



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2425
FAX 617-730-2108

LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

SAMUEL A. RIPPIN
DEPUTY SUPERINTENDENT
OF ADMINISTRATION AND FINANCE

Request for Grant Acceptance

November 17, 2021

Motion: School Committee Accepts the grant award as determined by the awarding authority for the grants listed below:

Source	Grant	Award	FY22 Projected Balance/(Deficit)*	Account Number
Federal	American Rescue Plan: Individuals with Disabilities Education Act	\$490,905.00	\$0	3222SEJ5
Federal	American Rescue Plan: Individuals with Disabilities Education Act – Early Childhood	\$43,677.00	\$0	3222SEJ4
Federal	Early Childhood Special Education (ECSE) Program Federal Entitlement Grant	\$35,570.00	\$0	3222SE19
Federal	Elementary and Secondary Schools Emergency Relief Fund (ESSER III)	\$3,667,388.00	\$0	3222SEJ6
Federal	Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant	\$2,224,525.00	\$0	3222SE18

*Any deficit or balance will be the responsibility of the Superintendent to adjust. Grant managers should not assume that the operating budget will have funding available to cover any over expenditures of grant awards.

Grants and Other Financial Assistance Programs

State and Federal Entitlement And Allocation Grants by District

District: Brookline



Fiscal Year: 2022



Brookline-2022

<u>Fund Code</u>	<u>Grant Name</u>	<u>Amount</u>	
252	American Rescue Plan: Individuals with Disabilities Education Act	\$490,905	✓
264	American Rescue Plan: Individuals with Disabilities Education Act - Early Childhood	\$43,677	✓
302	American Rescue Plan-Homeless Children and Youth II	\$8,540	
262	Early Childhood Special Education (ECSE) Program Federal Entitlement Grant	\$35,570	✓
119	Elementary and Secondary Schools Emergency Relief Fund (ESSER III)	\$3,667,388	✓
240	Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant	\$2,224,525	✓
400	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary	\$51,612	
305	Title I, Part A: Improving Basic Programs	\$292,823	
140	Title II, Part A: Supporting Effective Instruction	\$105,007	
180	Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	\$94,332	
309	Title IV, Part A: Student Support and Academic Enrichment	\$35,076	
	District Total	\$7,049,455	

[View by Fund Code](#)

Last Updated: August 10, 2018

FY2022: American Rescue Plan (ARP) — Individuals with Disabilities Education Act (IDEA)

Fund Code: 252

Purpose:

The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities. These funds are provided to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.

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.

Priorities:

The priorities of the federal Individuals with Disabilities Education Act (IDEA4) 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 local education agencies (LEAs) 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 federal IDEA.

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

Additionally, LEAs are encouraged to consider the following when developing their plans and budgets:

- Challenges related to the pandemic, including:
 - School re-entry
 - Disruption in the education of children with disabilities

- Mental health services
- Sustainability
- Focus on issues of equity in special education and early intervention services

Eligibility:

Funds are awarded to public school LEAs with approved Special Education Program Plan Statements based on an allocation formula that takes into account total school enrollment in both public and private elementary and secondary schools, and the number of children living in poverty in those same groups, as determined by the State.

Please note that the DESE reserves the right to require that these funds be used to correct areas of identified special education noncompliance.

The IDEA requires each LEA receiving IDEA grant funding (either Fund Code 240 or 262 or both) to meet two standards of maintenance of effort (MOE) to ensure that each maintains at least the same amount of local or state and local funds for the education of students with disabilities from year to year. MOE is one method of ensuring that IDEA funds are supplementing rather than supplanting state and local funds that would be used for educational services to students with disabilities. LEAs are only being asked to demonstrate one of the two standards, the eligibility standard for MOE, as part of the grant application process.

Eligibility Standard: This standard is a forward-looking measure of MOE. Meeting this standard ensures that a LEA has budgeted the same amount of local or state and local funds for educational services to students with disabilities as it did in the last year it met MOE using the same method. If a LEA fails to meet the eligibility standard for MOE (after taking into any applicable exception or adjustment), the LEA will not be eligible to receive IDEA funds for that fiscal year. Eligible districts may also deduct up to 50% of their ARP IDEA funds to reduce level of effort for FY22 (minus any funds reserved for CEIS).

Note: LEAs will only need to demonstrate MOE once in the FY22 IDEA FC 240 and 262 consolidated workbook. Once approved, this eligibility has been established for ARP IDEA as well. However, because LEAs will establish MOE eligibility through the FY22 IDEA FC 240 and 262 consolidated workbook only, that workbook must be approved for MOE in order to be eligible for ARP IDEA funds.

Funding Type:

Federal CFDA: 84.027

Funding:

FY22 Fund Code 252 ARP IDEA Allocations

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for allocation, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

General Fund Use: All LEAs

Federal special education funds are awarded to LEAs to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. LEAs are reminded of their responsibility to maintain state/local effort in special education, as well as to use these funds for the excess costs of special education. See [IDEA Local Educational Agency Maintenance of Effort Quick Reference Guide](#) and [Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations](#).

IDEA also requires LEAs to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school and home-schooled students. All LEAs must complete the required proportionate share form within the FY22 ARP IDEA (Fund Code 252) grant application. See the Special Education Policy and Planning webpage for information on [IDEA Equitable Services](#) for Students with Disabilities enrolled by their parents in private schools.

Additional Directed Fund Use:

Coordinated Early Intervening Services (CEIS)

A LEA may voluntarily use up to 15% of its special education entitlement grant to develop and implement Coordinated Early Intervening Services (CEIS) to support students without disabilities who need additional academic and behavioral support to succeed in a general education environment. See [34 CFR § 300.226](#). Allowable uses for CEIS include:

- Providing professional development for teachers and other school staff for the delivery of scientifically-based academic instruction and behavioral intervention, including scientifically-based literacy instruction and instruction in the use of adaptive and instructional software, and
- Providing educational and behavioral evaluations and supports.

Comprehensive Coordinated Early Intervening Services (CCEIS)

Any LEA identified with significant disproportionality is required to reserve 15 percent of its ARP IDEA funds (Fund Code 252 and Fund Code 264) to provide CCEIS to address factors contributing to the significant disproportionality. See [34 CFR § 300.646](#). CCEIS activities:

- May include professional development and educational and behavioral evaluations, services, and support; and
- Must identify and address the factors contributing to the significant disproportionality, which may include,
 - a lack of access to scientifically based instruction; economic cultural, or linguistic barriers to appropriate identification or placement in particular educational setting;
 - inappropriate use of disciplinary removals;
 - lack of access to appropriate diagnostic screenings;
 - difference in academic achievement levels; and
 - policies, practices, or procedures that contribute to the significant disproportionality.

For more information on CCEIS, please refer to the [Significant Disproportionality Fiscal Implications Reference Guide](#). Any questions related to CEIS or CCEIS, contact Brian Coonley at brian.coonley@mass.gov or 781-338-3374.

Project Duration:

Upon Approval – 6/30/2022 (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. The extended period is broken up by fiscal year, as follows: 7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 9/30/2023 (Year 3)

Program Unit:

Resource Allocation Strategy and Planning

Contact:

Federal Grant Programs

Phone Number:

(781) 338-6230

Date Due:

Monday, October 4, 2021

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
Teacher/Instructional Staff Professional Days	Scope and Sequencing PD	25	56	Hour	<input type="checkbox"/>	\$34,000	High quality PD
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total						\$34,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function
Contracted Service Providers - Private School Services	Proportionate Share Services	100	Hour	\$38,781	Related services

Applicant: Brookline

0046

Project: FY22 FC 252 ARP IDEA 0046

252-583114-2022-0046

Contracted Service Providers - Other Student Services	Significant Disproportionality Services	100	Hour	\$80,188	Behavioral supports
Consultants/Professional Development for Teachers & Support Staff	Language Based Disability Consulting	100	Hour	\$125,000	High quality PD
Contracted Service Providers - Other Student Services	Mental Health / School Re-entry Services	100	Hour	\$158,500	Related services
Consultants/Professional Development for Teachers & Support Staff	Mathematic Support for Special Education Students	100	Hour	\$16,500	High quality PD
Sub-Total				\$418,969	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Testing and Assessment Materials	Wide Range Assessment Testing Materials	\$25,000	Identification and placement practices
Sub-Total		\$25,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Certified Classroom Teachers (providing group instruction)	Early Intervention Services Professional Development	\$12,936	High quality PD
Sub-Total		\$12,936	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

Applicant: Brookline

0046

Project: FY22 FC 252 ARP IDEA 0046

252-583114-2022-0046

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function
Sub-Total			

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total			

Total Activity Funds Requested: \$490,905

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)			<input type="checkbox"/>	
Instructional/Professional Staff Salaries (non-MTRS)				
Sub-Total				

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)			<input type="checkbox"/>	
Support Staff Salaries (non-MTRS)				
Sub-Total				

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)	0	<input type="checkbox"/>	\$0
Stipends (non-MTRS)	25		\$34,000
Sub-Total			\$34,000

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$0
5-b Other (total)	\$0
Sub-Total	\$0

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$418,969

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$25,000

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$12,936

9. Other Costs:	Amount
Other Costs Total	

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:		

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	

Total Allocation Amount: \$490,905
Total Funds Requested: \$490,905
MTRS Applicable Amount: \$0
Balance Remaining: \$0

FY2022: American Rescue Plan (ARP) Individuals with Disabilities Education (IDEA) Early Childhood Grant

Fund Code: 264

Purpose:

The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities. These funds are provided to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.

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). Local Education Agencies (LEAs) 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 — ([IDEA4](#)) and Massachusetts Special Education laws ([M.G.L. c. 71B](#)) and regulations ([603 CMR 28.00](#)).

Priorities:

Priorities of the federal Individuals with Disabilities Education Act ([IDEA4](#)) 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 old's.
- Provide special education services and supports in accordance with the federal IDEA and Massachusetts Special Education laws and regulations.
- Ensure young children have available to them 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 LEAs in providing eligible students with appropriate special education services and activities to address the priorities as outlined in Section 619, Part B of the federal IDEA. 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 ([IDEA4](#)) and related regulations (34 CFR Part 300).

When considering fund use, each LEA should review: results from its most recent Tiered Focused Monitoring Review (Coordinated Program Review or Mid-Cycle Review); its Special Education Report, 2020 Special Education Determinations and LEA 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

Additionally, LEAs are encouraged to consider the following when developing their plans and budgets:

- Challenges related to the pandemic, including:
 - School re-entry
 - Disruption in the education of children with disabilities
 - Mental health services
- Sustainability
- Focus on issues of equity in special education and early intervention services

Eligibility:

These early childhood special education entitlement funds are allocated to LEAs with a Special Education Program Plan approved by the Massachusetts Department of Elementary and Secondary Education based on a federal formula as required by Part B of Section 619 of the IDEA4.

Please note that the DESE reserves the right to require that these funds be used to correct areas of identified noncompliance.

The federal IDEA requires each LEA receiving IDEA grant funding (either Fund Code 240 or 262 or both) to meet two standards of maintenance of effort (MOE) to ensure that each maintains at least the same amount of local or state and local funds for the education of students with disabilities from year to year. MOE is one method of ensuring that IDEA funds are supplementing rather than supplanting state and local funds that would be used for educational services to students with disabilities. LEAs are only being asked to demonstrate one of the two standards, the eligibility standard for MOE, as part of the grant application process.

Eligibility Standard: This standard is a forward-looking measure of MOE. Meeting this standard ensures that a LEA has budgeted the same amount of local or state and local funds for educational services to students with disabilities as it did in the last year it met MOE using the same method. If a LEA fails to meet the eligibility standard for MOE (after taking into any applicable exception or adjustment), the LEA will not be eligible to receive IDEA funds for that fiscal year. Eligible districts may also deduct up to 50% of their ARP IDEA funds to reduce level of effort for FY22 (minus any funds reserved for CEIS).

Note: LEAs will only need to demonstrate MOE once in the FY22 IDEA FC 240 and 262 consolidated workbook. Once approved, this eligibility has been established for ARP IDEA as well. However, because LEAs will establish MOE eligibility through the FY22 IDEA FC 240 and FC 262 consolidated workbook only, that workbook must be approved for MOE in order to be eligible for ARP IDEA funds.

Funding Type:

Federal CFDA: 84.173

Funding:

FY22 Fund Code 264 ARP IDEA Early Childhood allocations

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:**General Fund Use — All LEAs**

Federal special education funds are awarded to LEAs to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. LEAs are reminded of their responsibility to maintain state/local effort in special education. See IDEA Local Educational Agency Maintenance of Effort Quick Reference Guide and Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations.

IDEA also requires LEAs to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school and home-schooled students. All LEAs must complete the required proportionate share form within the FY22 ARP IDEA Early Childhood (Fund Code 264) grant application. See the Special Education Policy and Planning webpage for information on IDEA Equitable Services for Students with Disabilities enrolled by their parents in private schools.

Additional Directed Fund Use —**Coordinated Early Intervening Services (CEIS)**

A LEA may voluntarily use up to 15% of its special education entitlement grant to develop and implement Coordinated Early Intervening Services (CEIS) to support students without disabilities who need additional academic and behavioral support to succeed in a general education environment. See 34 CFR § 300.226. Allowable uses for CEIS include:

- Providing professional development for teachers and other school staff for the delivery of scientifically-based academic instruction and behavioral intervention, including scientifically-based literacy instruction and instruction in the use of adaptive and instructional software, and
- Providing educational and behavioral evaluations and supports.

Comprehensive Coordinated Early Intervening Services (CCEIS)

Any LEA identified with significant disproportionality is required to reserve 15 percent of its IDEA Part B funds (Fund Code 252 and Fund Code 264) to provide CCEIS to address factors contributing to the significant disproportionality. See 34 CFR § 300.646. CCEIS activities:

- May include professional development and educational and behavioral evaluations, services, and support; and
- Must identify and address the factors contributing to the significant disproportionality, which may include,
 - a lack of access to scientifically based instruction; economic cultural, or linguistic barriers to appropriate identification or placement in particular educational setting;
 - inappropriate use of disciplinary removals;
 - lack of access to appropriate diagnostic screenings;
 - difference in academic achievement levels; and
 - policies, practices, or procedures that contribute to the significant disproportionality.

For more information on CCEIS, please refer to the [Significant Disproportionality Fiscal Implications Reference Guide](#) . Any questions related to **CCEIS**, contact Brian Coonley at brian.coonley@mass.gov or 781-338-3374.

Project Duration:

Upon Approval through 6/30/2022 (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. The extended period is broken up by fiscal year, as follows: 7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 9/30/2023 (Year 3)

Program Unit:

[Resource Allocation Strategy and Planning](#)

Contact:

[Federal Grant Programs](#)

Phone Number:

(781) 338-6230

Date Due:

Monday, October 4, 2021

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total							

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function
Contracted Service Providers - Private School Services	Proportionate Share Services	100	Hour	\$1,783	Related services

Contracted Service Providers - Other Student Services	Early Intervention and Equity Training Services	100	Hour	\$41,894	Related services
Sub-Total				\$43,677	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Sub-Total			

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Sub-Total			

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function

Applicant: Brookline

0046

Project: FY22 FC 264 IDEA ECH 0046

264-583148-2022-0046

Sub-Total			

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total			

Total Activity Funds Requested: \$43,677

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)			<input type="checkbox"/>	
Instructional/Professional Staff Salaries (non-MTRS)				
Sub-Total				

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)			<input type="checkbox"/>	
Support Staff Salaries (non-MTRS)				
Sub-Total				

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)		<input type="checkbox"/>	
Stipends (non-MTRS)			
Sub-Total			

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	
5-b Other (total)	
Sub-Total	

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$43,677

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	

9. Other Costs:	Amount
Other Costs Total	

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:		

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	

Total Allocation Amount: \$43,677
Total Funds Requested: \$43,677
MTRS Applicable Amount:
Balance Remaining: \$0

FY2022: Early Childhood Special Education (ECSE) Program Federal Entitlement Grant

Fund Code: 262

Purpose:

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). Local Education Agencies (LEAs) 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 — ([IDEA4](#)) and Massachusetts Special Education laws ([M.G.L. c. 71B](#)) and regulations ([603 CMR 28.00](#)).

Priorities:

Priorities of the federal Individuals with Disabilities Education Act ([IDEA4](#)) 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 old's.
- Provide special education services and supports in accordance with the federal IDEA and Massachusetts Special Education laws and regulations.
- Ensure young children have available to them 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 LEAs in providing eligible students with appropriate special education services and activities to address the priorities as outlined in Section 619, Part B of the federal IDEA. 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 ([IDEA4](#)) and related regulations (34 CFR Part 300).

When considering fund use, each LEA should review: results from its most recent Tiered Focused Monitoring Review (Coordinated Program Review or Mid-Cycle Review); its Special Education Report, [2020 Special Education Determinations](#) and LEA 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

Eligibility:

These early childhood special education entitlement funds are allocated to LEAs with a Special Education Program Plan approved by the Massachusetts Department of Elementary and Secondary Education based on a federal formula as required by Part B of Section 619 of the IDEA4.

Please note that the DESE reserves the right to require that these funds be used to correct areas of identified noncompliance.

The federal IDEA requires each LEA receiving IDEA grant funding (either Fund Code 240 or 262 or both) to meet two standards of maintenance of effort (MOE) to ensure that each maintains at least the same amount of local or state and local funds for the education of students with disabilities from year to year. MOE is one method of ensuring that IDEA funds are supplementing rather than supplanting state and local funds that would be used for educational services to students with disabilities. LEAs are only being asked to demonstrate one of the two standards, the eligibility standard for MOE, as part of the grant application process.

Eligibility Standard: This standard is a forward-looking measure of MOE. Meeting this standard ensures that a LEA has budgeted the same amount of local or state and local funds for educational services to students with disabilities as it did in the last year it met MOE using the same method. If a LEA fails to meet the eligibility standard for MOE (after taking into any applicable exception or adjustment), the LEA will not be eligible to receive IDEA funds for that fiscal year.

Funding Type:

Federal CFDA: 84.173

Funding:

FY22 Fund Code 262 Early Childhood Special Education allocations will be posted on the Grants Management website when they become available.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:**General Fund Use — All LEAs**

Federal special education funds are given to LEAs to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. LEAs are reminded of their responsibility to maintain state/local effort in special education. See IDEA Local Educational Agency Maintenance of Effort Quick Reference Guide and Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations.

IDEA also requires LEAs to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school and home-schooled students. All LEAs must complete the required proportionate share form within the FY22 IDEA Part B (Fund Code 262) grant application. See the Special Education Policy and Planning webpage for information on [IDEA Equitable Services](#) for Students with Disabilities enrolled by their parents in private schools.

IDEA Equitable Services Resolution Funds

Additionally, the United States Department of Education's Office of Special Education Programs (OSEP) approved the proposed resolution by the Massachusetts Department of Elementary and Secondary Education (the Department) for resolving concerns relating to Individuals with Disabilities Education Act (IDEA) funds that school districts were required to spend on parentally-placed private school children with disabilities and home-schooled children with disabilities (IDEA Equitable Services/IDEA proportionate share) during fiscal years 2014 through 2018. As a result, in FY22, districts that have already been identified as impacted by this resolution will receive additional allocation of these resolution funds.

Additional Directed Fund Use —

Coordinated Early Intervening Services (CEIS)

A LEA may voluntarily use up to 15% of its special education entitlement grant to develop and implement Coordinated Early Intervening Services (CEIS) to support students without disabilities who need additional academic and behavioral support to succeed in a general education environment. See [34 CFR § 300.226](#). Allowable uses for CEIS include:

- Providing professional development for teachers and other school staff for the delivery of scientifically-based academic instruction and behavioral intervention, including scientifically-based literacy instruction and instruction in the use of adaptive and instructional software, and
- Providing educational and behavioral evaluations and supports.

Comprehensive Coordinated Early Intervening Services (CCEIS)

Any LEA identified with significant disproportionality is required to reserve 15 percent of its IDEA Part B funds (Fund Code 240 and Fund Code 262) to provide CCEIS to address factors contributing to the significant disproportionality. See [34 CFR § 300.646](#). CCEIS activities:

- May include professional development and educational and behavioral evaluations, services, and support; and
- Must identify and address the factors contributing to the significant disproportionality, which may include,
 - a lack of access to scientifically based instruction; economic cultural, or linguistic barriers to appropriate identification or placement in particular educational setting;
 - inappropriate use of disciplinary removals;
 - lack of access to appropriate diagnostic screenings;
 - difference in academic achievement levels; and
 - policies, practices, or procedures that contribute to the significant disproportionality.

For more information on CCEIS, please refer to the [Significant Disproportionality Fiscal Implications Reference Guide](#). Any questions related to CCEIS, contact Brian Coonley at brian.coonley@mass.gov or 781-338-3374.

Project Duration:

Upon Approval through 6/30/2022 (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. The extended period is broken up by fiscal year, as follows: 7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 9/30/2023 (Year 3)

Program Unit:

[Resource Allocation Strategy and Planning](#)

Contact:

[Federal Grant Programs](#)

Phone Number:

(781) 338-6230

Date Due:

Monday, October 4, 2021

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
Non-Clerical Paraprofessionals/Instructional Assistants	2 paraprofessionals	2	1.5	<input type="checkbox"/>	\$34,118	Related services
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total					\$34,118	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total							

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function
Contracted Service Providers - Private School Services	Proportionate Share	100	Hour	\$1,452	Related services

Sub-Total				\$1,452	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Sub-Total			

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Sub-Total			

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function

Applicant: Brookline
Project: FY22 FC262 IDEA 0046

0046
262-583108-2022-0046

Sub-Total

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total			

Total Activity Funds Requested: \$35,570

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)			<input type="checkbox"/>	
Instructional/Professional Staff Salaries (non-MTRS)				
Sub-Total				

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Support Staff Salaries (non-MTRS)	2	1.50		\$34,118
Sub-Total				\$34,118

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)		<input type="checkbox"/>	
Stipends (non-MTRS)			
Sub-Total			

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$0
5-b Other (total)	\$0
Sub-Total	\$0

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$1,452

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	

9. Other Costs:	Amount
Other Costs Total	

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:		

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	

Total Allocation Amount: \$35,570
Total Funds Requested: \$35,570
MTRS Applicable Amount: \$0
Balance Remaining: \$0

FY2022: American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Funds

Fund Code: 119

Purpose:

The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

Priorities:

The priorities of the ESSER III funds are to support activities to address needs arising from the coronavirus pandemic, this includes:

1. Any activity authorized by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE);
2. Required reservation of at least 20 percent of district ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups:
 - low-income children or students,
 - children with disabilities,
 - English learners,
 - racial and ethnic minorities,
 - students experiencing homelessness, and
 - children and youth in foster care;
3. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. Developing strategies that describe and implementing public health protocols how they might align with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
5. School facility repairs and improvements, such as efforts to improve indoor air quality to reduce risk of airborne virus transmission and exposure to environmental hazards. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in

- school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement;
6. Training and professional development on sanitizing and minimizing the spread of infectious diseases;
 7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings;
 8. Planning for and coordinating during long-term closures, including:
 - how to provide meals to eligible students,
 - how to provide technology for online learning to all students,
 - how to provide guidance for carrying out requirements under the IDEA and
 - how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 9. Purchasing educational technology (including hardware, software, connectivity, assistive technology and adaptive equipment) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities;
 10. Providing student mental health services and supports and maximize capacity for coordination to connect students to behavioral and mental health supports and services, including with school-based and community based-services and providers the hiring of counselors;
 11. Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
 - providing classroom instruction or online learning during the summer months and
 - addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; and
 12. Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA

Eligibility:

Awards are based on each district's share of funds received under Title I, Part A of ESEA in fiscal year 2021.

Funding Type:

Federal CFDA 84.425

Funding:

An estimated \$1.6 billion will be available for eligible districts. FY22 ESSER III Fund allocations will be posted on the [Grants Management website](#) as soon as they are available.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for this Fund Code, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Districts are permitted to use ESSER III funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. Please see the list of priorities above. In addition, districts must reserve at least 20 percent of its ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Districts must consult with stakeholders within the community, and determine the best use of the funds before submitting their grant application, which serves as the district's ESSER III implementation plan.

A Maintenance of Equity Assurance will be included on your ESSER III application as a condition of receiving ESSER III funds. Districts must agree to the following in FY22 and FY23:

- **State and Local funds:** Your district will not reduce the per pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all your schools (if any) divided by the total number of students enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per pupil, full-time equivalent staff in any highpoverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

Within 30 days of receiving ESSER III funds, a district must make its Return to In-Person Instruction Plan publicly available on its website. A district must then review its plan every 6 months thereafter and revise as necessary (including consulting any changes to CDC guidance) until the end of the grant award. Note: The District Reopening Plan submitted to DESE for SY2020-2021, likely satisfies this requirement for the initial plan if it was published on the district's website and included public input.

Project Duration:

FY22: Upon approval – 6/30/2022 (Year 1)

The period of availability for FY22 ESSER III grant awards will be extended into FY23 7/1/2022 – 6/30/2023 (Year 2), FY24 7/1/2023 – 6/30/2024 (Year 3), and FY25 7/1/2024 – 9/30/2024 (Year 4).

Program Unit:

Resource Allocation Strategy and Planning

Contact:

Federal Grants at federalgrantprograms@mass.gov

Phone Number:

(781) 338-6230

Date Due:

Monday, October 4, 2021

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
Instructional Coaches	Literacy Coaches	8	7.80	<input type="checkbox"/>	\$839,203	Other activities re: maintaining district activities and continuing staff employment
Certified Specialist Teachers (providing individualized instruction)	Literacy Specialists	23	20.80	<input type="checkbox"/>	\$2,178,074	Activities addressing learning loss
Certified Specialist Teachers (providing individualized instruction)	Literacy Specialists	4	3.50	<input type="checkbox"/>	\$347,299	Activities addressing learning loss
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total					\$3,364,576	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total						\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$302,812
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$302,812

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function

Sub-Total				\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Sub-Total		\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Sub-Total		\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function

Applicant: Brookline

0046

Project: FY22 ESSER III (119) 0046

119-511367-2022-0046

Sub-Total

\$0

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total			

Total Activity Funds Requested: \$3,667,388

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)	35	32.10	<input checked="" type="checkbox"/>	\$3,364,576
Instructional/Professional Staff Salaries (non-MTRS)	0	0.00		\$0
Sub-Total				\$3,364,576

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)			<input type="checkbox"/>	
Support Staff Salaries (non-MTRS)				
Sub-Total				

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)	0	<input type="checkbox"/>	\$0
Stipends (non-MTRS)	0		\$0
Sub-Total			\$0

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$302,812
5-b Other (total)	\$0
Sub-Total	\$302,812

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$0

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$0

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$0

9. Other Costs:	Amount
Other Costs Total	\$0

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:		

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	\$0

Total Allocation Amount: \$3,667,388
Total Funds Requested: \$3,667,388
MTRS Applicable Amount: \$302,812
Balance Remaining: \$0

FY2022: Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant

Fund Code: 240

Purpose:

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.

Priorities:

The priorities of the federal Individuals with Disabilities Education Act (IDEA4) 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 local education agencies (LEAs) 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 federal IDEA.

When considering fund use, each LEA should review results from its most recent Coordinated Program Review or Mid-Cycle Review, review LEA performance in relation to the indicators specified in the Massachusetts State Performance Plan, and review the 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 FY22 some LEAs are required to participate in the Making Money Matter (M³) initiative.**

Eligibility:

Funds are awarded to public school LEAs with approved Special Education Program Plan Statements based on an allocation formula that takes into account total school enrollment in both public and private elementary and secondary schools, and the number of children living in poverty in those same groups, as determined by the State.

Please note that the DESE reserves the right to require that these funds be used to correct areas of identified special education noncompliance.

The IDEA requires each LEA receiving IDEA grant funding (either Fund Code 240 or 262 or both) to meet two standards of maintenance of effort (MOE) to ensure that each maintains at least the same amount of local or state and local funds for the education of students with disabilities from year to year. MOE is one method of ensuring that IDEA funds are supplementing rather than supplanting state and local funds that would be used for educational services to students with disabilities. LEAs are only being asked to demonstrate one of the two standards, the eligibility standard for MOE, as part of the grant application process.

Eligibility Standard: This standard is a forward-looking measure of MOE. Meeting this standard ensures that a LEA has budgeted the same amount of local or state and local funds for educational services to students with disabilities as it did in the last year it met MOE using the same method. If a LEA fails to meet the eligibility standard for MOE (after taking into any applicable exception or adjustment), the LEA will not be eligible to receive IDEA funds for that fiscal year.

Funding Type:

Federal CFDA: 84.027

Funding:

FY22 Fund Code 240 IDEA Allocations

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for allocation, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:**General Fund Use: All LEAs**

Federal special education funds are awarded to school LEAs to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. LEAs are reminded of their responsibility to maintain state/local effort in special education, as well as to use these funds for the excess costs of special education. See IDEA Local Educational Agency Maintenance of Effort Quick Reference Guide and Technical Assistance Advisory SPED 2011-1: Annual Fiscal Calculations.

IDEA also requires LEAs to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school and home-schooled students. All LEAs must complete the required proportionate share form within the FY22 IDEA Part B (Fund Code 240) grant application. See the Special Education Policy and Planning webpage for information on IDEA Equitable Services for Students with Disabilities enrolled by their parents in private schools.

IDEA Equitable Services Resolution Funds

Additionally, the United States Department of Education's Office of Special Education Programs (OSEP) approved the proposed resolution by the Massachusetts Department of Elementary and Secondary Education (the Department) for resolving concerns relating to Individuals with Disabilities Education Act (IDEA) funds that school districts were required to spend on parentally-placed private school

children with disabilities and home-schooled children with disabilities (IDEA Equitable Services/IDEA proportionate share) during fiscal years 2014 through 2018. As a result, in FY22 districts that have already been identified as impacted by this resolution will receive an additional allocation of these resolution funds.

Additional Directed Fund Use:

Coordinated Early Intervening Services (CEIS)

A LEA may voluntarily use up to 15% of its special education entitlement grant to develop and implement Coordinated Early Intervening Services (CEIS) to support students without disabilities who need additional academic and behavioral support to succeed in a general education environment. See 34 CFR § 300.226. Allowable uses for CEIS include:

- Providing professional development for teachers and other school staff for the delivery of scientifically-based academic instruction and behavioral intervention, including scientifically-based literacy instruction and instruction in the use of adaptive and instructional software, and
- Providing educational and behavioral evaluations and supports.

Comprehensive Coordinated Early Intervening Services (CCEIS)

Any LEA identified with significant disproportionality is required to reserve 15 percent of its IDEA Part B funds (Fund Code 240 and Fund Code 262) to provide CCEIS to address factors contributing to the significant disproportionality. See 34 CFR § 300.646. CCEIS activities:

- May include professional development and educational and behavioral evaluations, services, and support; and
- Must identify and address the factors contributing to the significant disproportionality, which may include,
 - a lack of access to scientifically based instruction; economic cultural, or linguistic barriers to appropriate identification or placement in particular educational setting;
 - inappropriate use of disciplinary removals;
 - lack of access to appropriate diagnostic screenings;
 - difference in academic achievement levels; and
 - policies, practices, or procedures that contribute to the significant disproportionality.

For more information on CCEIS, please refer to the Significant Disproportionality Fiscal Implications Reference Guide . Any questions related to **CEIS** or **CCEIS**, contact Brian Coonley at brian.coonley@mass.gov or 781-338-3374.

Making Money Matter (M³) — To support effective planning and the strategic use of grant funds to support improved outcomes for students with disabilities, in FY22 some LEAs are required to participate in the Making Money Matter (M³) initiative.

In FY22, LEAs required to participate in M3 are those with: A 2019 or 2020 or 2021 special education determination level of Needs Assistance (NA), Needs Intervention (NI), or Needs Substantial Intervention (NSI); AND One or more schools with 2018, 2019 or 2020 MA accountability percentiles 1–10

M³ LEAs are required to direct at least 2% of their FY22 total special education entitlement allocation toward targeted LEA improvement of performance outcomes for students with disabilities.

M³ funds should be used to:

- Uncover system gaps,
- Identify high impact, evidence-based interventions to fill those gaps, that
- Emphasize Tier 1 inclusive instructional practices, services, and supports, and
- Build capacity and systems to implement and sustain identified practices with fidelity and at scale.

Please see the [Making Money Matter](#) webpage for details of M³ participation expectations and requirements.

As part of the Fund Code 240 application, *identified LEAs* must complete the M³ tab. LEAs must identify the amount of funds (at least 2% must be directed toward the M³ initiative, but more is encouraged where targeted impact through this initiative would best meet district needs), complete a program description, and reflect the LEAs FY22 M³ Spending Plan in the grant application.

Note: All FY22 M³ funds must be identified from the LEAs Fund Code 240 allocation. Any questions related to M³ programming, contact [Abigail T. Slayton](#) (Tel: 781-338-3517).

Project Duration:

Upon Approval – 6/30/2022 (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. The extended period is broken up by fiscal year, as follows: 7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 9/30/2023 (Year 3)

Program Unit:

[Resource Allocation Strategy and Planning](#)

Contact:

[Federal Grant Programs](#)

Phone Number:

(781) 338-6230

Date Due:

Monday, October 4, 2021

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
Non-Clerical Paraprofessionals/Instructional Assistants		37	35.0	<input type="checkbox"/>	\$1,162,764	Instruction-School day (public, K-12)
Secretary/Bookkeeper/Clerical Support		1	1.0	<input type="checkbox"/>	\$68,724	Other
				<input type="checkbox"/>		
Sub-Total					\$1,231,488	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
Other	ESY Program	180	56	Hour	<input type="checkbox"/>	\$436,407	Instruction - Extended day/year (public, K-12)
Teacher/Instructional Staff Professional Days	CST Stipends to address Disproportionality	50	56	Hour	<input type="checkbox"/>	\$91,000	High quality PD
Teacher/Instructional Staff Professional Days	Special Education Program Review	10	56	Hour	<input type="checkbox"/>	\$8,000	Identification and placement practices
					<input type="checkbox"/>		
Sub-Total						\$535,407	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function
---	----------	------	-----------	--------	---------------------------

Applicant: Brookline

0046

Project: FY22 FC 240 IDEA 0046

240-544748-2022-0046

Contracted Service Providers - Private School Services	Proportionate Share	100	Hour	\$181,976	Related services
Contracted Service Providers - Other Student Services	Contracted Services aimed at addressing Disproportionality	100	Hour	\$219,344	Related services
Sub-Total				\$401,320	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Testing and Assessment Materials	Testing in support of Disproportionality	\$15,087	Assessment
Testing and Assessment Materials	Testing in support of Disproportionality	\$37,223	Data collection/management
Sub-Total		\$52,310	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Other	NASP Convention attendance aimed at reducing Significant Disproportionality	\$4,000	High quality PD
Sub-Total		\$4,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function

Applicant: Brookline
Project: FY22 FC 240 IDEA 0046

0046
 240-544748-2022-0046

Sub-Total			

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total			

Total Activity Funds Requested: \$2,224,525

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)			<input type="checkbox"/>	
Instructional/Professional Staff Salaries (non-MTRS)				
Sub-Total				

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Support Staff Salaries (non-MTRS)	38	36.00		\$1,231,488
Sub-Total				\$1,231,488

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)	0	<input type="checkbox"/>	\$0
Stipends (non-MTRS)	240		\$535,407
Sub-Total			\$535,407

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$0
5-b Other (total)	\$0
Sub-Total	\$0

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$401,320

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$52,310

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$4,000

9. Other Costs:	Amount
Other Costs Total	

10. Indirect Costs:	Rate (%)
Cannot exceed approved rate	Amount
Indirect Costs:	0.00	\$0

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	

Total Allocation Amount: \$2,224,525
Total Funds Requested: \$2,224,525
MTRS Applicable Amount: \$0
Balance Remaining: \$0