



THE PUBLIC SCHOOLS OF BROOKLINE  
 BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD  
 SUPERINTENDENT OF SCHOOLS

Request for Grant Acceptance

December 14, 2022

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

Source	Grant/Purpose/Point Person	Award	Account Number/Name
Federal	<p>Point Person: Elizabeth O'Connell/Michael D'Onofrio</p> <p>Individuals with Disabilities Education Act (IDEA)            Federal Special Education Entitlement Grant</p> <p><b>Description</b></p> <p>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.</p> <p>Priorities:            The priorities of the federal Individuals with Disabilities Education Act (IDEA4) are to:</p> <p>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;</p>	\$2,277,428.00	3223SE18/FY23 IDEA Grant

ensure that the rights of children with disabilities and their parents are protected;

assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

assess and ensure the effectiveness of efforts to educate children with disabilities.

**District Goal Addressed**

**Goal 1: Every Student Achieving**

Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

**Goal 2: Every Student Invested in Learning**

Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

**Goal 3: Every Student Prepared for Change and Challenge**

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

**Goal 4: Every Educator Growing Professionally**

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

**Related Activities**

Adhering to IDEA District priorities, the Grant will be used to support programmatic and paraprofessional staffing costs that address student learning; curriculum design and implementation, services delivery, and IEP regulatory obligations. To ensure that children with disabilities receive a free and appropriate public education (FAPE), all IEP teams consider, as appropriate, whether a child needs extended school year (ESY) services. With the purpose of minimizing substantial regression and

	<p>reduce recoupment time, the Grant supports the provision of summer services designed to help each child maintain skills and not lose progress made towards IEP goals. The IDEA Grant further provides a critical source of revenue for contracted services providers that target new ways to meet the unique needs of children.</p> <p>The Public Schools of Brookline believe that the key driver of student achievement is a culturally relevant, socially appropriate, and academically challenging experience. To that end, building the capacity of educators, Child Study Teams (CST), and school leaders through targeted professional development is required. The IDEA Grant will provide funding for collaborative learning and the development of a more robust CST and Rtl models, as well as anti-racist organizational partnerships such as CARE, Calculus project, and MSAN.</p>		
Federal	<p>Point Person: Elizabeth O’Connell/Michael D’Onofrio</p> <p>Early Childhood Special Education (ECSE) Program Federal Entitlement Grant</p> <p><b><u>Description</u></b></p> <p>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).</p> <p>Priorities: Priorities of the federal Individuals with Disabilities Education Act (IDEA4) are to:</p> <p>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</p>	\$38,643.00	3223SE19/FY23 ECSE Grant

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; and  
Assess and ensure the effectiveness of efforts to educate children with disabilities.

**District Goal Addressed**

Goal 1: Every Student Achieving

Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

Goal 2: Every Student Invested in Learning

Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

Goal 3: Every Student Prepared for Change and Challenge

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

Goal 4: Every Educator Growing Professionally

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.



**Related Activities**

Supported by the 262 Grant, consultation and targeted professional development ensures that preschool and kindergarten-age children (ages 3-5), who receive special education services and activities, receive a free and appropriate public education in the District's early childhood programs. Consultation and services focus on communication, language, and behavioral support in both 1:1 and small group settings. Programming is developed in consultation with parents and guardians with a pragmatic focus on increasing a child's ability to interact appropriately and learn within their educational environment, promoting academic skills, social play, and activities of daily living. Funding ensures that eligible children are educated alongside their typical peers within their neighborhood communities, the least restrictive environment.

# FY2023: 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 Tiered Focused Monitoring report or Mid-Cycle Review, review LEA performance in relation to the indicators specified in the Massachusetts State Performance Plan, and review the Special Education Determinations.

Additionally, to support effective planning and the strategic use of grant funds to support improved outcomes for students with disabilities, **in FY23 some LEAs are required to participate in the Making Money Matter (M<sup>3</sup>) initiative.**

**Eligibility:**

Funds are awarded to public school LEAs with current, 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 considering 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:**

FY23 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 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 FY23 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 FY23, [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% 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](#).

If you have any questions related to CEIS or CCEIS, please contact the Office of Special Education Planning and Policy at [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu).

**Making Money Matter (M<sup>3</sup>)** — To support effective planning and the strategic use of grant funds to support improved outcomes for students with disabilities, in FY23 some LEAs are required to participate in the Making Money Matter (M<sup>3</sup>) initiative.

In FY23, LEAs required to participate in M<sup>3</sup> are those with: A special education determination level of Needs Intervention (NI).

M<sup>3</sup> LEAs are required to direct at least 2% of their FY23 total special education entitlement allocation toward targeted LEA improvement of performance outcomes for students with disabilities.

M<sup>3</sup> funds should be used to:

- Uncover systemic achievement and opportunity gaps, including those related to the intersection of ableness with other historically underserved student groups;
- Identify high impact, asset and evidence-based, culturally responsive interventions to accelerate learning and narrow gaps, that
- Emphasize Tier 1 inclusive and rigorous 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 M<sup>3</sup> participation expectations and requirements, including yearend reporting.

As part of the Fund Code 240 application, *identified LEAs* must complete the M<sup>3</sup> tab. LEAs must identify the amount of funds (at least 2% must be directed toward the M<sup>3</sup> initiative, but more is encouraged where targeted impact through this initiative would best meet district needs), complete a program description, and reflect the LEAs FY23 M<sup>3</sup> Spending Plan in the grant application.

Note: All FY23 M<sup>3</sup> funds must be identified from the LEAs Fund Code 240 allocation. Any questions related to M<sup>3</sup> programming, contact [Abigail T. Slayton](#) (Tel: 781-338-3517).

**Project Duration:**

Upon Approval – 6/30/2023 (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: 7/1/2023 – 6/30/2024 (Year 2); 7/1/2024 – 9/30/2024 (Year 3)

## 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"/>		
<b>Sub-Total</b>					<b>\$0</b>	

**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 <sup>1</sup>	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
<b>Sub-Total</b>					<b>\$0</b>	

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

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS <sup>1</sup>	Amount	Select a Primary Function
Non-Clerical Paraprofessionals/Instructional Assistants	Paraprofessionals	40	37.3	<input type="checkbox"/>	\$1,160,636	Instruction-School day (public, K-12)
Secretary/Bookkeeper/Clerical Support	Secretary	1	1.0	<input type="checkbox"/>	\$69,358	Other
				<input type="checkbox"/>		
<b>Sub-Total</b>					<b>\$1,229,994</b>	

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

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS <sup>1</sup>	Amount	Select a Primary Function
Other	Extended School Year Program	180	56	Hour	<input type="checkbox"/>	\$462,000	Instruction - Extended day/year (public, K-12)
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
<b>Sub-Total</b>						<b>\$462,000</b>	

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)		
<b>Sub-Total</b>		<b>\$0</b>

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	Pro Share	100	Hour	\$165,718	Related services



Contracted Service Providers - Other Student Services	Disproportionate Share Services	100	Hour	\$371,010	Behavioral supports
<b>Sub-Total</b>				\$536,728	

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
<b>Sub-Total</b>		\$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
<b>Sub-Total</b>		\$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

<b>Sub-Total</b>		\$0	

11. Equipment List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
<b>Sub-Total</b>		\$0	

**Total Activity Funds Requested: \$2,228,722**

## 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 <sup>1</sup>	Amount
Administrator Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Administrator Salaries (non-MTRS)	0	0.00		\$0
<b>Sub-Total</b>				<b>\$0</b>

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS <sup>1</sup>	Amount
Instructional/Professional Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Instructional/Professional Staff Salaries (non-MTRS)	0	0.00		\$0
<b>Sub-Total</b>				<b>\$0</b>

3. Support Staff Salaries:	# of Staff	FTE	MTRS <sup>1</sup>	Amount
Support Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Support Staff Salaries (non-MTRS)	41	38.30		\$1,229,994
<b>Sub-Total</b>				<b>\$1,229,994</b>

4. Stipends:	# of Staff	MTRS <sup>1</sup>	Amount
Stipends (MTRS)	0	<input type="checkbox"/>	\$0
Stipends (non-MTRS)	180		\$462,000
<b>Sub-Total</b>			<b>\$462,000</b>

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

6. Contractual Services: Services provided and the amount to be paid.	Amount
<b>Contractual Services Total</b>	\$536,728

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

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

9. Other Costs:	Amount
<b>Other Costs Total</b>	\$0

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
<b>Indirect Costs:</b>	2.41	\$48,706

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

**Total Allocation Amount:** \$2,277,428  
**Total Funds Requested:** \$2,277,428  
**MTRS Applicable Amount:** \$0  
**Balance Remaining:** \$0

# FY2023: 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; and

- 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; 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 current, approved 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: 84.173A

**Funding:**

FY23 Fund Code 262 Early Childhood Special Education 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 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 FY23 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 FY23, 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% 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](#).

If you have any questions related to **CEIS** and **CCEIS**, please contact the Office of Special Education Planning and Policy at [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu).

**Project Duration:**

Upon Approval through 6/30/2023 (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: 7/1/2023 – 6/30/2024 (Year 2); 7/1/2024 – 9/30/2024 (Year 3)

## Budget Entry

**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"/>		
<b>Sub-Total</b>					\$0	

**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 <sup>1</sup>	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
<b>Sub-Total</b>					\$0	

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

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS <sup>1</sup>	Amount	Select a Primary Function
Non-Clerical Paraprofessionals/Instructional Assistants	Paraprofessionals	2	1.5	<input type="checkbox"/>	\$36,651	Related services
				<input type="checkbox"/>		
				<input type="checkbox"/>		
<b>Sub-Total</b>					\$36,651	

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

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS <sup>1</sup>	Amount	Select a Primary Function
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
<b>Sub-Total</b>						\$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)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
<b>Sub-Total</b>		\$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	Pro Share	100	Hour	\$1,992	Related services

Sub-Total				\$1,992	

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

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		\$0	

**Total Activity Funds Requested: \$38,643**

## 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 <sup>1</sup>	Amount
Administrator Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Administrator Salaries (non-MTRS)	0	0.00		\$0
<b>Sub-Total</b>				<b>\$0</b>

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS <sup>1</sup>	Amount
Instructional/Professional Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Instructional/Professional Staff Salaries (non-MTRS)	0	0.00		\$0
<b>Sub-Total</b>				<b>\$0</b>

3. Support Staff Salaries:	# of Staff	FTE	MTRS <sup>1</sup>	Amount
Support Staff Salaries (MTRS)	0	0.00	<input type="checkbox"/>	\$0
Support Staff Salaries (non-MTRS)	2	1.50		\$36,651
<b>Sub-Total</b>				<b>\$36,651</b>

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

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

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$1,992

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:** \$38,643  
**Total Funds Requested:** \$38,643  
**MTRS Applicable Amount:** \$0  
**Balance Remaining:** \$0