



**THE PUBLIC SCHOOLS OF BROOKLINE**  
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**Request for Grant Acceptance**  
**March 28, 2019**

The School Department requires specific authorization for acceptance of grants. Fiscal 2020 grant funding levels are generally still in flux, but this package serves to inform school committee of the grants that the school department will be seeking and the presumed funding level. Specific information regarding funding level and budgets will be presented to school committee when the information becomes available – generally in the fall.

School Committee Action Requested: Please accept the following grants

<u>Source</u>	<u>Grant</u>	<u>Anticipated Award</u>	<u>Notes</u>	<u>FY 20 Projected Balance/Deficit</u>
Federal	Title I	\$434,715	Level funded	\$0
Federal	Title IIA	\$115,974	Level funded	\$(17,343)
Federal	Title III	\$117,197	Level funded	\$0
Federal	Title IV	\$30,853	Level funded	\$0
Federal	Perkins	\$51,168	Level funded	\$0
Federal	Individuals with Disabilities Education Act (IDEA)	\$2,114,396	Level funded	\$(152,436)
State	Coordinated Family & Community Engagement (CFCE)	\$125,850	Level Funded	\$0
State	Early Childhood Special Education	\$33,078	Level funded	\$11,758
State	Inclusive Preschool Learning Environments (IPLE)	\$45,000	Cut from \$67,168 in FY19	\$(32,338)
State	Metropolitan Council for Educational Opportunity (METCO)	\$1,605,301	Level funded	\$(72,707)
State	Enhanced School Health Services	\$0	Most likely phased out and replaced	\$(106,600)
Local	Brookline Education Foundation (BEF)	\$170,671	Dependent on teacher submittals	\$0

Local	Boston University Consortium	\$5,000	Varies widely, based on teacher submittals	\$0
Local	Brookline Innovation Fund	\$186,806	Current-year salaries escalated	\$0
Local	Kraft Family Foundation Opportunity Fund	\$0	Original grant award carried forward	\$40,000

Motion: Accept the above listed grants for school department use.

## **GRANTS**

### **Federal**

<b>Title I, Part A: Improving Basic Programs Operated by Local School Districts</b>
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<b>Fund Number: 3220SE04</b>
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<b>Fund Code: 305</b>
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Director/Program Coordinator: Meg Maccini, Senior Director of Programs

MGL Authorization:

Year Established: 1965

Program Description: Title I, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

Title I, Part A is one of four principal programs that are available to districts through formula grants under the Every Student Succeeds Act (ESSA), the current reauthorization of ESEA. The other programs are Title II, Part A; Title III, Part A; and Title IV, Part A.

The priorities of Title I, Part A are to:

1. Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels;
2. Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks;
3. Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and,
4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

In addition to the above priorities, the Title I, Part A program supports Massachusetts' goals and strategies (listed below) for increasing student achievement by expanding school districts' capacity to support and educate students with the greatest needs.

State Goal, Core Strategies, and ESSA Priorities

The goal of Massachusetts' public K-12 education system is to prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Additionally, Massachusetts has identified four priority focus areas under its plan for implementing the Every Student Succeeds Act:

- Early grades literacy
- Middle grades math
- High-quality college and career pathways for high school students
- Supporting historically disadvantaged subgroups of students

Program Time Table:

Coordinated application for the four entitlement grants.  
Applications open – fluctuates, but amounts set in August  
Application due – End of September  
Approval – rolling basis upon receipt

Upon approval – 9/1/19 or 10/1/19\*

\*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this Funding Opportunity in EdGrants. Extended period extends into year 3.

Fee Structure:

There are no fees associated with the grant.

Fund Restrictions:

Funds may be used to provide academic, instructional, and support services for eligible students, professional development activities for

staff, support for parent involvement activities, and the purchase of appropriate supplies and materials.

**Budget History**

	<b>Actual 2018 SE04</b>	<b>Budget 2019 SE04</b>	<b>Projected Budget 2020 SE04</b>
<b>Revenue</b>			
Grant Award	\$ 426,702	\$ 434,715	\$ 434,715
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 426,702</b>	<b>\$ 434,715</b>	<b>\$ 434,715</b>
<b>Expenses</b>			
Salary & Wages	\$ 394,423	\$ 404,821	\$ 363,275
Stipends			
Operating Expenses			
Consulting	\$ -	\$ -	
Supplies & Materials	\$ -	\$ -	\$ 25,201
Indirect Costs	\$ -	\$ -	\$ 16,345
MTRS	\$ 32,279	\$ 29,894	\$ 29,894
<b>Total Operating Expenses</b>	<b>\$ 426,702</b>	<b>\$ 434,715</b>	<b>\$ 434,715</b>
<b>Projected Final Balance</b>			

**Staffing**

<b>Position Description</b>	<b>Sum of FY20 FTE</b>	<b>Sum of FY20 SALARY</b>
LITERACY SPECIALIST	3.000	\$ 341,971
EX LEARN TIME LIASON	0.000	\$ 9,900
TITLE I PROPORTIONATE SHARE	0.000	\$ 11,404
	<b>3.000</b>	<b>\$ 363,275</b>

\*Grant now functioning on a 10/1 start date as a result of FY19 submittal and approval dates. Future budgets will incorporate two contract years in salary assumptions to cover September payroll of the following year.

**Recent Developments**

In FY19 the grant funded three full time literacy specialists at the Title I schools (Lawrence, Lincoln, Coolidge Corner), contracted services at Pierce and Coolidge Corner (\$37,000)

**Current Challenges**

FY19 was the second year of public school districts funding proportionate share as required by Federal Law. Proportionate share mandates a set aside for students who reside in Massachusetts public school districts. According to the MA Department of Elementary and Secondary Education:

*Proportionate share is a portion of a public school district's entitlement grants (DESE fund codes 305, 140, 180, and 309) allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Parentally-placed private school students with disabilities refers to children with disabilities enrolled by their parents in private, including religious and independent, schools or facilities that meet the definition of an elementary school or secondary school. It is important to note, in Massachusetts, privately enrolled students include students who are educated at home under a plan reviewed and approved by the district.*

For FY19, according to the formula, this requires that \$11,404 of PSB Title I funding be set aside for those students living in Brookline who attend private schools that express an interest in accessing their proportionate share of the entitlement grant. This is assumed to be level funded in FY20 and is represented in the positions titled "Title I Proportionate Share" in the staffing table above.

In FY19, only one private schools accessed their equitable share funds. It is difficult to project how many schools and in what amount will apply in a given fiscal year.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

Three Literacy Service Provider positions that totaled \$51,360 in FY19 have been removed in FY20. The positions could not coexist with the step, lane, and COLA pressures of the staff on the grant.

**On the Horizon**

There are a number of concerns with funding personnel on grants. One of the main concerns is that grants do not keep up with cost of living and contract-stipulated pay rate increases. As a result, over time there should be some consideration of shifting of teachers off of grants to ensure the same amount of the service indicated by the grant program provided to students.

The Office of Teaching and Learning will be exploring how to maximize the resources the Title I funding provides by looking more closely at academic enrichment programming for struggling students during the school year, vacations and summers.

**Title II, Part A: Building Systems of Support for Excellent Teaching and Leading**

**Fund Number: 3220SE99**

**Fund Code: 140**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs

MGL Authorization:

Year Established: 1965

Program Description: Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.

Title II, Part A is one of four principal programs that are available to districts through formula grants under the Every Student Succeeds Act (ESSA), the current reauthorization of ESEA. The other programs are Title I, Part A; Title III, Part A; and Title IV, Part A.

The priorities of Title II, Part A are to: (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.

In addition to the above priorities, the Title II, Part A program supports Massachusetts' goals and strategies (listed below) by ensuring that all students in the Commonwealth, especially those who have been historically disadvantaged, will be globally competitive and prepared for the transition after high school.

Students will attain ambitious academic/content standards as outlined in the Massachusetts Curriculum Frameworks by participating in an instructional program that prepares them for the transition after high school, provides support for them as



individuals, and ensures equitable access to great teachers and administrators.

#### State Goal, Core Strategies, and ESSA Priorities

The goal of Massachusetts' public K-12 education system is to prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Additionally, Massachusetts has identified four priority focus areas under its plan for implementing the Every Student Succeeds Act:

- Early grades literacy
- Middle grades math
- High-quality college and career pathways for high school students
- Supporting historically disadvantaged students

#### Program Time Table:

Coordinated application for the four entitlement grants.

Applications open – fluctuates, but amounts set in August

Application due – End of September

Approval – rolling basis upon receipt

Upon approval – 9/1/19 or 10/1/19\*

\*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this Funding Opportunity in EdGrants. Extended period extends into year 3.

#### Fee Structure:

There are no fees associated with the grant.

#### Fund Restrictions:

A school district may use funds for training, recruiting, and retaining high-quality educators, including teachers, administrators, and paraprofessionals. Funds must supplement, and not supplant, non-

federal funds that would otherwise be used for activities authorized under this subpart.

All expenditures are closely reviewed as they relate to the priorities of this grant opportunity and according to the degree of educator evaluation implementation that has taken place in the district.

**Budget History**

	<b>Actual 2018 SE99</b>	<b>Budget 2019 SE99</b>	<b>Projected Budget 2020 SE99</b>
<b>Revenue</b>			
Grant Award	\$ 116,999	\$ 115,974	\$ 115,974
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 116,999</b>	<b>\$ 115,974</b>	<b>\$ 115,974</b>
<b>Expenses</b>			
Salary & Wages	\$ 95,823	\$ 95,595	\$ 108,650
Stipends			
Operating Expenses			
Consulting	\$ 11,000		
Supplies & Materials			
Other Costs	\$ 1,977	\$ 11,776	\$ 11,703
Indirect Costs			\$ 4,361
MTRS	\$ 8,199	\$ 8,603	\$ 8,603
<b>Total Operating Expenses</b>	<b>\$ 116,999</b>	<b>\$ 115,974</b>	<b>\$ 133,317</b>
<b>Projected Final Balance</b>			<b>\$ (17,343)</b>

**Staffing**

Position Description	Sum of FTE - pivot	Sum of FY20 SALARY
NEW TEACHER MENTOR	1.00 \$	108,650
<b>Grand Total</b>	<b>1.00 \$</b>	<b>108,650</b>

\*Grant now functioning on a 10/1 start date as a result of FY19 submittal and approval dates. Future budgets will incorporate two contract years in salary assumptions to cover September payroll of the following year.

**Recent Developments**

FY19 funded a kindergarten teacher at Coolidge Corner, which aligned with the original grant intent of classroom reduction size. A smaller portion of the grant supported administration professional development focused on equity.

**Current Challenges**

For FY20, we are moving the kindergarten teacher who was funded by Title IIA in previous fiscal years off the grant and moving the New Teacher Mentor onto the grant. Title IIA used to fund class size reduction. The purpose of the grant has evolved to build system support for high quality professional development for teaching and leading.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

The change in staffing, the addition of indirect costs, and the unpredictability of the proportionate share allocation present significant challenges for the grant and place the FY20 budget projection in deficit.

FY19 was the second year of public school districts funding proportionate share as required by Federal Law. Proportionate share mandates a set aside for students who reside in Massachusetts public school districts. According to the MA Department of Elementary and Secondary Education:

*Proportionate share is a portion of a public school district's entitlement grants (DESE fund codes 305, 140, 180, and 309) allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Parentally-placed private school students with disabilities refers to children with disabilities enrolled by their parents in private, including religious and independent, schools or facilities that meet the definition of an elementary school or secondary school. It is important to note, in Massachusetts, privately enrolled students include students who are educated at home under a plan reviewed and approved by the district.*

For FY19, according to the formula, this requires that \$11,703 of PSB Title IIA funding be set aside for those students living in Brookline who attend private schools that express an interest in accessing their proportionate share of the entitlement grant.

FY20 assumes level funding for both grant revenues and proportionate share funding. In FY19, only three private schools accessed their proportionate share funds. It is difficult to project how many schools and in what amount will apply in a given fiscal year.

**On the Horizon**

The increased personnel cost, along with indirect costs and equitable share, present a problem for the grant. No major change in funding level is predicted, meaning that the program will have to change.

**Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth**

**Fund Number: 3220SE15**

**Fund Code: 180**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs  
Administrator: Mindy Paolo, Director of English Learner Education

MGL Authorization:

Year Established: 1965

Program Description: Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English, assist teachers and administrators to enhance their capacity to provide effective instructional programs designed to prepare ELs and immigrant children and youth to enter all-English instructional settings, and promote parental, family, and community participation in language instruction programs for parents, families, and communities.

Title III, Part A is one of four principal programs that are available to districts through formula grants under the Every Student Succeeds Act (ESSA), the current reauthorization of ESEA. The other programs are Title I, Part A; Title II, Part A; and Title IV, Part A.

The priorities of Title III are to:

- Increase the English language proficiency of ELs by providing effective language instruction programs that meet the needs of ELs and increase student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers

- Provide and implement other effective activities and strategies that enhance or supplement language instruction programs for ELs which shall include parent, family, and community engagement activities

In addition to the above priorities, the Title III program supports Massachusetts' goals and strategies (listed below) for increasing student achievement by enhancing grant recipients' capacity to increase students' English language proficiency and academic achievement.

#### State Goal, Core Strategies, and ESSA Priorities

The goal of Massachusetts' public K-12 education system is to prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Additionally, Massachusetts has identified four priority focus areas under its plan for implementing the Every Student Succeeds Act:

- Early grades literacy
- Middle grades math
- High-quality college and career pathways for high school students
- Supporting historically disadvantaged subgroups of students

#### Program Time Table:

Coordinated application for the four entitlement grants.  
Applications open – fluctuates, but amounts set in August  
Application due – End of September  
Approval – rolling basis upon receipt

Upon approval – 9/1/19 or 10/1/19\*

\*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this

Funding Opportunity in EdGrants. Extended period extends into year 3.

Fee Structure: There are no fees associated with the grant.

Fund Restrictions: Title III formula subgrants are to be used to fund supplemental instruction for ELs, professional development for teachers and administrators of ELs, and EL family and parent engagement. Title III funds must be used to supplement the level of local, state, and federal funds that, in the absence of Title III funds, would otherwise be expended for programs for ELs and in no case supplant such federal, state, and local funds. There is a maximum 2% cap on direct administrative costs, and a suggested maximum of 15% for travel, and 20% for supplies and materials.

Title III funds may not be used to support or provide either the SEI Teacher or SEI Administrator Endorsement course or to meet the requirements under the LOOK Act.

**Budget History**

	<b>Actual 2018 SE15</b>	<b>Budget 2019 SE15</b>	<b>Projected Budget 2020 SE15</b>
Grant Award	\$ 124,475	\$ 117,197	\$ 117,197
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 124,475</b>	<b>\$ 117,197</b>	<b>\$ 117,197</b>
<b>Expenses</b>			
Salary & Wages	\$ 114,687	\$ 109,213	\$ 86,252
Stipends			
Operating Expenses			
Services	\$ 6,788	\$ 7,984	\$ 7,984

Supplies & Materials	\$ -	\$ -	\$ -
Other Costs	\$ 4,000	\$ -	\$ 18,554
Indirect Costs	\$ -	\$ -	\$ 4,407
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 125,475</b>	<b>\$ 117,197</b>	<b>\$ 117,197</b>
<b>Projected Final Balance</b>			<b>\$ -</b>

**Staffing History**

Position Description	Sum of FY20 FTE	Sum of FY20 SALARY
ELL AIDE	0.931	\$ 34,111
K-8 IMMGRNT FAM ADVS		\$ 26,523
BEL SUMMER PGM TCHR		\$ 20,992
BEL SUMMER PGM TCHR LEADER		\$ 4,627
	<b>0.931</b>	<b>\$ 86,252</b>

\*Grant now functioning on a 10/1 start date as a result of FY19 submittal and approval dates. Future budgets will incorporate two contract years in salary assumptions to cover September payroll of the following year.

**Recent Developments**

One paraprofessional has been removed from the grant and will be slotted into another paraprofessional position within the district.

Increased programmatic, reporting, and data requirements under the LOOK Act, signed November 2017, place a strain on program resources.

**Current Challenges**

Assuming level funding in FY20, the grant would have been out of balance if the program continued unchanged. The same step, lane, and COLA problems identified in other entitlement grants are present in Title III. The removal of one paraprofessional position in FY20 provides current year relief.

Mobility and growth of population also continues to be a challenge.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

With the removal of one of the paraprofessionals from the grant, and assuming level funding, there is budget capacity of \$18,554 that needs further development of a spending plan. It is budgeted above in “Other Costs” pending grant application approval.



Proportionate share mandates a set aside for students attending private schools who reside in Massachusetts public school districts. According to the MA Department of Elementary and Secondary Education:

*Proportionate share is a portion of a public school district's entitlement grants (DESE fund codes 305, 140, 180, and 309) allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Parentally-placed private school students with disabilities refers to children with disabilities enrolled by their parents in private, including religious and independent schools or facilities that meet the definition of an elementary school or secondary school. It is important to note, in Massachusetts, privately enrolled students include students who are educated at home under a plan reviewed and approved by the district.*

According to the funding formula, this requires that \$4,196 of FY19 PSB Title III funding be set aside for those students living in Brookline who attend private schools that express an interest in accessing their proportionate share of the entitlement grant.

FY20 assumes level funding for both grant revenues and proportionate share funding. It is difficult to project how many schools and in what magnitude will apply in a given fiscal year.

**On the Horizon**

Equity questions surrounding program aides will result in the remaining paraprofessional being phased out of the current position.

There was a significant cut in funding in FY19. Further reductions place the current program in danger in its current form.

**Title IV, Part A: Student Support and Academic Enrichment Grant**

**Fund Number: 3220SE06**

**Fund Code: 309**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs

MGL Authorization:

Year Established: 1965

Program Description: Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.

Title IV, Part A is one of four principle programs that are available to districts through formula grants under the Every Student Succeeds Act (ESSA), the current reauthorization of ESEA. The other programs are Title I, Part A; Title II, Part A; and Title III, Part A.

The priorities of Title IV, Part A are to:

- Support well-rounded educational opportunities;
- Support safe and healthy students; and
- Support effective use of technology.

Districts are required to prioritize funds to schools based on one or more of the following criteria:

- they are among the schools with the greatest need (as determined by the district);
- they have the highest percentages of low-income students;
- they are identified for comprehensive support and improvement;
- they have consistently underperforming subgroups; and
- they are identified as a persistently dangerous public elementary school or secondary school under section 8532 of the Elementary and Secondary Education Act (ESEA).

Note: Title IV, Part A does not require that funds are allocated directly to schools. Funds may be used for district-wide and other programming/activities that support as many students and teachers as possible, particularly those in schools that meet the three Title IV

priorities.

In addition to the above priorities, the Title IV, Part A program supports Massachusetts' goals and strategies (listed below) by encouraging effective investments that promote continuous program improvement and better outcomes for students.

#### State Goal, Core Strategies, and ESSA Priorities

The goal of Massachusetts' public K-12 education system is to "prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Additionally, Massachusetts has identified four priority focus areas under its plan for implementing the Every Student Succeeds Act:

- Early grades literacy
- Middle grades math
- High-quality college and career pathways for high school students
- Supporting historically disadvantaged groups of students

#### Evidence-Based Practices

ESSA encourages, and in select cases, requires, states and districts to implement "evidence-based" practices, activities, strategies, and interventions with demonstrated evidence of effectiveness.

Evidence-based practices refer to interventions for which there is evidence of significant positive impact that can be found in published research papers, literature reviews, or DESE research briefs. Alternately, evidence-based practices can be those local practices that a district or state has previously instituted, measured, and found to be effective. Please visit the *How Do We Know* initiative for more information on evidence-based practices.

Program Time Table:	<p>Coordinated application for the four entitlement grants. Applications open – fluctuates, but amounts set in August Application due – End of September Approval – rolling basis upon receipt</p> <p>Upon approval – 9/1/19 or 10/1/19*</p> <p>*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this Funding Opportunity in EdGrants. Extended period extends into year 3.</p>
Fee Structure:	<p>There are no fees associated with the grant.</p>
Fund Restrictions:	<p>Funds may be used for a wide variety of activities* to support one or more of the Title IV, Part A priorities above, including but not limited to: direct services for students, professional development for staff, salaries for personnel to carry out programs and services, and supplemental educational resources and equipment. Please refer to Title IV, Part A Quick Reference Guide for examples of allowable costs.</p> <p>Districts with an allocation of less than \$30,000 must spend funds on one or more of the three Title IV, Part A Priorities (see top of Priorities section above).</p> <p>Districts with an allocation of \$30,000 or more must:</p> <ul style="list-style-type: none"><li>• Conduct a comprehensive needs assessment that includes a focus on the Title IV, Part A priorities (see above). <i>Note: Districts may fulfill (or may have already fulfilled) this requirement as part of the development of the districts' strategic plan, improvement plan, etc.</i></li><li>• Spend at least 20% of the allocation on access to well-rounded educational opportunities</li><li>• Spend at least 20% of the allocation on safe and healthy schools</li><li>• Spend some amount on improving the use of technology</li><li>• Spend the remainder on activities that support any/all of the three priorities</li></ul> <p>No more than 15 percent of funds used for activities to support the</p>

effective use of technology may be used "for purchasing technology infrastructure". (e.g., devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.) For example, a district with a \$100,000 allocation that chooses to spend \$60,000 on technology (maximum allowable), may only spend a maximum of \$9,000 on technology infrastructure.

**Budget History**

	<b>Actual 2018 SEG4</b>	<b>Budget 2019 SEG\$</b>	<b>Projected Budget 2020 SEG4</b>
Grant Award	\$ 12,535	\$ 30,853	\$ 30,853
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 12,535</b>	<b>\$ 30,853</b>	<b>\$ 30,853</b>
<b>Expenses</b>			
Salary & Wages			
Stipends	\$ 11,145	\$ 18,392	\$ 18,392
Operating Expenses			
Consulting	\$ -	\$ 10,000	\$ 8,840
Supplies & Materials	\$ -	\$ 715	\$ 715
Other Costs	\$ 1,390	\$ 1,746	\$ 1,746
Indirect Costs	\$ -	\$ -	\$ 1,160
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 12,535</b>	<b>\$ 30,853</b>	<b>\$ 30,853</b>
<b>Projected Final Balance</b>			<b>\$ (0)</b>

**Staffing History**

No FTE are charged to the grant. The \$18,392 is to pay for Disciplinary Literacy Intervention Stipends.

**Recent Developments**

Federal funding for Title VI increased significantly for the FY19 school year. The increase was primarily used to provide equity-focused professional development opportunities across the district, specifically with principals. Assumed level funding for FY20.

**Current Challenges**

DESE communication on proposed changes to legislation signal that the FY20 award may be cut from its FY19 level

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

FY19 was the second year of public school districts funding proportionate share as required by Federal Law. Proportionate share mandates a set aside for students who reside in Massachusetts public school districts. According to the MA Department of Elementary and Secondary Education:

*Proportionate share is a portion of a public school district's entitlement grants (DESE fund codes 305, 140, 180, and 309) allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Parentally-placed private school students with disabilities refers to children with disabilities enrolled by their parents in private, including religious and independent, schools or facilities that meet the definition of an elementary school or secondary school. It is important to note, in Massachusetts, privately enrolled students include students who are educated at home under a plan reviewed and approved by the district.*

Due to district funding priorities, for FY19, we have used the option of “flexing” Title IV funding into our Title IIA and Title III grants. Therefore, private schools will see their proportionate share funds in those grants, rather than in Title IV. The same approach will be used in FY20.

FY20 assumes level funding for both grant revenues and proportionate share funding. It is difficult to project how many schools and in what magnitude will apply in a given fiscal year.

**On the Horizon**

FY20 is the third year for this grant. As a longer history develops, a clearer forecast can be made.

**Perkins Secondary Allocation Grant 2018-2019**

**Fund Number: 3220SE10**

**Fund Code: 400**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs  
Administrator: Brittany Stevens

MGL Authorization:

Year Established: 2006

Program Description: The mission of the Massachusetts Department of Elementary and Secondary Education (DESE) is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

The goal of Massachusetts' public K–12 education system is to prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Applicants for this grant opportunity should be deliberate and intentional in the use of grant funds to support DESE's standards and priorities.

The purpose of this federal grant is to assist school districts in improving secondary-level programs that meet the definition of career and technical education as contained in the Carl D. Perkins Career & Technical Education Improvement Act of 2006 P.L.109-270 (Perkins IV).

The priority is to close the achievement gap for special populations on the Perkins IV core indicators of performance as set forth in Perkins IV.

Program Time Table: Upon approval through 08/31 of the grant year.

Fee Structure: There are no fees associated with the grant.

Fund Restrictions: Perkins IV allocation funds must be used in accordance with Perkins IV and the Massachusetts Perkins IV Manual.  
Funds shall supplement and not supplant non-Federal funds.

**Budget History**

	<b>Actual 2018 SE10</b>	<b>Budget 2019 SE10</b>	<b>Projected Budget 2020 SE10</b>
<b>Revenue</b>			
Grant Award	\$ 45,488	\$ 51,168	\$ 51,168
Prior Year Balance			
Transfers/Adjustments			
<b>Expenses</b>			
Salary & Wages	\$ -	\$ -	\$ -
Stipends	\$ 974	\$ 1,035	\$ 1,035
Operating Expenses			
Consulting	\$ 3,000	\$ 8,400	\$ 8,400
Supplies & Materials	\$ 18,889	\$ 35,679	\$ 35,609
Other Costs	\$ 21,225	\$ 4,200	\$ 4,200
Indirect Costs	\$ 1,400	\$ 1,854	\$ 1,924
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 45,488</b>	<b>\$ 51,168</b>	<b>\$ 51,168</b>
<b>Projected Final Balance</b>			<b>\$ 0</b>

**Staffing**

There is no staff charged to the grant. There are stipends paid to teachers for professional development workshops.

**Recent Developments**

FY19 included a number of distinct challenges in accessing the Perkins grant. The timing of the grant being written, combined with the delay in acceptance of the grant, caused a considerable delay in the implementation and use of grant funds. This led to some instances of teachers



having to amend their planned curriculum. It also led to nearly missed opportunities for professional development, as we worked at the last-minute to secure payment for tickets to conferences that were planned well in advance of the grant budget being set-up for use.

**Current Challenges**

The Information Technology department cannot currently provide adequate technical support for some equipment purchased due to the specialized nature of Perkins-supported programs. It will be important to involve all stakeholders in equipment purchases going forward, while also planning how to support equipment already in the district's inventory. The district needs to develop a clear decision making framework for the involvement of the IT department. Lack of clarity further added to delays in the spending FY19 funds.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

There are significant potential changes to the upcoming fiscal year that may lead to a decrease in the amount of grant funding awarded. The Perkins grant allocation is determined in part by the number of students who are enrolled in vocational "pathway" programs at Brookline High School. We currently offer four pathways: Culinary, Human Development, Engineering and Technical, and Business and Technology.

The future of our most popular culinary program, Restaurant 108, is currently uncertain due the approaching BHS building project. Administration has identified a way to keep the program functional during the building project, but a significant reduction in the number of students reported would likely result in a significant reduction in grant funding awarded. The program's vision and execution would have to be amended accordingly.

This issue would be compounded further by our department's move to introduce a costly but much-anticipated robotics course during the 2019-2020 school year.

**On the Horizon**

We currently seek to improve the efficiency in communication between and across Administration and Finance, the Office of Teaching and Learning, and the Information Technology Department. The Career and Technology Education department relies heavily on grant funding to secure the equipment and technology needed to run relevant, up-to-date programming (i.e. CNC machine, 3D printers, smart lathe, tablet devices, etc.) The Information Technology department is attempting to have an up-to-date inventory of technology being utilized in the schools. As such, the Chief Information Officer has been involved in the approval process of technology purchased with Perkins grant funds. We have discussed bringing the Chief Information Officer into the approval process earlier in our grant cycle for FY20 and going forward. This will allow for the opportunity for the Information Technology Department to plan

accordingly for upcoming equipment installments and their subsequent influence on current resources.

**Individuals with Disabilities Education Act (IDEA) Grant**

**Fund Number: 3220SE18**

**Fund Code: 240**

Director/Program Coordinator: Casey Ngo-Miller, Deputy Superintendent for the Office of Student Services

Administrator: Michael D’Onofrio, Finance Manager, Office of Student Services

MGL Authorization c. 71B

Year Established: 1990

Program Description: Within the articulated priority of Results-Driven Accountability by the U.S. Department of Education's Office of Special Education Programs, the purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.

The priorities of the Individuals with Disabilities Education Act - 2004 (IDEA-2004) are to:

- a. ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- b. ensure that the rights of children with disabilities and their parents are protected;
- c. assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- d. assess and ensure the effectiveness of efforts to educate children with disabilities.

(34 CFR § 300.1; authority: 20 U.S.C. § 1400(d).)

Funds available under this federal entitlement program are intended for use by districts in providing eligible students with special education services and activities deemed essential for

students' success in school. Services and activities supported by this grant for students ages 3 through 21 must ensure compliance with state special education laws (M.G.L. c. 71B) and regulations (603 CMR 28.00), and the Individuals with Disabilities Education Act - 2004 (IDEA-2004).

When considering fund use, each school district should review results from its most recent Coordinated Program Review or Mid-Cycle Review, review district performance in relation to the indicators specified in the Massachusetts State Performance Plan, and review the 2017 Special Education Determination levels.

Additionally, to support effective planning and the strategic use of grant funds to support improved outcomes for students with disabilities, in FY19 districts required to participate in Making Money Matter (M<sup>3</sup>) are those with:

1. a 2017 special education determination level of *Needs Technical Assistance (NTA)*, *Needs Intervention (NI)*, or *Needs Substantial Intervention (NSI)*; and
2. one or more schools serving grades 3–8 with 2017 MCAS English language arts (ELA) and/or mathematics achievement percentiles 1-10, and/or one or more high schools serving grades 9–12 only with 2017 accountability percentiles 1–10.

FY19 M<sup>3</sup> districts are directed to use a minimum of 2% – 4% of the entitlement amount made available under Fund Code 240 for the improvement of student performance. (34 CFR § 300.600)

Program Time Table:

Applications open – fluctuates, but amounts set in August  
Application due – End of September  
Approval – rolling basis upon receipt

Upon approval – 9/1/19 or 10/1/19\*

\*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this Funding Opportunity in EdGrants. Extended period extends into year 3.

Fee Structure:

There are no fees associated with the grant.

## Fund Restrictions

## General Fund Use — All Districts

Federal special education funds are given to school districts to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. Districts are reminded of their responsibility to maintain state/local effort in special education. See Special Education Administrative Advisory SPED 2016-2: Requirements related to Maintenance of Effort and Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations.

IDEA also requires districts to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school students and home schooled students. All districts must submit the required proportionate share forms with the FY19 IDEA Part B (Fund Code 240) grant application. See the ESE web page for more information about Proportionate Share Services for Students with Disabilities Enrolled by Their Parents in Private Schools.

Additional Directed Fund Use — Making Money Matter (M<sup>3</sup>)

In FY19 districts required to participate in Making Money Matter (M<sup>3</sup>) are those with:

1. a 2017 special education determination level of *Needs Technical Assistance (NTA)*, *Needs Intervention (NI)*, or *Needs Substantial Intervention (NSI)*; and
2. one or more schools serving grades 3–8 with 2017 MCAS English language arts (ELA) and/or mathematics achievement percentiles 1-10, and/or one or more high schools serving grades 9–12 only with 2017 accountability percentiles 1–10.

For additional information regarding special education determination of district need for technical assistance or intervention please review the 2017 Determination of Need for Special Education Technical Assistance or Intervention on the *ESE Accountability Lists, Materials, and Tools* webpage.

FY19 M<sup>3</sup> districts continue to be required to re-direct for targeted

use between 2% and 4% of the total special education entitlement allocation for FY19. This percent range may change in the future. Within this range, districts may choose the percentage of funds to re-direct toward appropriate activities selected to create meaningful and sustainable change and accelerate improvement in student outcomes.

The directed fund use is to support the following program improvement activities in FY19:

1. implementing the district's M<sup>3</sup> action plan (developed through FY18 240 funds) and making data-based midcourse corrections, and
2. maintaining the M<sup>3</sup> multi-year strategic plan (developed or updated through FY18 240 funds) and updating it as needed, in consultation with David Parker at [dparker@doe.mass.edu](mailto:dparker@doe.mass.edu), in the office of Statewide System of Support.

As part of the Fund Code 240 application, *identified districts* must submit a completed M<sup>3</sup> SmartForm. Districts must identify the percent and amount of funds being redirected for systemic improvement initiatives, complete a set of assurances, and project the district's FY19 M<sup>3</sup> Spending Plan in the grant application.

Note: The optional use of some funds available through discretionary grant Fund Code 274 for M<sup>3</sup> activities to offset the use of Fund Code 240 funds that was available in prior years is not available for FY19. All FY19 M<sup>3</sup> funds must be identified from districts' Fund Code 240 allocation.

DESE will pursue opportunities for districts participating in this focused fund use initiative to engage in technical assistance, training, and networking throughout the year. More information about these opportunities will be forthcoming.

All districts identified for M<sup>3</sup> that are already partnering with the DESE Statewide System of Support are directed to propose activities that target outcomes for students with disabilities and complement the district's or school's existing improvement process, initiatives, and outcome measures.

**Budget History**

	<b>Actual FY18 SE18</b>	<b>Budget FY19 SE18</b>	<b>Projected FY20 SE18</b>
<b>Revenue</b>			
Grant Award	\$ 2,165,299	\$ 2,100,269	\$ 2,114,396
Prior Year Balance	\$ -	\$ -	
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 2,165,299</b>	<b>\$ 2,114,396</b>	<b>\$ 2,114,396</b>
<b>Expenses</b>			
Salary & Wages	\$ 1,594,799	\$ 1,505,098	\$ 1,671,661
Stipends	\$ -	\$ -	\$ -
Operating Expenses			
Services	\$ 509,440	\$ 488,965	\$ 488,965
Supplies & Materials	\$ 49,627	\$ 50,000	\$ 50,000
Other Costs	\$ 4,730	\$ 7,500	\$ 7,500
Indirect Costs	\$ 48,706	\$ 48,706	\$ 48,706
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 2,207,301</b>	<b>\$ 2,100,269</b>	<b>\$ 2,266,832</b>
<b>Projected Final Balance</b>	<b>\$ (42,002)</b>	<b>\$ 14,127</b>	<b>\$ (152,436)</b>

**Staffing**

<b>Position Description</b>	<b>Sum of FY20 FTE</b>	<b>Sum of FY20 SALARY</b>
SPECIAL ED SECRETARY	1.000	\$ 65,533
1:1 PARA	3.567	\$ 117,934
ADAPTIVE LC PARA	0.865	\$ 24,893
BRIDGE ALLIANCE PARA	2.636	\$ 79,027
CLC GR K-2 PARA	1.862	\$ 57,938
LC PARA	0.878	\$ 24,121
LEARNING CTR PARA	15.663	\$ 512,139
RISE PARA	6.308	\$ 195,988
SPECIAL ED AIDE	0.931	\$ 32,390
ESY SUMMER		\$ 561,699
	<b>33.710</b>	<b>\$ 1,671,661</b>

**Recent Developments**

The IDEA Grant supports more than 30 paraprofessionals during the school year, and is the primary funding source for the Extended School Year (ESY) Summer Program. This program greatly reduces the erosion of skills developed during the prior year. Additionally, the IDEA Grant provides a critical source of revenue for contracted services that otherwise would have to be funded under the Operating Budget. The IDEA Grant was originally reduced by \$65,030 for FY19 before a mid-year addition of \$14,127 to bring the total reduction to \$50,903. We assume level funding from the final FY19 number for FY20.

**Current Challenges**

In addition to the cut in funding for FY19, collective bargaining increases for the staff budgeted here will continue to put pressure on the grant. As currently constituted with level funding, the grant is in more than \$150,000 deficit to start FY20.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

FY19 was the second year of funding Proportionate Share as required by Federal Law. This has mandated a set aside for students as outlined in the Department of Elementary and Secondary Education:

*Proportionate share is a portion of a district's IDEA Part B entitlement grants (DESE fund codes 240 and 262) allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Parentally-placed private school students with disabilities refers to children with disabilities enrolled by their parents in private, including religious and independent, schools or facilities that meet the definition of an elementary school or secondary school. It is important to note, in Massachusetts, privately enrolled students include students who are educated at home under a plan reviewed and approved by the district.*

This requires that \$116,137 be set aside in FY19 for those students residing in Brookline and attending private schools who express and interest in accessing it. FY20 assumes level funding for both grant revenues and proportionate share funding. It is difficult to project how many schools and in what magnitude will apply in a given fiscal year.

**On the Horizon**

Federal funding for this program has remained relatively stable over the past, although the FY19 reduction amounted to a 2.5% decrease in revenues. It is expected that FY20 will remain level funded.



## State

<b>Coordinated Family &amp; Community Engagement (CFCE) Grant</b>
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<b>Fund Number: 3220SED1</b>
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<b>Fund Code: 247</b>
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Director/Program Coordinator: Meg Maccini, Senior Director of Programs  
Administrator: Margaret Eberhardt

MGL Authorization:

Year Established:

Program Description: This EEC grants funds innovative approaches to comprehensive planning, coordination and delivery of community engagement services to the local family. Goals and priorities include: High-quality, accurate and readily available information about early education and care programs and services, strength-based family education and early literacy activities, an integrated and aligned network of parents and providers, coordinated resources to prepare all students to be lifelong learners and successful contributing citizens. It further provides leadership opportunities for parents and educators.

Program Time Table: Grant release date – Early April  
Webinar – Mid-April  
Application deadline – May 8<sup>th</sup>  
Notification of awards – Mid-June  
Grant start date – July 1

Fee Structure: There are no fees associated with the grant.

Fund Restrictions: This grant is restricted to support parent and community engagement. The funds can only be expended as outlined in the grant proposal. The Coordinated Family and Community Engagement Grant (CFCE) supports a successful Parent Child Home Program, PlayGroups, a STEM Saturday Program, community parent education programs and a community advisory council. The grant has two sections: the Lead Agency (Brookline Public Schools), which covers the STEM Saturdays, Playgroups, Outreach and Family and

family education and PCHP.

**Budget History**

	Actual FY18	Budget FY19	Projected FY20
	SED1	SED1	SED1
<b>Revenue</b>			
Grant Award	\$ 125,850	\$ 125,850	\$ 125,850
Prior Year Balance	\$ -	\$ -	
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 125,850</b>	<b>\$ 125,850</b>	<b>\$ 125,850</b>
<b>Expenses</b>			
Salary & Wages	\$ 105,836	\$ 110,948	\$ 113,158
Stipends	\$ 2,680	\$ 4,210	\$ 4,210
Operating Expenses			
Services	\$ 750	\$ 250	\$ -
Supplies & Materials	\$ 9,666	\$ 6,942	\$ 2,732
Other Costs	\$ 3,418	\$ -	\$ 2,250
Indirect Costs	\$ 3,500	\$ 3,500	\$ 3,500
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 125,850</b>	<b>\$ 125,850</b>	<b>\$ 125,850</b>
<b>Projected Final Balance</b>			

**Staffing History**

Position Description	Sum of FY20 FTE	Sum of FY20 SALARY
CC BEEP	0.200	\$ 15,479
PARENT HOME VISITOR	5.000	\$ 27,000
OUTREACH COORDINATOR	1.000	\$ 22,491
PCHP/COMM FAM COORD	0.533	\$ 51,979
	<b>6.733</b>	<b>\$ 116,949</b>

**Recent Developments**

The programs funded by the CFCE grant continue to enhance the BEEP program. Our Parent/Child Home

Program (PCHP) serves 20 low-income families each year. These 20 families receive 43 home visits during the year. PCHP is a national evidence based program that educates parents on the importance of parent child interactions. The Early Learning Specialists model interaction and provide families with books and toys. The goal of the program is increase the language, literacy, cognitive and social emotional skills of at risk children, closing the achievement gap and increasing chances for later school success.

Our playgroups, located at High Street and Egmont Housing, provide families with opportunities to gather and children an opportunity to play. The play groups are facilitated by a master level teacher, who chooses books, toys and activities geared to improve parent child interaction. These playgroups also build connections in the community for families. We offer a music class lead by Berkeley music teachers.

Our STEM Saturday group has been enormously successful. These groups are purposely designed small, with a ten child maximum. Children and their parents engage in a one and a half hour program with a variety of science based activities.

We continue to evaluate the effectiveness of these programs with an Ages and Stages Questionnaire and a CFCE survey. Data is shared with EEC quarterly.

**Current Challenges**

The rollout of our new process of positing positions and stipends was confusing to some, leading to onboarding challenges. The grant has been level funded in recent years, with inflation and salary increases eating away at its purchasing power.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

No significant proposed changes.

**On the Horizon**

No material changes are expected. Level funding is assumed.

**Early Childhood Special Education (ECSE) Program Federal Entitlement Grant**

**Fund Number: 3220SE19**

**Fund Code: 262**

Director/Program Coordinator: Casey Ngo-Miller, Deputy Superintendent for the Office of Student Services

Administrator: Michael D’Onofrio, Finance Manager, Office of Student Services

MGL Authorization:

Year Established: 2004

Program Description: The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE). School Districts are required to ensure that children, aged 3 through 5, who need special education and related services, receive these services through free and appropriate public education (FAPE), in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws (M.G.L. c. 71B) and regulations (603 CMR 28.00).

Priorities of the 2004 Individuals with Disabilities Education Act (IDEA-2004) are to:

- Serve eligible children, aged 3 to 5 years old, with disabilities through the provision of special education and related services deemed essential for student success
- Ensure services and supports are available for eligible children with disabilities, aged 3 to 5 years old, that are developmentally appropriate and specifically designed for 3 to 5 year olds.
- Provide special education services and supports in accordance with the 2004 Individuals with Disabilities Education Act (IDEA-2004) and Massachusetts Special Education laws and regulations.
- Ensure young children have available to them a free and appropriate public education (FAPE) that emphasizes special educational and related services designed to meet their unique needs and prepare them for future education.

- Support young children with disabilities, aged 3 to 5, in inclusive and natural environments.
- Ensure the rights of children with disabilities and their parents are protected.
- Assist localities and educational service agencies to educate all children with disabilities.
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

Funds available under this federal early childhood special education entitlement program are intended for use by districts in providing eligible students with appropriate special education services and activities to address the priorities as outlined in Section 619, Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. Services and activities supported by this grant for students ages 3 through 5 must ensure compliance with state special education laws (M.G.L. c. 71B) and regulations (603 CMR 28.00), and the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and related regulations (34 CFR Part 300).

When considering fund use, each school district should review: results from its most recent Tiered Focused Monitoring Review (Coordinated Program Review or Mid-Cycle Review); its Determination of Need for Special Education Technical Assistance or Intervention; and district performance in relation to the indicators specified in the Massachusetts State Performance Plan specific to early childhood special education and family engagement. Specifically, consider the ECSE Strategic Areas:

1. Improving systems to engage effectively with families
2. Improving systems to assist transition from early intervention to prekindergarten and from prekindergarten to kindergarten
3. Improving instruction to increase educational outcomes in:
  - a. Social/Emotional Skills and Social Relationships;
  - b. Acquiring and Using Knowledge and Skills; and
  - c. Taking Appropriate Action to Meet Needs

Program Time Table:

Upon Approval through 6/30/2019 (Year 1)\*

\*The period of availability for this grant award can be extended 15 months beyond Year 1 by utilizing the multi-year feature for this

Funding Opportunity in EdGrants. Extended period is broken up by fiscal year, as follows: 7/1/2019 – 6/30/2020 (Year 2); 7/1/2020 – 9/30/2020 (Year 3)

**Fee Structure:**

This is no fee associated with the grant.

**Fund Restrictions**

General Fund Use — All Districts

Federal special education funds are given to school districts to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. Districts are reminded of their responsibility to maintain state/local effort in special education. See Special Education Administrative Advisory SPED 2016-2: Requirements related to Maintenance of Effort and Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations.

IDEA also requires districts to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school students and home schooled students. Beginning with the FY19 grant application, all districts must submit the required proportionate share forms with the FY19 Fund Code 262 grant application. Child count and related information used to calculate the required proportionate share expenditures for eligible private school students ages 3 through 5 may be obtained from the proportionate share activities reported in the district's Fund Code 240 grant application. See the DESE web page for more information about Proportionate Share Services for Students with Disabilities Enrolled by Their Parents in Private Schools. Review the Proportionate Share Calculation for School Year Expenditures memo from Russell Johnson, State Director of Special Education.

**Budget History**

	<b>Actual FY18</b>	<b>Budget FY19</b>	<b>Projected FY20</b>
	<b>3218SE19</b>	<b>3219SE19</b>	<b>3220SE19</b>
<b>Revenue</b>			
Grant Award	\$31,075	\$33,078	\$33,078
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$31,075</b>	<b>\$33,078</b>	<b>\$33,078</b>
<b>Expenses</b>			
Support Staff	\$31,075	\$33,078	\$21,320
Contractual Services	\$0	\$0	\$0
Supplies	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Operating Expenses</b>	<b>\$31,075</b>	<b>\$33,078</b>	<b>\$21,320</b>
<b>Projected Final Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$11,758</b>

**Staffing**

<b>Position Description</b>	<b>Sum of FY20 FTE</b>	<b>Sum of FY20 SALARY</b>
BEEP PARA	0.633	\$ 21,320
	<b>0.633</b>	<b>\$ 21,320</b>

**Recent Developments**

As this fund is very limited (\$33,078 for FY19, and expected to remain level funded), this grant funds one paraprofessional in an Early Childhood (BEEP) classroom that provides services to 5 students requiring special education services. There was previously one other paraprofessional charged in-part to the grant. Since that person’s resignation, the program now has funds to re-allocate.

**Current Challenges**

The small nature of the grant leaves little room for programmatic changes. Having staff charged to any grant may present future problems should salary increases outpace award increases.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

No material changes expected.

**On the Horizon**

No changes anticipated, but, if PSB were to no longer receive this grant, there would need to be school committee approval to bring the paraprofessional on to the operating budget.



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**Inclusive Preschool Learning Environments (IPLE) Grant**

**Fund Number: 3220SED2**

**Fund Code: 391**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs

MGL Authorization:

Year Established:

Program Description: This EEC grant funds the support of inclusive preschool learning environments for children with disabilities to learn alongside their typically developing peers. Brookline Early Education Programs offer young students (ages 3.0-5.0) an opportunity to learn within a setting designed to meet the needs and challenge the strengths of a diverse group of young children.

Program Time Table: Grant release date – Mid-January  
Application deadline – Mid-February  
Grant start date – July 1

Fee Structure: There is no fee associated with the grant.

Fund Restrictions: This fund supports staffing for inclusion.

**Budget History**

	Actual FY18	Budget FY19	Projected FY20
	SED2	SED2	SED2
<b>Revenue</b>			
Grant Award	\$ 100,251	\$ 67,168	\$ 45,000
Prior Year Balance	\$ -	\$ -	
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 100,251</b>	<b>\$ 67,168</b>	<b>\$ 45,000</b>
<b>Expenses</b>			
Salary & Wages	\$ 100,251	\$ 67,168	\$ 77,338
Stipends	\$ -	\$ -	\$ -
Operating Expenses			
Services	\$ -	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -
Indirect Costs	\$ -	\$ -	\$ -
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 100,251</b>	<b>\$ 67,168</b>	<b>\$ 77,338</b>
<b>Projected Final Balance</b>			<b>\$ (32,338)</b>

**Staffing**

Position Description	Sum of FY20 FTE	Sum of FY20 SALARY
BEEP AIDE	2.632	\$ 77,338
	<b>2.632</b>	<b>\$ 77,338</b>

**Recent Developments**

Reduction in staff charged to the grant in FY19 as revenues fell 33% as part of an elimination of the grant.

**Current Challenges**

This grant is being phased out. There will be a reduction in FY20 to \$45,000 (the second straight year to see a 33% reduction) and subsequent reductions until the grant is zeroed out. Staff will need to be removed from the grant and either the position eliminated or funded from elsewhere.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

In order to keep the positions, School Committee will need to vote to move them on to the BEEP revolving fund or the PSB operating budget.

**On the Horizon**

The elimination of the grant.

**Metropolitan Council for Educational Opportunity (METCO)**

**Fund Number: 3220SE13**

**Fund Code: 317**

Director/Program Coordinator: Meg Maccini, Senior Director of Programs  
Administrator: Dr. Keith Lezama, Director of METCO K-12

MGL Authorization:

Year Established: 1966

Program Description: The purpose of the state-funded METCO Program is to expand educational opportunities, increase diversity, and reduce racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.

The priorities of this fund source are to provide Boston and Springfield students further opportunities to achieve at high levels the learning standards of the state curriculum frameworks and enrich both the urban and suburban communities by providing opportunities and support for cross-cultural understanding and appreciation.

Applicants for this grant opportunity should be deliberate and intentional in the use of grant funds to support the Massachusetts Department of Elementary and Secondary Education standards and priorities. In particular, this program may include, but not be limited to, the following priorities:

1. Curriculum and Instruction
  - a. Aligned, consistently delivered, and continuously improving curriculum
  - b. Strong instructional leadership and effective instruction
  - c. Sufficient instructional time
2. Human Resources and Professional Development
  - a. Staff recruitment, selection, and assignment
  - b. Professional development
3. Student Support
  - a. Academic support

b. Services and partnerships to support learning

Program Time Table:

Upon Approval (after 7/1/2018) – 6/30/2019

Fee Structure:

Fee is based on the total cost per student for the number of students projected. The Operating Budget pays for all Town Paid/Financial Assistance Students.

Fund Restrictions:

Funds may be used for local district costs incurred as a result of the participation of METCO students, METCO transportation costs, and for supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement, as well as enrichment.

In the area of enhanced educational opportunity and academic achievement, services may include, but are not limited to, regular day and after-school tutoring and mentoring programs, staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and other programs and services such as providing ways for parents to support their children's learning.

In the area of diversity enrichment, services may include training, in-school and after-school activities, incentives programs, etc. that contribute to increased cross-cultural and racial understanding.

**Budget History**

	Actual FY18	Budget FY19	Projected FY20
	SE13	SE13	SE13
<b>Revenue</b>			
Grant Award	\$ 1,509,873	\$ 1,605,301	\$ 1,605,301
Prior Year Balance	\$ -	\$ -	
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 1,509,873</b>	<b>\$ 1,605,301</b>	<b>\$ 1,605,301</b>
<b>Expenses</b>			
Salary & Wages	\$ 973,432	\$ 1,036,858	\$ 1,099,565
Stipends	\$ 5,000	\$ 25,150	\$ 35,150
Operating Expenses			
Services	\$ 494,780	\$ 473,400	\$ 463,400
Supplies & Materials	\$ 10,476	\$ 22,608	\$ 22,608
Other Costs	\$ 8,750	\$ 29,850	\$ 29,850
Indirect Costs	\$ 17,435	\$ 17,435	\$ 17,435
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 1,509,873</b>	<b>\$ 1,605,301</b>	<b>\$ 1,678,008</b>
<b>Projected Final Balance</b>			\$ (72,707)

**Staffing**

Position Description	Sum of FY20 FTE	Sum of FY20 SALARY
METCO SECRETARY	1.000	\$ 48,026
METCO BUS MONITOR	2.201	\$ 56,591
METCO INSTRUCT AIDE	3.931	\$ 170,515
ELEM TEACHER GR 2	1.000	\$ 66,378
ELEM TEACHER GR 3	1.000	\$ 94,082
ELEM TEACHER GR 4	2.000	\$ 168,810
METCO ADJ COUNSELOR	1.000	\$ 103,236
OVERRIDE GUIDANCE	1.000	\$ 72,115
ELEM TEACHER GR 6	1.000	\$ 111,345
METCO HS COORDINATOR	1.000	\$ 86,458
DIRECTOR OF METCO	1.000	\$ 122,009
BHS CONSULTING		\$ 10,000
PD STIPEND		\$ 11,650
EXTRA COMP		\$ 13,500
	<b>16.132</b>	<b>\$ 1,134,715</b>

**Recent Developments**

Reassignment of METCO Social Worker: In order to support the district mission in providing all students equitable access to social and emotional counseling - we reassigned our Social Worker's role to support both the METCO and Brookline Communities.

**Current Challenges**

Advisors: Our current staffing at our eight elementary schools consists of four Advisors. Each advisor works 2.5 days at each of their two schools. This current structure has led to inefficient and ineffective approaches to supporting students on a daily basis. Moreover, advisors have shared they are being requested by building base admin to support students days they are not scheduled to be at that particular school. Transportation: Approximately one third of the METCO budget is allocated to transportation. We will look at restructuring our transportation for students to save on cost. Additionally, many of our students have a commute longer than an hour. To limit their time on the bus we will limit the number of pick-up and drop-off stops.

**Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

The guidance counselor promised in the most recent override budget has been placed on the METCO grant for FY20. This is funded through a combination of a mid-year FY19 METCO award increase and an anticipated, but yet to be realized, FY20 award increase. The result of that FTE addition, and step, lane, and COLA pressures, is that the METCO FY20 budget is out of balance by \$72,707. This assumes level funding of all other budget categories. If the grant is level funded, there will need to be savings identified in expense categories to balance the fund.

Our proposed plan is to work with the Pathways Program at Williams James College to provide children's mental health services. The Pathways program is a unique program that provides mental health services to urban students from Boston. The program's primary goal is to increase access for urban youths to school-based, culturally sensitive, and trauma mental health services with the aim at raising students awareness of the impact of trauma and enhancing students' positive coping skills. This program will provide both individual, group bases services for students as well as family services.

**On the Horizon**

Continued conversations with METCO HQ to gain further clarity on allowable and unallowable expenses. We anticipate small increases year-over-year.

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<b>Enhanced School Health Services Grant</b>
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<b>Fund Number:</b> 3220SE84
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<b>Fund Code:</b>
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Director/Program Coordinator: Patricia Laham, Coordinator of Student Health  
Administrator: Michael D’onofrio, Finance Manager – OSS

MGL Authorization:

Year Established: 1998

Program Description: The Enhanced School Health Services Grant is a multi-year grant, originally awarded by the Massachusetts Department of Public Health in April, 1998. A renewed five year grant was awarded July 1, 2003 and was renewed for additional two year cycles which will expire June 30, 2019.

This Grant supports coordinated, comprehensive school health programs, encourages best practices through utilization of resources such as MDPH, DESE, and BU School Health Institute. Quarterly meetings for nurse leaders offer guidance in grant requirements, updates in school health and public health issues, and promotes promising practice.

This collaboration advances professional school nursing practice and promotes health and academic achievement of students. The funds from the ESHS grant have been used to help support our robust school health service.

Program Time Table: 

- July 1-June 30

Fee Structure: There is no fee associated with the grant.

Fund Restrictions:

**Budget History**



	<b>Actual 2018 SE84</b>	<b>Budget 2019 SE84</b>	<b>Projected Budget 2020 SE84</b>
<b>Revenue</b>			
Grant Award	\$ 102,885	\$ 106,600	\$ 0
Prior Year Balance			
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 102,885</b>	<b>\$ 106,600</b>	<b>\$ 0</b>
<b>Expenses</b>			
Salary & Wages	\$ 62,564	\$ 62,538	\$ 70,312
Stipends	\$ 15,067	\$ 14,850	\$ 7,076
Operating Expenses			
Services	\$ 11,925	\$ 14,500	\$ 14,500
Supplies & Materials	\$ 7,568	\$ 6,302	\$ 6,302
Other Costs	\$ 2,441	\$ 3,080	\$ 3,080
Indirect Costs	\$ 3,320	\$ 5,330	\$ 5,330
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 102,885</b>	<b>\$ 106,600</b>	<b>\$ 106,600</b>
<b>Projected Final Balance</b>			<b>\$ (106,600)</b>

**Staffing**

<b>Position Description</b>	<b>Sum of FY20 FTE</b>	<b>Sum of FY20 SALARY</b>
NURSE	0.800	\$ 70,312
	<b>0.800</b>	<b>\$ 70,312</b>

**Recent Developments**

The ESHS Grant has allowed us to update our electronic health record system, going to a cloud based program with enhanced documentation capabilities which have helped us to meet the grant requirements of submitting monthly school health data as well as end of the year status reports. The grant allowed us to fund a portion of our BEEP nurse salary, as well as a portion of our high school nurse’s salary.

Several purchases have kept us current with American Association Requirements for CPR/AED and first aid certification. These include updated CPR/AED and First Aid DVDs and manuals, as well as two CPR

feedback manikins which provide real time feedback on CPR performance, in accordance with new recommended guidelines.

We purchased a tourniquet to be kept with each AED as well as tourniquets for nurses' emergency response bags. We have purchased updated health resource materials for all nurses, including a new School Nurse Resource Manual, School Nurse Certification Review and Principles for Practice: IHCP for students. Additionally, we have purchased Health education posters for clinics, equity posters and books on various equity related topics to be kept in elementary clinics for student's enjoyment. We purchased supplies necessary for our initial year of SBIRT screening. The ESHS grant has contributed funding to nurses for high quality evidence based professional development opportunities.

### **Current Challenges**

Brookline has been assigned 2 mentored schools, one of which may not be able to continue with requirements of grant, which could add \$3,000 to budget unless a replacement school is identified. Given the requirements and changes to the new grant – ESHS is being phased out and replaced – we can no longer supplement any direct care regular staffing for nurses, including 0.5 FTE of the BEEP nurse and 0.3 FTE of one of the high school nurses. If awarded the new grant we do plan to support mandated screening requirements as well as immunization input and review by hiring substitute nurse assistance. This is designed to allow nurses to conduct necessary assessments, treatment, collaboration and screenings, thereby keeping students in school, in class and ready to learn. We have the goal of continually pursuing evidence based practice and professional growth by contributing toward reimbursement for meaningful professional development opportunities. We will collaborate with OSA, Health and Wellness, and social work staff as we work to address issues of health inequity and disparity.

### **Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact**

ESHS Grant will end as of June 2019. There is an opportunity to apply for a new school health grant, known as the Comprehensive School Health Services (CSHS) grant. This new grant will not allow for direct care nurses to be paid through the grant. A reimagining of the program is necessary. Through the CSHS grant we will contribute the allotted 15 % of grant funds toward our electronic health record documentation system.

### **On the Horizon**

There will be limit of 15% of allocated grant which can be spent on hardware or software (our HOA system). As noted above, this grant will no longer allow for any direct care nursing to be funded through the grant, so the 0.5 BEEP FTE and 0.3 BHS FTE cannot be funded through this source.

ESHS grant had focus on infrastructure related to school health. The CSHS grant will have goal of expanding the reach of the school nurse in order to reach all students, with a focus on underserved, immigrants, students with high absenteeism and other areas of health disparity.

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## Local

<b>Brookline Education Foundation (BEF)</b>
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<b>Fund Number: 3220SE06</b>
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Director/Program Coordinator: Meg Maccini, Senior Director of Programs

Private Foundation

Year Established:

Program Description: The Brookline Education Foundation works closely with the Public Schools of Brookline in a unique partnership, identifying needs and opportunities where its efforts can make a difference to teachers and children. Foundation monies are used to fund new approaches to professional development and system-wide improvements. This fund carries out the goals and objectives of the Brookline Education Foundation initiatives through their teacher, collaborative, system-wide and Idea Lab grant programs.

Program Time Table: Information Sessions – two in January  
Grant Writing Workshops – two in February  
Application Deadline – Mid-March  
Notification of Award – Mid-April

Fee Structure: There are no fees associated with this grant.

Fund Restrictions: Each individual grant must adhere to the guidelines and reporting requirements established by the BEF and accepted by the School Committee.

**Budget History**

	<b>Actual FY18 SE06</b>	<b>Budget FY19 SE06</b>	<b>Budget FY20 SE06</b>
<b>Revenue</b>			
Grant Award	\$ 206,276	\$ 170,671	\$ 170,671
Prior Year Balance	\$ 1,543.22	\$ 22,690	\$ 22,690
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 207,820</b>	<b>\$ 193,361</b>	<b>\$ 193,361</b>
<b>Expenses</b>			
Salary & Wages	\$ -	\$ 700	\$ 700
Stipends	\$ 14,002	\$ 6,240	\$ 6,240
Operating Expenses			
Services	\$ 96,504	\$ 75,730	\$ 75,730
Supplies & Materials	\$ 547	\$ 1,135	\$ 1,135
Other Costs	\$ 74,077	\$ 86,866	\$ 86,866
Indirect Costs	\$ -	\$ -	\$ -
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 185,130</b>	<b>\$ 170,671</b>	<b>\$ 170,671</b>
<b>Projected Final Balance</b>	<b>\$ 22,690</b>	<b>\$ 22,690</b>	<b>\$ 22,690</b>

**Staffing History**

There are no FTE charged to the grant.

**Recent Developments**

Administration is working with BEF leadership to change the way in which grant funds can be drawn down. Currently, PSB submits expenses to the BEF at the end of the fiscal year and is reimbursed for actual expenses. We are attempting to have monthly or quarterly draw downs of funds similar to the way state and federal grants function.

**Current Challenges**

Timing has been an issue, with grants being awarded in April for the following fiscal year that occasionally include workshops/conferences that occur prior to June 30 of the current fiscal year. This has made accounting for the funds, and issuing payment, difficult.

**Significant Changes for the Upcoming Fiscal Year and Budget Impact**

Each year presents a new set of teachers and teacher groups applying for grants across the educational spectrum. The budget above shows level funding in aggregate, but the make-up of the grants will vary widely from one year to the next.

**On the Horizon**

A continued strong partnership between PSB and BEF to achieve our mutual goal of educational excellence.

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<b>Boston University Consortium</b>
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<b>Fund Number: 3220SE12</b>
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Director/Program Coordinator: Meg Maccini, Senior Director of Programs  
Administrator:

Private Foundation

Year Established:

Program Description: The Public Schools of Brookline is a member of the Boston University School of Education Consortium Council. The Council is made up of communities that provide placements for Boston University student teachers and interns. The Council meets regularly for purpose of advancing the pre-service and in-service training of educators. As a Consortium member, Brookline receives an allocation of funds for use by Brookline teachers and administrators to help implement proposals for in-service education courses, staff enrichment activities, and in some cases, classroom materials.

Program Time Table: Applications available – Mid-January  
Applications due – Mid-March  
Applicants selected and notified – Mid-April  
Begin project implementation – July 1  
Progress reports – the following January 1 and June 1

Fee Structure:

Fund Restrictions: Each individual grant must adhere to the guidelines and reporting requirements established by BU and accepted by the School Committee.

**Budget History**

	<b>Actual FY18</b>	<b>Budget FY19</b>	<b>Projected FY20</b>
	<b>SE12</b>	<b>SE12</b>	<b>SE12</b>
<b>Revenue</b>			
Grant Award	\$ 8,000	\$ 5,000	\$ 5,000
Prior Year Balance	\$ -	\$ -	\$ -
Transfers/Adjustments			
<b>Total Projected Revenue</b>	<b>\$ 8,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>
<b>Expenses</b>			
Salary & Wages	\$ -	\$ -	\$ -
Stipends	\$ -	\$ 1,050	\$ 1,050
Operating Expenses			
Services	\$ 8,000	\$ 2,500	\$ 2,500
Supplies & Materials	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ 1,450	\$ 1,450
Indirect Costs	\$ -	\$ -	\$ -
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 8,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>
<b>Projected Final Balance</b>			<b>\$ -</b>

**Staffing History**

There are no FTE charged to this grant.

**Recent Developments**

The most recent grant award was for performing arts education, including educator classes in Cuba.

**Current Challenges**

The individual focus of each year’s grant changes based upon teacher demands and funding availability.

**Significant Changes for the Upcoming Fiscal Year and Budget Impact**

The nature of the award changes year-to-year, but no FTE will be charged here. As a placeholder, level funding from FY19 is assumed.

**On the Horizon**

Continued partnership with BU to advanced educator goals.



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<b>Brookline Innovation Fund</b>
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<b>Fund Number: 3220SE94</b>
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Director/Program Coordinator: Meg Maccini, Senior Director of Programs

Private Foundation

Year Established: 1988

Program Description: This grant was previously known as the 21<sup>st</sup> Century Fund. Through an annual grant application process, teachers and faculty submit proposals to research and develop new innovative courses and programs that advance education and enhance school culture at Brookline High School. A committee comprised of members of the BHS Innovation Fund’s Board of Directors and key BHS and PSB administrators vets proposals.

Approved courses and programs are evaluated at established milestones (typically annually for three years). Successful programs are then integrated into the high school curriculum, where ongoing costs are assumed by the general fund.

Program Time Table:

Fee Structure: There are no fees associated with the grant

Fund Restrictions: The grant supports fractional FTEs at BHS to develop new courses and programs.

**Budget History**

	<b>Actual 2018 SE84</b>	<b>Budget 2019 SE84</b>	<b>Projected Budget 2020 SE84</b>
<b>Revenue</b>			
Grant Award	\$ 230,340	\$ 147,287	\$ 186,806
Prior Year Balance	\$ (109,871)	\$ -	\$ -
Transfers/Adjustments	\$ 108,127	\$ -	\$ -
<b>Total Projected Revenue</b>	<b>\$ 228,596</b>	<b>\$ 147,287</b>	<b>\$ 186,806</b>
<b>Expenses</b>			
Salary & Wages	\$ 216,596	\$ 137,287	\$ 185,276
Stipends	\$ 12,000	\$ 10,000	\$ 1,530
<b>Operating Expenses</b>			
Services	\$ -	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -
Indirect Costs	\$ -	\$ -	\$ -
MTRS	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 228,596</b>	<b>\$ 147,287</b>	<b>\$ 186,806</b>
<b>Projected Final Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**Staffing**

<b>Position Description</b>	<b>Sum of FY20 FTE</b>	<b>Sum of FY20 SALARY</b>
21ST CENT - EPIC PGM	0.450	\$ 45,009
21ST CENT - PGM COORD	0.400	\$ 41,966
21ST CENT ART SCI PGM	0.400	\$ 37,300
21ST CENT STEAM PGM	0.400	\$ 40,761
21ST CEN MINDFULNS PGM	0.200	\$ 20,240
21STCENT STIPENDS	1.000	\$ 1,530
	<b>2.850</b>	<b>\$ 186,806</b>

**Recent Developments**

The fund had carried a large negative fund balance as far back as FY12, climbing up to a deficit of \$215,182 to end FY16. At the end of FY18, \$108,127 of expenditures were moved off of the grant and on to the operating budget to bring the fund balance back to \$0.

**Current Challenges**

FY19 salary expenditures are outpacing budget. Without a re-calculation of total costs and a commitment from the Innovation Fund, the grant will again run into a negative fund balance and need general fund support.

**Significant Changes for the Upcoming Fiscal Year and Budget Impact**

Staffing levels presented here are carry-forwards of the current staff on the grant. Each year there are new positions with new focuses. When that becomes clear, an accurate accounting of the costs involved will be communicated to the Innovation Fund.

**On the Horizon**

Continued partnership to create new and challenging courses and content while avoiding a negative balance in the fund.

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<b>Kraft Family Foundation Opportunity Fund</b>
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<b>Fund Number: 3220SEH2</b>
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Director/Program Coordinator: Anthony Meyer, BHS Headmaster

Private Foundation

Year Established: 2019

Program Description: This local grant was established mid-year fiscal 2019 to support the African-American Latino Scholars Program (AALSP) Class of 2022. The grant aims to fund initiatives that foster collaboration among and between AALSP participants, other BHS programs, and opportunities outside of the high school. It is based upon the belief that supporting more frequent and deeper participation in courses and academic experiences can serve as important havens for, and incubators of, young talent, passion, and interest.

Success is viewed in the longer-term. By focusing on the 9<sup>th</sup> grade cohort (the Class of 2022), program administrators are looking to see an increase in course registration in BHSA programs and courses such as engineering, medical careers, global leadership, etc., in these students by 11<sup>th</sup> and 12<sup>th</sup> grade years when compared to course registrations from other cohorts of AALSP scholars.

Program Time Table:

Fee Structure: There are no fees associated with the grant

Fund Restrictions: