPED OUT.

WE CAN GIVE YOU A LIST OF ALL WE HAVE TRIED.

>> ONE OF THE QUESTIONS WAS SOME OF THE SCHOOLS, THIS CAME UP IN PREVIOUS BUDGET HEARINGS.

WE LOOK WHERE THE STUDENTS ARE COMING FROM.

NOT NECESSARILY WERE THE SCHOOL IS SITUATED.

THERE ARE SOME SCHOOLS IN CERTAIN NEIGHBORHOODS THAT ARE GRAPPLING WITH SO MUCH MORE.

LOOKING FOR DOLLARS TO SUPPORT PUBLIC SAFETY CONCERNS OR SOME OTHER ISSUES COMING UP JUST BECAUSE OF WHERE THE SCHOOL IS PHYSICALLY LOCATED.

CONNECTING TO WHY PEOPLE MAY CHOOSE A P-BG LOCATION TOO.

WONDER IF THAT IS TAKEN INTO CONSIDERATION IN THE MODEL.

IF IT WAS WHAT HAPPENED.

>> IT WASN'T.

YOU KNOW WE TRIED TO MAKE THE VARIABLES IN THE INDEX CONNECT TO THE NEED OF THE STUDENTS THAT WERE COMING INTO THE SCHOOL.

I THINK THE OI HAS A BE END ALL OF FUNDING AND THE DISTRICT IS NOT WHAT THE OI IS TO BE.

THE OI IS WHAT WE HISTORICALLY DON'T BRING INTO ACCOUNT.

IF THERE ARE ISSUES WE NEED TO THINK DIFFERENTLY AS A DISTRICT AND NOT THINK THE INDEX WILL SOLVE.

THAT THIS IS SUPPOSE TO BE CONNECTED TO STUDENT NEED.

WHERE THEY'RE COMING FROM NOT THE LOCATION OF THE SCHOOL.

>> I BRING THAT UP, THAT IS CONCERNS I HAVE HEARD FROM SOME FOLKS DEPENDING WHERE THE SCHOOLS ARE LOCATED.

SOME OF THE THINGS THAT THEY'RE GRAPPLING WITH AND RESOURCES

THEY'RE LOOKING FOR TO DEAL WITH AND THROUGH PARTNERSHIPS TO DEAL WITH CONCERNS THAT OTHER SCHOOL COMMUNITIES ARE NOT DEALING WITH.

WHICH I THINK IS COUPLED WITH KNOWING THE STUDENT POPULATION INSIDE THE BUILDING.

WHAT THEY HAVE TO DO WITH THE PHYSICAL LOCATION HAS BEEN REALLY CHALLENGING.

>> I THINK AN EXAMPLE, MOST OF THE SCHOOLS ARE HIGHLY FUNDED BY THE PARTNERSHIP FUND AND SCHOOL SUPPORT FUND WE HAVE ALLOCATED \$5.2 MILLION.

SOME OF THE FUNDS HOPEFULLY GO TOWARDS THOSE INITIATIVES.

THAT'S WHAT IT IS THERE FOR, TO MITIGATE SO OTHER SCHOOLS DON'T HAVE TO MITIGATE.

>> YES.

THEN JUST BECAUSE THESE ARE SOME OF THE QUESTIONS WE GOT FROM STUDENTS.

I THINK PROBABLY EVERY COLLEAGUE ON THE COUNCIL HAS GOTTEN A TON OF QUESTIONS.

THIS IS MORE OF A COMMENT.

ONE STUDENT, ANOTHER COURSE OF THE COLLEGE ACC CAME UP WITH WAYS TO DEAL WITH GANGS.

DISCOURAGING YOUNG PEOPLE FROM GETTING INVOLVED IN GANGS.

WHAT CAME OUT OF THE DISCUSSION WAS EMPHASIS ON SPORTS.

PARTICIPATING IN SPORTS

PROGRAMMING AND WANTING TO SEE MORE RESOURCES DEVOTED TO THAT.

THEN THE OTHER WAS, THIS IS A QUESTION.

ONE OF THE THINGS WE TALK TO AT A HIGH SCHOOL LEVEL DO WE

PREPARE OUR STUDENTS FOR LIFE.

I'M CURIOUS HOW MUCH OF THE FUNDING AND PARTNERSHIP DOLLARS GOES TOWARDS PROGRAMMING THAT SUPPORT CAREER READINESS JOBS.

SOME FOLKS SAY PERSONAL HEALTH AND MANAGEMENT.

THEY FEEL THEY'RE NOT GETTING CURRENTLY IN THE HIGH SCHOOL.

I'M CURIOUS WHERE YOU SIT.

ARE THERE PROGRAMS YOU PARTNER

WITH THAT DO THAT WELL OR SOME FOLKS ON THE HORIZON WORKING WITH STUDENTS TO SUPPLEMENT WHAT THE SCHOOL IS DOING.

>> I THINK THAT'S THE GREAT THING.

SCHOOLS ARE ABLE TO BE MORE RESPONSIVE TO THE NEEDS OF STUDENTS AND OTHER PEOPLE IN THE SCHOOL COMMUNITY.

I'M THINKING ABOUT THE NUMBERS. BECAUSE IT'S ACTUALLY A WIDESPREAD OF THE SERVICES THAT WERE FUNDED IN THE 84.

ALL YOU MENTIONED ARE PARTNER ORGANIZATIONS FUNDED YOU THIS THIS MODEL.

NOT EVERY SCHOOL.

I THINK AS WE GO ON WE'RE DEFINITELY GOING TO CONTINUE WORKING WITH SCHOOLS TO BE COMPREHENSIVE IN HOW THEY MAKE DECISIONS FOR ALLOCATING FUNDING.

WHEN YOU TALK ABOUT THE STUDENT'S VOICE AND MAKE SURE THEY'RE REPRESENTED IN THE DECISION MAKING THEY'RE DOING THAT WELL.

WE WANT TO MACH SURE THAT HAPPENS.

THEN, YES, THERE -- WE CAN GET BACK TO YOU IF YOU'RE INTERESTED WITH THE CATEGORIES THAT WERE FUNDED.

>> THAT WOULD BE GREAT.

THANK YOU, THANK YOU COUNSELOR. I HEARD THE BEEP.

>> COUNSELOR FLYNN.

>> THANK YOU, COUNSELOR CIOMMO. THANK YOU TO THE PANELISTS HERE TODAY.

MORE IMPORTANTLY THANK YOU FOR YOUR WORK IN HELPING STUDENTS IN THE PUBLIC SCHOOL SYSTEM.

THIS MORNING I WAS AT O-DAY PARK IN THE SOUTH END AND PUBLIC HOUSING SOUTH BOSTON.

LISTENING TO CONCERNS OF RESIDENTS AND ESPECIALLY IN PUBLIC HOUSING.

WHAT TYPE OF WAY CAN WE INSURE THAT WE CONTINUE THE LIFE LONG, LIFE LONG LEARNING OF STUDENTS.

>> I WANT TO MAKE SURE THE SERVICES ARE THERE FOR OUR PUBLIC HOUSING STUDENTS.

ANY UNIQUE PARTNERSHIPS WE CAN EXPECT ON OR ANY OUTSIDE OF THE BOX THINKING WE CAN DO TO MAKE SURE THAT OUR RESIDENTS OF PUBLIC HOUSING HAVE THE BEST POSSIBLE SERVICES WE CAN PROVIDE.

>> I THINK FROM -- SCHOOLS KNOWING WHO IS COMING INTO THE BUILDING AND WHERE THEY'RE FROM IS IMPORTANT.

SUPPLYING THE RESOURCES THEY NEED TO MEET THE NEEDS STUDENTS. I KNOW SOME ARE OUTREACHING TO COMMUNITY CENTERS FOR PUBLIC HOUSING COMPLEXES OR DOING YOU OWE LITERACY DAYS AT THE PUBLIC HOUSING COMPLEX.

THE MORE WE CAN CONNECT THE SCHOOL TO WHERE THE KIDS ARE COMING FROM AND HAVE A TRUE UNDERSTANDING WHERE THEY'RE COMING FROM AND WHO THEY ARE THE BETTER WE ARE AT SERVING THOSE STUDENTS.

IT'S PART OF OUR PUSH FOR CULTURE AND SUSTAINING PRACTICES TO TEACH AND EDUCATE A STUDENT. WE NEED TO KNOW WHO THEY ARE AND WHERE THEY COME FROM AND THE COMMUNITY.

WE ARE PUSHING THAT AND GETTING IT BETTER AS A CITYWIDE DISTRICT.

I DON'T KNOW IF ANYONE ELSE HAS --

>> I THINK THE ONLY THING I WOULD ADD IS UP WITH OF THE THINGS WE'RE TRYING TO DO IS BETTER CONNECTING OUR FAMILIES WITH RESOURCES.

THINKING ABOUT WHO ARE THE PROVIDERS IN NEIGHBORHOODS. BECAUSE MANY OF OUR FAMILIES ARE COMING ACROSS DIFFERENT NEIGHBORHOODS TO A SCHOOL.

THERE IS ONE WAY IN A SCHOOL TO PROVIDE SUPPORT AS SPOKEN ABOUT. PROVIDING ALTERNATIVE DROP OFFS AND RIDE BUSSES TO ACCESS SCHOOL AND RETURN TO THEIR COMMUNITIES. WITHIN THE COMMUNITY WE ARE TRYING TO MAP OUT THE RESOURCES

FOR A FAMILY AND BETTER
CONNECTING THEM.

FOR OUR OLDER STUDENTS ONE THING
IS WE HAVE -- PARTICULARLY OUR
OLDER STUDENTS GRADE 7 AND UP
ACCESS FOR PROGRAMMING AND
RESOURCES EASIER.

WE HAVE TO THINK ABOUT THAT FOR
ELEMENTARY STUDENTS.

>> THANK YOU.

MY TIME QUESTION YOU THOUGH WHAT
ALSO IS IMPORTANT TO OUR
STUDENTS IS MAKING SURE THAT
THEIR PARENTS RECEIVE NEEDED
SERVICES INCLUDING FOOD
ASSISTANCE.

NUTRITIONAL ASSISTANCE, LANGUAGE
ACCESS AND FUEL ASSISTANCE IS
CRITICAL TO MAKE SURE OUR
STUDENTS WHEN THEY'RE STUDDING
HAVE, THEY HAVE FOOD THEY HAVE A
WARM HOUSE.

THEY HAVE HEALTHCARE.

THE COMMUNITY HEALTH CENTER
LOCATED IN THE SCHOOL AT.

I WAS THERE RECENTLY.

WHAT TYPE OF SERVICES SUCH AS
THAT ARE WE ABLE TO EXPANDED ON.
MAKING SURE NOT ONLY THE STUDENT
BUT THE PARENT AS WELL BENEFITS
FROM THE OVER ALL OVER ALL
SUCCESS OF THE CHILD.

>> I THINK THIS IS A BURGEONING
CONVERSATION IN THE DISTRICT
ABOUT COMMUNITY SCHOOLS.

WE HAVE A LITTLE MORE DIFFICULTY
IN BOSTON BECAUSE OF THE SCHOOL
CHOICE AND YOU'RE NOT
NECESSARILY GOING TO SCHOOL IN
THE NEIGHBORHOOD THAT YOU'RE IN.
IS A THINK THERE ARE A LOT OF
MODELS ACROSS BTU, THE DISTRICT
AND STARTING THE CONVERSATION.
SCHOOL COMMUNITIES IN TOUCH WITH
WHERE THEIR STUDENTS ARE COMING
FROM.

IT'S EASIER FOR THEM TO CONNECT
PARENTS TO RESOURCES AND HAVE
ESL CLASSES IN THEçó BUILDING.
WHERE AS SCHOOLS WITH STUDENTS
COMING FROM ALL OVER IT'S
DIFFICULT TO RALLY AROUND.
THINKING ABOUT A COMMUNITY
SCHOOL MODEL IN THIS CITY WHERE

A SCHOOL ISN'T NECESSARILY
NESTED.

WHERE THE STUDENTS AND FAMILIES
ARE, WE ARE THINKING OF AS A
DISTRICT.

>> I WAS GOING TO SAY B TS IS
WORKING WITH THE YMCA AND BTU ON
EXPANDING THE COMMUNITY SCHOOL
MODEL IN THE DISTRICT.

STHEUFRPBG THE OTHER THINGS WE
ARE TRYING TO DIGEST WITH THE
BTU ORGANIZER MY OFFICE AND THE
OFFICE OF COMMUNITY GAPS TO GET
TOGETHER AND MAPPING OUT THE
SCOPE OF SUPPORT FOR SCHOOL
LEADERS.

OFTEN THEY AND THEIR STAFF ARE
THE WEST TO KNOW.

THAT'S WHO THE FAMILIES GO TO
AND HAVE THE RELATIONSHIPS WITH.
WE WANT TO MAKE SURE OUR SCHOOL
LEADERS HAVE THAT.

MANY TIMES THE OFFICE GETS PHONE
CALLS.

WE WORK TOGETHER TO MAKE SURE
WE'RE ABLE TO POINT PARENTS IN
THE RIGHT DIRECTION FOR
RESOURCES AND FOLLOW THROUGH THE
RECEIPT OF SERVICED.

SERVICES.>> THANK YOU FOR TAKING MY
QUESTIONS AND THE GREAT WORK
YOU'RE DOING HELPING THE
STUDENTS.

I KNOW YOU REFERENCED THE
TEACHERS.

THEY ARE MAKING SURE STUDENTS
HAVE THE BEST SERVICES IN AND
OUTSIDE OF SCHOOL IT TAKES
EVERYONE TO MAKE SURE WE PROVIDE
THE BEST EDUCATION POSSIBLE.

THANK YOU, VERY MUCH.

>> COUNSELOR ESSAIBI-GEORGE.

>> THANK YOU.

I AM LOOKING AT SHOULD QUESTIONS
ABOUT OPPORTUNITY INDEX FROM
LAST YEAR.

THINK THEY'RE PERTINENT THIS
YEAR.

WE TALK ABOUT THE IMPACTS OF THE
OPPORTUNITY INDEX AND THE WORK
IN OUR SCHOOLS.

HOW DO WE MONITOR THAT AND SEE
THE IMPACTS?

>> FOR THE PARTNERSHIP FUNDS

PHYSICALLY AND FY19 WE'RE GOING THROUGH AN IMPACT ANALYSIS NOW. WE'RE CURRENTLY COLLECTING STUDENT ENROLLMENT INFORMATION. ALL THE PARTNERS RECEIVING PARTNERSHIP FUNDING. WE WILL WORK TO ANALYZE THAT INFORMATION AGAIN. SPECIFIC OUT COMES.

>> SO IN YOUR A PENNED EX THERE IS A SECTION ON PARTNERSHIP FUND AND ANALYSIS THIS.

IS WHAT WE'RE LOOKING FOR, FOR THE FIRST YEAR.

WE HOPE TO HAVE A REPORT OUT BY OCTOBER.

THAT WILL REPORT ON HOW EVERYTHING IS GOING WITH.

THAT DO YOU WANT TO SPEAK TO OTHER.

>> YES.

THERE HAS BEEN A FEW WAYS THE OI HAS BEEN APPLIED SO FAR.

IF YOU THINK ABOUT MY WAY CAFES. IT'S REALLY AN EQUITY.

YOU KNOW HOW IS THIS OI NUMBER OF SCHOOLS INFORMING WHAT SCHOOLS HAVE MORE NEEDS AND IT'S PART OF A BIGGER PROCESS OF HOW WE SELECT.

SAME WITH SUMMER LEARNING.

WE KNOW SUMMER LEARNING LOSS WHEN STUDENTS DON'T HAVE ACCESS TO ENRICHMENT CAPS OVER THE SUMMER.

WE WANT IT TO BE PART OF THE DECISION OF SUMMER SCHOOL SITES FOR THOSE STUDENTS IN THE NEIGHBORHOOD.

SO, IT'S STARTING TO BE PART OF A BROADER LOOK ATTIC IT AND MEASURES OF NEED.

YOU KNOW THE PARTNERSHIP OFFICE HAS STKUPB A GREAT JOB SETTING UP AN ANALYSIS FOR THIS FUND TO TRACK WHO IS, THE NUMBERS WE HAVE ARE NUMBERS AND WHO IS THE MONEY BEING PUSHED TOWARDS. IS IT AFFECTED FOR THE REASON OF THE PARTNER OR PROGRAM THEY PICKED.

THINK WE WILL HAVE GOOD DATA WITH.

THAT.

>> I KNOW THE FUNDING IS DECIDED
BASED ON THE SCHOOL'S SCORE.
WE SEE SCHOOLS WITH DRAMATIC
SHIFTS IN POPULATION.
THINK ABOUT EAST BOSTON HIGH.
PARTICULARLY WE SEE A DECREASE
OF ENROLLMENT FOR NEXT YEAR.
ARE WE LOOKING AT A SOFT LANDING
OPPORTUNITY FOR THOSE SCHOOLS.
THE KIDS ARE GOING, SOME OF THE
FUNDING LEAVES.
IF THE PROGRAMS ARE NOT LEFT
INTACT THAT HAS A DIFFERENT
IMPACT ON THE SCHOOLS I SEE
DAVID COMING DOWN.

>> HE'S COMING BACK.

>> WHILE DAVID IS COMING BACK.
MY OTHER QUESTION IS IF THE
FUNDING IS REMAINING LEVEL
FY19-FY20 BUT WE HAVE AN IN
CREASE OF SCHOOLS ACCESSING THE
FUNDING THAT'S A LESSENING OF
DOLLARS IN EACH OF THE SCHOOLS
AND THE PARTNERSHIP MONEY FOR
THE SCHOOLS.

>> I THINK BEFORE DAVID SPEAKS,
THE SCHOOL SUPPORT FUND REALLY
WE LOOK AT AS A SOFT LANDING.
LAST YEAR WAS IT \$.4 MILLION.
IT'S UP TO \$.5.2 MILLION THIS
YEAR.

THAT GOES TO A LARGER GROUP OF
SCHOOLS.

I DON'T THINK THERE IS A BIG
DIFFERENT IN THE NUMBER OF
SCHOOLS.

>> THERE ARE MAYBE THREE OTHER
ADDITIONAL SCHOOLS.

>> OKAY.

THAT SPECIFIC FUND IS
DISCRETIONARY MONEY FOR SCHOOLS.
IF THEY LOST A FEW STUDENTS LIKE
EAST BOSTON HIGH SCHOOL THEY
COULD FULFILL THAT SO THEY DON'T
LOSE THE PARTNERS THEY TOOK LAST
YEAR.

>> IN TERMS OF SOFT LANDING THE
PARTNERSHIP FUNDS AND SCHOOL
SUPPORT FUNDS ARE CONSIDERED FOR
SOFT LANDING FOR ENROLLMENT AND
ANY SHIFT IN EXPECTED
OPPORTUNITY INDEX SCORE.
IN A SIMILAR SORT OF WAY THAT
THE REST OF OUR STUDENT FUNDING

IS.

>> THE SHIFT IN THE PARTNER FUNDING I'M LOOKING AT THE SLIDE, 18 I SUPPOSE.

FOR EXAMPLE CITY AND FY18 WAS IN 23 SCHOOLS AT 2.5 MILLION.

FOR NY19 IT'S IN IT THE SCHOOLS AT 2.27 MILLION.

WHY IS IT MORE SCHOOLS AT A LESSER DOLLAR AMOUNT.

>> THAT'S A GREAT QUESTION.

I THINK THAT THIS SPEAKS TO THE WAY PARTNERS HAVE HAD TO ADJUST AND THINK ABOUT THEIR STRUCTURE. AS OPPOSED TO HAVING LARGE TEAMS AND A SMALLER NUMBER OF SCHOOLS THEY WERE ABLE TO HAVE SMALLER SIZED SCHOOLS IN A LARGER NUMBER OF SCHOOLS TO MAKE IT MORE AFFORDABLE.

>> ON THE SAME SIDE TENACITY WENT FROM FIVE SCHOOLS TO FOUR SCHOOLS.

AN INCREASE IN THE PARTNER FUNDING AND THEN LAST YEAR WENT FROM SIX SCHOOLS IN FY18 TO NO SCHOOLS IN FY19 BUT PAYING A HUNDRED THOUSAND.

>> YES FOR TENACITY I THINK PART OF THE SHIFT WAS US WORKING WITH OUR PARTNERS ON WHAT THE FEE STRUCTURE LOOKED LIKE.

SOME OF THE PARTNERS TOOK AN OPPORTUNITY TO SHIFT WHAT THE FEE STRUCTURE AND MODEL LOOKED LIKE.

THAT'S THE TENACITY PIECE THERE. IS AN ASTERISK NEXT TO THEIR NAME.

THE HUNDRED THOUSAND IS FOR SUMMER PROGRAMMING.

THEY DIDN'T GET A PARTNERSHIP FUND DOLLARS FROM THE SCHOOLS AND FROM THE SUMMER PROGRAMMING DOLLARS IS WHAT THEY GOT FINANCIALLY.

>> THANK YOU.

>> COUNSELOR O'MALLEY.

>> THANK YOU, MR. CHAIRMAN.

GOOD AFTERNOON LADIES AND GENTLEMEN.

I PARDON IF I MISSED THIS IN THE OPENING REMARKS.

YOU CHANGED THE VARIABLES TO THE

FORMULATION.

WHAT PERCENTAGE IS NOW, WHAT PERCENTAGE OF BOSTON PUBLIC SCHOOL STUDENTS ARE FOREIGN BORN?

>> OF THE WHOLE POPULATION?

>> YES.

>> I CAN GET YOU THAT NUMBER. I DON'T HAVE THAT OFF MY HEAD. TO.

>> THAT WAS ADDED --

>> IT'S THE PERCENTAGE OF FOREIGN BORN IN THE CENSUS TRACK THAT THE STUDENTS COMING FROM.

>> I SEE, I APOLOGIZE.

DO YOU KNOW THAT NUMBER.

>> A PROXY NUMBER.

FOR THE CITY?

>> YES.

>> NO NOT OFF THE TOP OF MY HEAD.

>> BEFORE THE WAY THE OPPORTUNITY INDEX WAS SORT OF DETERMINED, LAST YEAR THE FIRST YEAR OF IT THERE WAS NO METRICS AROUND FOREIGN BORN POPULATION THIS.

YEAR THERE IS.

>> YES.

>> SO YOU WILL GET ME THAT INFORMATION.

I'M JUST MORE CURIOUS MORE THAN ANYTHING ELSE.

AND CUSTODIANSHIP.

>> CUSTODIANSHIP THAT FELL OUT WITH THE REGRESSION.

FOR STUDENTS IN PUBLIC HOUSING.

WE ADDED IN IS A STUDENT A NEWCOMER.

HAVE THEY BEEN IN THE COUNTRY THREE OR LESS YEARS.

AND THE NEIGHBORHOOD MEASURE YOU TALKED ABOUT, FOREIGN BORN PERCENTAGE IN THE CENSUS TRACK THEY LIVE IN.

>> THE CUSTODIAN SHIP --

>> WHEN YOU ADD IN MORE VARIABLES THEN YOU KNOW THE WAY REGRESSION WORKS IT'S A BLENDER.

YOU THROW IN THE VARIABLES.

THOSE ABOVE AND BEYOND THE OTHERS HAVE THE AFFECT ON THE OUTCOME.

SO WHEN WE ADDED IN MORE

VARIABLES AND CHANGED THE
VARIABLES THE SIGNIFICANCE WENT
AWAY.

>> THAT MAKES SENSE TO ME NOW.

YOU MANIPULATE THE DATA TO MAKE
THIS A IRRELEVANT TOOL TO USE.

>> WHAT SCHOOLS HAVE THE HIGHEST HIGHEST
AND LOWEST INDEX SCORES.

>> THE HIGH MCKINLEY PREP.

THE LOWEST IS THE ELLIOT K-8.

YOU CAN GO ON LINE AND GET A RUN
DOWN OF THE LIST OF SCHOOLS.

HOW MUCH MONEY IS COMING TO THE
PARTNERSHIP FUND AND SCHOOL
SUPPORT FUND.

IT RUNS DOWN THE PURPOSE OF BOTH
FUNDS ON THE WEBSITE.

>> WITH THE CHANGE, THE KHAUPG I
KNOW THE ADDING OF THE

POPULATION BEING FOREIGN BORN,
HOW HAS THAT SHIFTED.

THIS MAYBE AN OVER ARCHING
ISSUE.

ARE MORE SCHOOLS RECEIVING MORE
MONEY?

FEWER SCHOOLS RECEIVING MORE
MONEY?

WE SEE A DRAMATIC SHIFT
ANYWHERE?

>> THE POT HAS EXPANDED.

THE SCHOOL SUPPORT POT HAS
EXPANDED.

MORE SCHOOLS SEE MORE MONEY.

THIS TALKS ABOUT DISTRIBUTION OF
MONEY.

IF THE POT STAYED THE SAME IT
MAY CHANGE HOW MUCH EACH SCHOOL
DID, IF THE SCORE CHANGED.

IT MAY NOT NECESSARILY CHANGE
THE AMOUNT OF MONEY EACH SCHOOL
GETS OR THE AMOUNT OF MONEY WE
GIVE OUT SOMEWHERE.

>> OKAY.

ANY LESSONS TO LEARN.

WE GIVE YOU AND YOUR TEAM
CREDIT.

THIS IS IMPORTANT FUNDING.

NOW GOING INTO YEAR TWO IS THIS
WRITE REFLECTION OF A SUCCESS
STORY USING THIS AS A FACTOR?

THE SECOND PART OF THE QUESTION
IS ARE THEIR CHALLENGES THAT
PERHAPS WE MAYBE LOOKING TO MAKE
FOR YEAR THREE?

>> I THINK I CAN SPEAK TO THE PARTNERSHIP FUND.

I HAD THE PRIVILEGE GOING OUT TO THE SCHOOLS TO GET MONEY FOR THE FIRST TIME AND HELP THEM SPEND IT.

McKINLEY NEVER BENEFITED FROM THE FORMER MODEL AND WAS ABLE TO BRING IN A LOST PARTNERS THAT ALIGN TO WHAT THEY'RE TRYING TO DO.

IN A LOT OF WAYS THEY HAVE ADDED DIRECT SERVICE SUPPORTS.

THEY HAVE ADDED SIGNIFICANT DEVELOPMENT SUPPORT FOR THE STAFF AND THOUGHTFUL ALONG THE WAY.

IT ADDED LEVERAGE FOR THEM.

A LOST TIMES PARTNERS OVERLOOKED THEM FOR WHATEVER REASON.

THEY DROPPED PROGRAMS -- DRAW PROGRAMS IN AND HAD THE TARGET SUPPORT FOR THE SCHOOL.

THAT'S ONE EXAMPLE.

THERE ARE A LOST EXAMPLES LIKE.

THAT IT WAS ALSO EXCITING TO SEE

SOME SCHOOLS INVEST IN

PARTNERSHIP COORDINATION THIS.

YEAR THE OFFICE IS DOING A

PARTNERSHIP LEARNING NETWORK FOR

PARTNERSHIP COORDINATOR.

ANYONE WHO HAD A POSITION FUNDED

THROUGH THE PARTNERSHIP FUND OR

NOT ARE ABLE TO COME TOGETHER TO

STRENGTHEN THE PARTNERSHIP

EFFECTIVENESS.

>> GREASE.

HOW MANY SUMMER LEARNING SITES

DO WE HAVE ACROSS THE DISTRICT?

>> I THINK WE HAVE TO GET BACK

TO ON THAT.

>> THE EXTENDED LEARNING TIME

HAS AN EXACT NUMBER.

>> THANK YOU.

>> THANK YOU.

>> COULD YOU EXPLAIN TO ME THE

ASTERISKS ARE OPPORTUNITY

PORTFOLIO PARTNERS.

>> YES.

>> CAN YOU --

>> YES.

I AM HAPPY TO EXPLAIN THAT,

THANK YOU FOR ASKING.

THIS GETS TO COUNSELOR

ESSAIBI-GEORGE'S QUESTION ABOUT ACCOUNTABILITY.
WE HAVE ALMOST A THOUSAND PARTNERS IN THE DISTRICT DOING A LOT OF DIFFERENT THINGS.
OUR ROLL IS TO MAKE SURE WE KNOW WHO IS WHERE AND WHAT SERVICES THEY'RE PROVIDING.
BEYOND THAT WE WANT TO MAKE SURE WE PUT OUR STAMP OF APPROVAL ON THE PARTNERS WE'RE VETTING AN ASSESSMENT FOR.
THE OPPORTUNITY PORTFOLIO IS HOW WE DO.
THAT WE HAVE A COMPREHENSIVE VETTING AND PROCESS THAT HAPPENS TWICE A YEAR.
PARTNERS CAN APPLY THIS AS A GRANT APPLICATION THEY DO.
WE TAKE, WE FACTOR THAT IN WITH SCHOOLS TO REALLY THINK ABOUT WHAT ARE THE SERVICES THEY ARE PROVIDING AND THE SERVICES WE WANT TO PUT A STAMP OF APPROVAL ON ABOUT 33 I BELIEVE.
I DON'T KNOW.
THAT MAYBE A LITTLE OFF IF YOU COUNT THAT NUMBER.
AROUND 33 PARTNERS SELECTED FOR FUNDING.
PORTFOLIO PARTNERS.
THAT IS SOMETHING WE WILL DO GOING FORWARD.
PROMOTING THE PROGRAMS WE HAVE GONE THROUGH.
>> MORE OR LESS THEY HAVE A TRACK RECORD WITH THE DEPARTMENT.
THEY HAVE BEEN VETTED.
>> YES.
>> IS IT TRUE JUST YOU AND YOUR DEPARTMENT, YOUR, YOU KNOW --
>> NO.
>> -- COLLEAGUES, PEERS.
>> NO.
WE DEFINITELY ARE INTENTIONAL ABOUT MAKING SURE THE GROUP OF PEOPLE WHO ARE VETTING IS A LOT MORE THAN JUST ME AND MY COLLEAGUES.
SO, WE HAVE A GROUP OF RESOURCES THAT WE RECRUIT EVERY CYCLE.
THAT IS SCHOOL BASED STAFF.

STUDENTS AND OTHER -P
DEPARTMENTS FOR VIEWING.
YOU ARE WELCOME TO BE REVIEWERS
IF YOU LIKE.
WE RECRUIT FROM THE COMMUNITY TO
DO THAT.
WE ALSO GET FEEDBACK FROM
SCHOOLS.
SCHOOLS ON THE ON-LINE SYSTEM
RATE PARTNERS AND THEIR
EXPERIENCE WITH THEM.
WE USE THAT AS A WAY TO PROVIDE
FEEDBACK AS OUR VETTING.
>> SO WHO EXECUTES.
I'M ASSUMING THAT EVERYONE OF
THESE MARTERS IN HAS A CONTRACT
WITH A SCHOOL.
WHO EXECUTES THOSE CONTRACTS.
WHO IS KIND OF ACCOUNTABLE FOR
THE SERVICES THAT THEY ARE
SUPPOSE TO PROVIDE THE SCHOOL?
>> YA, THERE ARE TWO PIECES.
THERE IS FUNDING INVOLVED.
THE CONTRACT WITH THE DISTRICT.
THAT IS ACTUALLY A GREAT WE KNOW
FIT OF THE PROCESS.
WE HAVE BEEN ABLE TO STREAM
LINE.
THAT OUR OFFICE HAS TAKEN
RESPONSIBILITY IN THE WAY IT
HASN'T ALWAYS KNOWN WE NEEDED TO
BEFORE.
TO DO ALL OF THE CONTRACTS
CENTRALLY.
WE MANAGE THAT.
IT'S, THERE ISN'T MUCH AROUND
THE OUTLINING SERVICES.
IT'S ABOUT THE BUSINESS
RELATIONSHIP.
THEN WE ALSO WORK WITH PARTNERS
IN SCHOOLS TO HAVE SCHOOL BASED
AGREEMENTS THAT ARE NOT LEGALLY
BINDING BUT OUTLINE WHAT THE
SERVICES ARE AND WHAT OUT COMES
THE PARTNERSHIPS ARE TRYING TO
ACHIEVE.
THAT IS SOMETHING THAT ALL
PARTNERS RECEIVING FUNDING ARE
REQUIRED TO DO WITH THEIR
SCHOOLS.
>> GREAT.
IS THERE, I THINK I'M GOING BACK
TO THE BASELINE YOU'RE LOOKING
TO CREATE.

HOW DO YOU GET THE FEEDBACK FROM THE END OF THE YEAR.

BRAND NEW PARTNER HAS THE CONTRACT WITH THE CITY, THE DEPARTMENT LEVEL.

HAS A, HAS AN AGREEMENT FOR THE SCHOOL TO PROVIDE THE SERVICES.

A SCORING MECHANISM.

DO YOU HAVE A FEEDBACK SESSION.

HOW DOES THAT?

>> HOW THE PARTNERSHIP DID THROUGHOUT THE YEAR.

>> YES AND SEE IF EVERYONE IS HAPPY.

>> YES.

I THINK THERE ARE A FEW THINGS.

ONE IS JUST IN GENERAL.

I SPOKE EARLIER ABOUT THE PARTNERSHIP LEARNING NETWORK. BUILDING CAPACITY OF SCHOOLS TO DO THAT ON THEIR OWN AND HAVE PARTNERSHIPS AT THE END OF THE YEAR.

TALKING ABOUT THE OUT COMES ARE MET IS ONE PIECE THAT IS IMPORTANT IN GENERAL.

WHETHER WE CAN GET OUT TO ALL SCHOOLS OR NOT TO DO THAT WE WANT THEM TO DO THAT ON THEIR OWN AS WELL.

NOW WE'RE GOING ONTO FY20 FOR SELECTIONS.

ALL OF THE SCHOOLS AGAIN WHO GOT PARTNERSHIP FUNDS HAD A LIAISON TO WORK WITH THEM FOR FY20.

PART OF THE CONVERSATION WAS HOW FY19 WENT AND IF THEY WANTED TO CONTINUE THE FUNDING.

THOSE ARE TWO WAYS WE'RE LOOKING TO DO MORE.

>> RIGHT.

I WOULD ASSUME PARENTS ARE INVOLVED AT THE SCHOOL LEVEL WITH THE PRINCIPALS AND OTHER ADMINISTRATORS.

>> YES THE SCHOOL SITE COUNCIL HAS TO SIGN OFF.

>> GREAT.

THANK YOU.

BEFORE I GO TOLDT NEXT ROUND I HAVE ONE PERSON THAT SIGNED UP FROM CITIZEN SCHOOLS.

I WILL BRING HER UP.

DAWN.

AND THERE IS A MICROPHONE ON THE OTHER SIDE THERE.

HI.

>> THIS IS GREAT.

GOOD AFTERNOON.

>> GOOD AFTERNOON.

>> THANK YOU FORGIVING ME THE OPPORTUNITY TO TESTIFY IN FRONT OF THE COMMITTEE TODAY.

I WANT TO COMMEND BPS.

THANK YOU FOR THE WORK YOU HAVE DONE FOR OUR STUDENTS, FUNDING AND SUPPORT.

WE REALLY APPRECIATE OUR EFFORTS.

I AM A PARENT AND HAVE A STUDENT AT BPS AND WORK FOR CITIZEN SCHOOLS.

A ORGANIZATION THAT SUPPORTS THE SCHOOLS AND STUDENTS IN OUR COMMUNITY BY INTRODUCING THEM TO STEM.

I WOULD LIKE TO READ A TESTIMONY FROM A STUDENT IF THAT'S OKAY.

HE READS, I -- WHEN I SPENT MY AFTERNOON IN APPRENTICE SHIP OF SCIENCE AND ENGINEERING THREE YEARS AT THE McCORMICK SCHOOLS.

I PUT 12 STEM APPRENTICE SHIPS FROM ROBOTICS TO MAKING GUMMY BEARS.

I BELIEVE TAKING STEM APPRENTICE SHIP HELPED ME TO START TO THINK AS A SCIENTIST THAT HELPED ME IN HIGH SCHOOL AND DEEPEN MY UNDERSTANDING OF THE WORLD OF SCIENCE.

TAKING STEM INTERN SHIPS INTRODUCED ME TO POSSIBLE JOBS FOR THE FUTURE.

IN HIGH SCHOOL I HAVE TAKEN AS MANY MATH AND SCIENCE CLASSES AS POSSIBLE.

I HAVE SPENT EVERY SUMMER IN LABS WORKING WITH SCIENTISTS DOING RESEARCH IN BIO MEDICAL ENGINEERING.

HE KNOWS MORE THAN I DO.

I AIM TO PURSUE A CAREER IN CHEMICAL OR BIO MEDICAL ENGINEERING, WORKING WITH OTHER SCIENTISTS TO APPLY RESEARCH TO MAKING CANCER TREATMENT MORE

EFFECTIVE.

MY EXPERIENCE AT CITIZENS SCHOOL
SPARKED MY INTEREST IN STEM AND
CAREER GOALS.

DURING MY TIME AT THE EIGHTH
GRADE ACADEMY I WORKED CLOSELY
WITH MY TEACHING FELLOWS.

GOING THROUGH THE EIGHTH GRADE
ACADEMY PROGRAM I VESTED CITIZEN
SCHOOL HEADQUARTERS AND MET WITH
MY COACH, A CURRENT CITIZEN
GROUP EMPLOYEE TO WRITE ESSAYS
FOR A VARIETY OF HIGH SCHOOLS.

THINK IT WAS BENEFICIAL.

HAVING THE WRITING SUPPORT
HELPED ME TREMENDOUSLY GIVING ME
MORE OPTIONS IN COLLECTING
SCHOOLS.

THROUGH THE EIGHTH GRADE ACADEMY
I WAS INTRODUCED TO BEACON
ACADEMY WHICH OFFERS A TRANSFORM
TIFF YEAR BETWEEN EIGHTH AND
NINTH YEAR PROMISING HARD
WORKING STUDENTS.

AT THE BEACON I ADMITTED TO
CAMBRIDGE SCHOOL ON A FULL
SCHOLARSHIP.

>> THIS STUDENT IS A PRODUCT OF
WHAT HAPPENS WITH FUNDING OF OUR
SCHOOLS WORKING WITH CITIZEN
SHIPS.

PLEASE CONSIDER US AND OUR
STUDENTS WHEN WORKING AND MAKING
BUDGET DECISIONS.

THANK YOU.

>> THANK YOU.

>> LET ME RESUME, COUNSELOR
CAMPBELL.

>> THANK YOU, COUNSELOR CIOMMO.
I APOLOGIZE IF THIS HAS BEEN
ASKED.

>> IF IT HAS I CAN REVIEW THE
TAPE.

THIS CAME UP IN PREVIOUS
HEARINGS.

SCHOOLS THAT HAVE THE ABILITY TO
FUND RAISE HOW WE, HOW WE ARE
MINDFUL OF THAT I'M CURIOUS TO
YOUR THOUGHTS AND OPINIONS.

I IMAGINE IT HAS COME UP ALONG
THE WAY.

YOUR THOUGHT ON THE DISTRICT'S
GOAL IS TO SEND OUT LETTERS.

HOW MUCH THEY'RE RAISING FOR A

BETTER RESPONSE.

>> YES.

I CAN'T SPEAK TO THAT PROCESS
MUCH.

MY, OUR VIEW OF IT IS IT'S
TRICKY SITUATION, RIGHT.

WE DON'T WANT, WE WANT A MODEL
WITH EQUITY.

WE DON'T WANT TO DISCOURAGE
SCHOOLS OF BEING FUND RAISERS
RIGHT.

THINK IT'S SOMETHING TO ADDED TO
DIALOGUE TO THOSE IN THE
DISTRICT.

THIS WOULD BE A GOOD STARTING
PLACE TO SEE THE LANDSCAPE WHAT
HAD IS OUT THERE.

I'M NOT SURE OF THE POCKETS OF
THE OTHER SCHOOLS AND WHAT
THEY'RE COLLECTING.

>> ONE OF THE FIRST THINGS IS
THE AWARENESS.

RIGHT, WHAT IS OUT THERE AND
THINK ABOUT STRATEGIES TO EITHER
CREATING A SITUATION WHERE
SCHOOLS CAN BE ENTREPRENEUR AS
THESE SCHOOLS.

THAT IS THE STARTING POINT.
KNOWING WHAT THE LANDSCAPE LOOKS
LIKE.

>> THANK YOU.

I THINK WE'RE PLANNING TO HAVE
DATA COLLECTED BY THE END OF THE
YEAR.

ONE OF THE THINGS WE'RE LOOKING
AT, ADVANCEMENT AND DEVELOPMENT
WORK.

-- AS WE LOOK AT WHO HAS THE
ABILITY.

THIS IS SIMPLY AS A CAPACITY
ISSUE AND HAVEN'T THAT IN THE
PARENT POPULATION OR
ADMINISTRATION.

WE ARE LOOKING TO HOW DO WE DO
THAT OVER THE NEXT SCHOOL YEAR.

>> THANK YOU, COUNSELOR.

>> COUNSELOR O'MALLEY.

>> THANK YOU.

>> SORRY I SKIPPED --

>> IT'S OKAY.

>> I'M MESSED UP.

>> IT'S OKAY.

I'M FINE, I'M HERE.

>> I HAVE ONE QUESTION IT'S,

THINK IT'S A FOLLOW-UP TO SOMETHING DAVID AND I TALKED ABOUT AFTER THIS MORNING'S HEARING.

I SEE YOU HAVE A NEW MAJOR THEME, GENDERIFICATION. WE HEAR THAT ACROSS OUR WORK HERE ON THE COUNCIL.

WHEN WE LOOK AT ENROLLMENT DECLINE WE HEAR STORIES OF STUDENTS LEAVING THE SYSTEM BECAUSE THEY'RE LEAVING THE CITY.

HOW DO YOU FACTOR THAT IN FOR THE OPPORTUNITY INDEX. AVERAGE RAEUFRBGZ OR WHAT IS THE DATA YOU ARE COLLECTING ON THAT? IS THERE DATA YOU CAN COLLECT AT THIS POINT?

>> THE OI ITSELF IS JUST A MEASURE OF THE CONCENTRATION NEED AT THE SCHOOL. SO FLUCTUATION IN STUDENT ENROLLMENT ISN'T A FACTOR IN THE OI SCORE.

IT DOES AFFECT, YOU KNOW, HOW MUCH PARTNERSHIP MONEY YOU MAY GET.

THAT'S PAPER PUPIL ALLOTMENT. YOU MAY HAVE THE SAME OI SCORE. IF THE POPULATION WENT DOWN A HUNDRED STUDENTS YOU MAY GET THE SAME AMOUNT PER STUDENT. YOU HAVE LESS IN THE POT.

I THINK THAT'S A BROADER CONVERSATION IN OUR SCHOOLS THIS.

IS A CONVERSATION FOR THE BILL BPS PROCESS.

WE HAVE SCHOOLS THAT HAVE FUNDING TO PROVIDE STUDENTS WITH WHAT THEY NEED AND THE ENRICHMENTS BEYOND THE BASICS. I DON'T KNOW IF ANYONE HAS A COMMENT.

>> IS THERE A WAY TO MEASURE GENDERIFICATION FOR PURPOSE OF THE OI SCORE FOR SCHOOLS? CAN YOU LOOK AT THE INCREASE IN THE AVERAGE THAT AVERAGE FOR THE ZIP CODE OR FOR THE SCHOOL OR THE NEIGHBORHOODS THE KIDS ARE COMING FROM. MAYBE NOT THE AVERAGE RENT OR

COST OF LIVING BUT THE INCREASE
IN THAT --

>> YOU'RE TALKING ABOUT THE
VARIABLE.

WE EXPLORED A LOT OF VARIABLES
AROUND GENDERIFICATION.
THE ONE THAT STUCK WAS IF YOU'RE
A STUDENT IN PUBLIC HOUSING THAT
WAS SIGNIFICANT.

I CAN GET YOU THE LIST --

>> I WAS GOING TO SAY A
CHALLENGE I FACE WITH MY WORK
AROUND HOMELESSNESS IS PUBLIC
HOUSING.

THEY HAVE A LIST OF 40,000, THE
WAIT LIST IS HOW ,000
INDIVIDUALS AND FAMILIES.

THEY MAYBE HAVE 800 UNITSSES A
YEAR THAT TURN OVER.

IT'S HARD TO UNDERSTAND THE
IMPACT OF GENDERIFICATION AND
THE IMPACT ON THE KIDS AND A
BIGGER CONVERSATION THEN JUST
THE PUBLIC HOUSING.

I MAY NOT NEED A ANSWER.

IT'S MAYBE TO CONNECT WITH THE
FOLKS AT DND.

BHA AND THEIR HOUSING POLICY
WORK.

DND IS PROBABLY THE MOST
APPROPRIATE PLACE.

THEY UNDERSTAND THE TRENDS
DIFFERENTLY.

>> IF THERE IS A WAY TO QUALIFY
THAT INFORMATION INTO THE
SCORING.

>> THAT'S IT FOR ME.

>> IN THE EARLIER HEARING WE ARE
BASING OUR NUMBERS ON 55,000
KIDS COMING TO SCHOOL NEXT YEAR.
AT ANY ONE TIME OF THE YEAR
THERE ARE FOUR TO FIVE THOUSAND
MORE KIDS IN THE SYSTEM.

WHERE ARE THE KIDS GOING.

IN ADDITION TO DND I THINK WITH
DAVID HE WAS GOING TO DRILL DOWN
THE ACTUAL TRYING TO DO EXIT
INTERVIEWS.

TRACKING THE KIDS.

WHERE THEY'RE GOING.

WHY ARE THEY GOING THERE,
ETCETERA, ETCETERA, THINK THAT'S
PROBABLY A GOOD THING TO DO.

PROBABLY HARD TO MEASURE

GENDERIFICATION.

SOMEONE MOVES OUT AREA IT COULD BE FOR A LOT OF DIFFERENT REASONS.

DAVID DID YOU WANT TO MAYBE ENLIGHTEN ME ON WHAT I JUST -- WHAT I PUT ON TO YOU PROVIDE.

>> TELL WHAT YOU YOU ASKED ME FOR.

>> YA, RIGHT.

>> I THINK WHAT WE SAID BEFORE IS THAT WE SERVICE OVER THE COURSE OF THE YEAR WE SERVICE SEVERAL THOUSAND MORE STUDENTS IN THE DISTRICT AT ANY ONE GIVEN TIME.

STUDENT WHO STARTED WITH SOMEONE ELSE WHO END WITH US.

WE'RE SORT OF ALWAYS AROUND THAT 55,000 NUMBER AT ANY ONE GIVEN TIME.

YOU PICK A INDIVIDUAL DAY WE'RE AROUND THAT NUMBER.

THEN THE OTHER THING WE COLLECT DATA ON WHY STUDENTS ARE LEAVING AND THE QUESTION WE DISCUSSED EARLIER, CAN WE KNOW MORE ABOUT THE KIDS THAT START THE YEAR WITH US WHO LEAVE WHY THEY'RE WITH DRAWING.

ARE THEY HIGH SCHOOL STUDENTS DROPPING OUT?

WHAT ARE WE DOING TO PREVENT THAT?

DO THEY HAVE A SPOT OFF A CHARTER SCHOOL LIST AND LOOKING TO ENROLL THERE.

WE HAVE A FIELD IN OUR SYSTEM THAT COLLECTS THAT DATA.

IT IS SORT OF ONLY AS GOOD AS THE HUNDRED AND TWENTY FIVE PLUS DIFFERENT DATA ENTRY.

BECAUSE THE PRACTITIONERS IN IN THE FIELD KNOW WHY THE KIDS ARE LEAVING MOST OFTEN.

I THINK THIS IS WHY WE'RE HAVING CONVERSATIONS ABOUT SCHOOLS.

WHAT DO THEY HEAR AND SAY ABOUT STUDENTS LEAVING.

WE CONTINUE TO WORK ON BUILDING OUT THAT DATA.

>> DOES ANYONE HAVE ANYTHING ELSE TO ADD AT THIS POINT?

GOOD.

THANK YOU.
SO TODAY'S HEARING OF
OPPORTUNITY AND PARTNERSHIP
FUNDS AS IT RELATES TO THE BPS
BUDGET HEARINGS IS ADJOURNED.