



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2425
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ANDREW BOTT
SUPERINTENDENT OF SCHOOLS

MARY ELLEN N. DUNN
DEPUTY SUPERINTENDENT
FOR ADMINISTRATION AND FINANCE

Request for Grant Acceptance
November 5, 2018

The School Department requires specifically authorized accounts for new grants.

School Committee Action Requested: The School Department would like to request that the School Committee authorize the Town Accountant to set up a Grant Account for the following:

- Title IIA: Building Systems of Support for Excellent Teaching and Leading
 - Account Number: 3219SE99
 - Program Description: The priorities of Title II, Part A are to: (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.

NAME OF GRANT	
<u>Budget</u>	<u>Amount</u>
Salaries	\$95,595
Outside Services	\$11,861
Supplies	-
Other Charges	-
Fringe Benefits	\$8,518
Capital	-
Total	\$115,974

Motion: Approve account creation for "Title IIA" grant per the attached documentation.



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Grants and Other Financial Assistance Programs: FY2019

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

Fund Codes: 140

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

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

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

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

Students will attain ambitious academic/content standards as outlined in the Massachusetts Curriculum Frameworks by participating in an instructional program that prepares them for the transition after high school, provides support for them as individuals, and ensures equitable access to great teachers and administrators.

State Goal, Core Strategies, and ESSA Priorities

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

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

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

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

Curriculum Frameworks Alignment

Activities funded under Title II, Part A must be aligned to the [Massachusetts Curriculum Frameworks](#). Examples of strategies for ensuring alignment include: High-Quality Professional Development (HQPD) about the learning standards that is specific to selected curricula, content-specific HQPD on instruction, identifying new standards-based lesson activities and/or complex academic tasks, identifying, creating, or revising standards-based curricular materials, Embedded professional learning opportunities for teachers to collaborate on implementation of standards-aligned curricular materials, or other locally developed activities. In their applications, districts will describe the data sources they use to measure and improve these activities; for example: educator evaluation data, state assessment data, local assessment data, survey data, student behavioral data, learning walks, or other sources of data.

Systems of Professional Growth and Improvement

ESSA requires that districts describe strategies for implementing systems of professional growth and improvement for educators in the district and how the district will evaluate the effectiveness of those systems. The annual [Massachusetts Induction and Mentoring Survey](#) is required under 603 CMR 7.3 and will be accepted as partial fulfillment of this requirement. Districts submit educator evaluation ratings to assess the effective implementation of the Massachusetts Educator Evaluation Framework ([M.G.L. c.69, §1B](#)); timely reporting of educator evaluation information will further meet this ESSA requirement. Other potential strategies for developing systems of professional growth include: cultivating a pipeline of educators through [partnerships with preparation providers](#), providing high-quality professional development through coaching supports to educators, [advancing](#) or [recognizing](#) educators or other locally designed activities.

Closing Achievement Gaps

Consistent with the purposes of Title II, Part A, districts may also use Title II, Part A funds to improve results for student groups that have historically struggled to meet proficiency standards, in particular, students from economically disadvantaged backgrounds, English learners, and students receiving special education services. Potential strategies for closing achievement gaps include: HQPD on [inclusive practice](#), HQPD on evidence-based academic interventions, HQPD on the effects of [poverty on learning](#), HQPD on [social and emotional learning](#) and school climate supports, HQPD to support [early learning and early educators](#) so that they are prepared to meet the needs of students through age eight, and other locally designed activities. Title II, Part A funds supplement districts' efforts to provide low-income and minority students' [equitable access](#) to effective teachers, principals, and other school leaders.

Evidence-Based Practices

ESSA encourages, and in select cases requires, states and districts to implement "evidence-based" practices, activities, strategies and interventions with demonstrated evidence of effectiveness. Evidence-based practices refer to interventions for which there is evidence of significant positive impact that can be found in published research papers, literature reviews, or ESE research briefs. Alternately, evidence-based practices can be those local practices that a district or state has previously instituted, measured, and found to be effective. Please visit the [How Do We Know](#) initiative for more information on evidence-based practices. In addition, this research brief on [Massachusetts class size reduction](#) aims to help inform a district's class size choices and policies by summarizing the research evidence on class size—both its impact and its costs.

Eligibility: Funds are awarded by formula to each school district. Subject to appropriation, 20% of the funds are distributed to districts based on the relative numbers of individuals ages 5 through 17 who reside in the area the district serves (based on the most recent census data); and 80 percent of the funds must be distributed to districts based on the relative numbers of individuals ages 5 through 17 who reside in the area the district serves and who are from families with incomes below the poverty line (based on the most recent Census data). (ESEA section 2102(a)). Grants are awarded to local school districts after the state reviews and approves a district's application.

Funding Type: Federal CFDA 84.367

Funding: FY19 Title II, Part A District 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 as listed in the initial RFP document.

Fund Use: A school district may use funds for training, recruiting, and retaining high-quality educators, including teachers, administrators, and paraprofessionals. Funds must supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this subpart.

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

For a general overview of what kinds of expenditures are permitted, please review the [Title II, Part A Quick Reference Guide on allowable costs](#).


Project Duration: Upon approval – 6/30/2019 (Year 1)*

*The period of availability for this grant award can be extended beyond Year 1 based on utilizing the multi-year feature for this Funding Opportunity in EdGrants. Extended period as follows: 7/1/2019 – 6/30/2020 (Year 2); 7/1/2020 – 9/30/2020 (Year 3).

Program Unit: [Resource Allocation Strategy and Planning](#)

Contact: [Federal Grants](#)


Date Due: **Friday, September 28, 2018**


Required Forms:  **FY19 Consolidated ESSA Application Workbook** **Please see Submission Instructions below. This document is to be uploaded with your Title I grant submission only. Do not upload to the 140 submission in EdGrants. If you do not receive Title I funding, please contact the federal grants programs at [Federal Grant Programs](#).


- Signature Page with an original signature of the Superintendent/Executive Director Note: Please sign and date your cover page and ensure the amount matches the amount budgeted

 FY19 Title II, Part A Schedule A (if applicable)

Additional Information:

 Title II, Part A Quick Reference Guide on allowable and unallowable costs

 Title II, Part A Quick Reference Guide on Equitable Services for Private Schools

 District Induction & Mentoring Contact list

Note: Applicants may only legally claim expenses to the grant starting from the date of final ESE approval. The start date for the grant is the date on which the district submits substantially approvable budget and information for the grant. Therefore, to expedite approval, it is essential to have district staff that can be reached in July and August to respond to questions, as needed.

Submission Instructions: Submit all required grant materials through [EdGrants](#)

In EdGrants, districts are required to create and name the project. Please use the following naming convention for your "Applicant Project Name" in EdGrants:

FY19 FC 140 Title IIA Applicant Number
For example, Abington (0001) would name the file as FY19 FC 140 Title IIA 0001

In EdGrants, district staff assigned the role of "control user" enter the Title IIA grant budget and attach a PDF of the Signature Page with an original signature of the Superintendent/Executive Director and a Schedule A form if it's applicable.

Note: The entire Consolidation Application Workbook must be uploaded with your Title I budget in EdGrants. This is the only place your entire FY19 Consolidated Application workbook will be uploaded.

For additional submission instructions, see the "Read Me First" tab of the FY19 Consolidated ESSA Application workbook.

For Guidance Documents regarding EdGrants, visit [EdGrants: User Guides and Information](#).

Please note: It is up to the district to determine who they want to add as EdGrants Front Office users in order to submit grant application as well as payment request information. Please review the EdGrants: [User Security Controls](#) to make informed decisions regarding assigning your district level users.

Last Updated: July 9, 2018

[E-mail this page](#) | [Print View](#) | [Print Pdf](#)

Applicant Information

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

Allocation Amount: \$115,974

General

Program name: Title IIA

Fund Code: 140

Fiscal Year: 2019

Will this project be using funds assigned by more than one agency? No

Will any allocation funds be assigned to another agency? No

If Yes is selected:

You must attach a completed Schedule A in Word or PDF format to this application, with signatures and the amount of funds assigned by each participating agency, when completing the "Attachments List" step of the application.

Applicant Grant Information

Applicant: Brookline

LEA/District Code: 0046

Address 1: 333 Washington Street

Address 2:

City: Brookline

State: Massachusetts
ZIP Code: 02445
Phone Number: (617) 730-2403

Superintendent / Executive Director

Name: Andrew J. Bott
Title: Superintendent
Phone Number: (617) 730-2403
Extension:
Alternate:
(i.e. Summer Phone #)
Fax Number: (617) 264-6451
Email Address: andrew_bott@psbma.org

Applicant Contacts

At least one primary contact person must be added before the grant can be submitted. Click on the document icon to the left below to add contact persons associated with this application.

Contacts added should be people who can answer programmatic questions and if applicable the person who is entering this application on their behalf.

First Name	Last Name	Title	Phone Number	Ext	Email Address	Alternate Phone #
Gabe	McCormick	Director of Profe...	(617) 730-2354	---	gabe_mccormick@ps...	---
Meg	Maccini	Senior Director o...	(617) 730-2427	---	meg_maccini@p sbma...	---

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name: Gabe
Last Name: McCormick
Title: Director of Professional Development
Phone Number: (617) 730-2354
Extension:
Email Address: gabe_mccormick@psbma.org
**Alternate Phone #
(i.e. Summer Phone #)**

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name: Meg
Last Name: Maccini
Title: Senior Director of Programs
Phone Number: (617) 730-2427
Extension:
Email Address: meg_maccini@psbma.org
**Alternate Phone #
(i.e. Summer Phone #)**

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name:

Last Name:

Title:

Phone Number:

Extension:

Email Address:

**Alternate Phone #
(i.e. Summer Phone #)**

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
Classroom Teachers	Kindergarten Teacher	1	1.00	<input type="checkbox"/>	\$94,643	Class size reduction
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total					\$94,643	

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	DLI teachers	2	33	Hour	<input type="checkbox"/>	\$1,110	Educator effectiveness PD
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total						\$1,110	

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)		\$8,518
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$8,518

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			

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	Private Schools- professional learning in accordance with consultation	\$11,703	Other
Sub-Total		\$11,703	

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

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: \$115,974

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)	1	1.00	<input checked="" type="checkbox"/>	\$94,643
Instructional/Professional Staff Salaries (non-MTRS)	0	0.00		\$0
Sub-Total				\$94,643

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)	2		\$1,110
Sub-Total			\$1,110

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$8,518
5-b Other (total)	\$0
Sub-Total	\$8,518

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	

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$11,703

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: \$115,974
Total Funds Requested: \$115,974
MTRS Applicable Amount: \$8,518
Balance Remaining: \$0

Attachments List

Part I/Cover Page: Sign & Scanned Part I - Required; TO AVOID APPROVAL DELAYS PLEASE MAKE SURE THE AMOUNT ON YOUR COVER SHEET MATCHES THE TOTAL AMOUNT REQUESTED ON THE EDGRANTS BUDGET SUBMISSION;

Have you uploaded all the required documents? Yes

Document Type	Required?	Document Description	Date Attached
Document 1	No	Affirmation of Pr...	10/01/2018
Document 2	No	Consolidated work...	10/01/2018
Document 3	No		
Document 4	No		
Part I / Cover Page	Yes	Signed cover page...	10/01/2018
Schedule A – Consolidated Assignment Schedule	No		

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Affirmation of Private Schools Consult
(Maimonides, Torah, NE Hebrew Academy)

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Consolidated workbook FY19

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
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Document Description:

Attachment Details

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Document Description:

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3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Signed cover page FY19

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description:

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description:

Information and Affirmation

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

General Note Regarding Conflict Of Interest

Public employees -- including Department of Elementary and Secondary Education employees, consultants, or volunteer members of a Department or Board of Elementary and Secondary Education advisory council or committee -- may not participate in the review, recommendation or approval of a grant or contract proposal if they know that they personally, their immediate family or a business or organization (including a school district) with which they are closely associated has a financial interest in the grant or contract.

They are specifically prohibited from acting on matters affecting:

- (1) themselves;
- (2) their immediate family (their spouse, parents, children, brothers and sisters); (3) their partner;
- (4) a business organization in which they serve as an officer, director, trustee, partner or employee; or
- (5) any person or organization with whom they are negotiating for or have any arrangement concerning future employment. In addition, public employees must avoid conduct that creates a reasonable impression that they will act with bias.

Failure to comply with these requirements of conflict of interest law, G.L. c. 268A, may result in revocation of a grant or contract award by the Department of Elementary and Secondary Education and may preclude the recipient from future eligibility.

In case of any questions about the applicability of the conflict of interest law to a particular situation, please contact the Department's Legal Office or the State Ethics Commission (617-371-9500)

According to the guidelines stated above do you believe that you would be in conflict of interest by accepting a grant? No

General Note Regarding State Finance Regulations

In accordance with state finance regulations, grant recipients can only expend funds from the date their grant was entered as approved into the Department's Grant Management system. This means that if a grant recipient wishes to expend grant funds as of a certain start date, the grant must have completed a programmatic review, and been submitted as approved to Grants Management prior to that start date. grant recipients may not use local funds to cover initial costs for a grant prior to receiving official approval from the Department, with the intent to reimburse themselves after receiving the award notice. Audit exceptions may be taken for any grant funds used for periods not covered by the award letter, leading to grant recipients needing to pay back the misused grant funds.

I certify that I have read and understand the State Finance Regulations

X

Certification of Information

I certify that the information contained in this application is correct and complete; that the applicant agency has authorized me, as its representative, to file this application; and that I understand that for any funds received through this application the agency agrees to comply with all applicable state and federal grant requirements covering both the programmatic and fiscal administration of grant funds.

I certify that the information is correct.

Name of the Authorized Signatory: Andrew Bott

Title: Superintendent

Submission Summary

Page	Last Updated
Applicant Information	10/01/2018
Applicant Contacts	10/01/2018
Budget Entry	No Input Required
Project Expenditures	No Input Required
Attachments List	10/01/2018
Information and Affirmation	10/01/2018

CT Interface Setup

Today's Date 10/01/2018
Service To: 06/30/2019
SVC_END_DT_1: 06/30/2019
SVC_END_DT_2: 06/30/2020
SVC_END_DT_3: 12/31/2020
CT_ACTG_DOC_ACTG_LN_NO_1: 1
CT_ACTG_DOC_ACTG_LN_NO_2 2
CT_ACTG_DOC_ACTG_LN_NO_3: 3
Budget FY: 2019
Budget Year: 2020
Budget Year: 2020
Fiscal Year: 2019
CT_ACTG_FY_DC_2: 2020
CT_ACTG_FY_DC_3: 2021
Event Type: PR05
Event Type: PR05
Event Type: PR05
State Fiscal Year: 2019

Affirmation of Consultation and Agreement with Participating Non-Public School Officials under the Every Student Succeeds Act

Last Updated May 2017

The Every Student Succeeds Act of 2015 (ESSA) requires that timely and meaningful consultation occur between each public school district receiving ESSA funds and non-public (private) school officials serving children who reside in the district prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs funded under Title I, II, III, and IV.

The goal of consultation is for district and private school officials to reach agreement on whether and how the district will provide equitable and effective programs for eligible private school children. ESSA requires that evidence of consultation and agreement be transmitted to the state-designated ESSA private school ombudsman.

This form, which documents consultation for Title I, II, III, and IV programs, should be completed by district and participating private school officials prior to implementation of services. Note that district eligibility for each Title program may vary on an annual basis.

The table below describes required consultation topics. Checkmarks indicate the Title programs to which each requirement applies.

Topics of Consultation by Title Program	I	II	III	IV
a. How the district will identify the needs of eligible non-public school children and their educators	✓	✓	✓	
b. What services the district will offer to eligible non-public school children and their educators	✓	✓	✓	
c. How and when the district will make decisions about the delivery of services	✓	✓	✓	
d. How, where and by whom the district will provide services to eligible non-public school children, including a thorough consideration and analysis of the views of the non-public school officials on the provision of services through a contract with a third-party provider	✓	✓	✓	✓
e. How the district will assess academically the services to eligible non-public school children and how the district will use the results of that assessment to improve services	✓	✓	✓	
f. The size and scope of the equitable services that the district will provide to eligible non-public school children and the proportion of funds that will be allocated to provide these services, and how that proportion of funds is determined	✓	✓	✓	✓
g. The method or sources of data that the district will use to determine the number of non-public school children from low income families residing in participating public school attendance areas, including whether the district will extrapolate data, if a survey is used	✓			
h. The equitable services the district will provide to teachers and families of participating non-public school children	✓			
i. Whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor	✓	✓	✓	✓

Topics of Consultation by Title Program	I	II	III	IV
j. Whether to consolidate and coordinate the use of funds to eligible private school children: <ul style="list-style-type: none"> • by creating a pool or pool of funds with all the funds allocated under Titles I, II, III, and IV; or • on a school-by-school basis based on each the proportionate share of funds available to provide services in each school 	✓	✓	✓	✓
k. When, including the approximate time of day, services will be provided	✓	✓	✓	
l. The option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children	✓	✓	✓	✓

Title Programs Discussed During Consultation	I	II	III	IV
Check boxes to indicate the Title program(s) discussed during consultation				

Below, the consulting public school official and private school official should sign and indicate in the space provided whether each party agrees or disagrees that (a) timely and meaningful consultation occurred before the public school district made any decision that affected the participation of eligible private school children in any of the Title programs listed above, and (b) that the program design is equitable with respect to eligible private school children.

Sue Ellen Hagan New England Hebrew Academy
 Private School Official School/District Date 6/22/18 Agree Disagree

[Signature] Brookline
 Public School Official District Date 6/22/18 Agree Disagree

The public school official and participating private school official should each maintain a copy of this form for their records. The public school district is required to submit a copy of this form to the Massachusetts Department of Elementary and Secondary Education with its annual request for Title I grant funding. Detailed submission instructions will be provided on an annual basis.

If either party has signaled disagreement during consultation, please contact Massachusetts' ESSA private school ombudsman soon after the consultation meeting, at ESEAequitable.services@doe.mass.edu or 781-338-6259.

Affirmation of Consultation and Agreement with Participating Non-Public School Officials under the Every Student Succeeds Act

Last Updated May 2017

The Every Student Succeeds Act of 2015 (ESSA) requires that timely and meaningful consultation occur between each public school district receiving ESSA funds and non-public (private) school officials serving children who reside in the district prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs funded under Title I, II, III, and IV.

The goal of consultation is for district and private school officials to reach agreement on whether and how the district will provide equitable and effective programs for eligible private school children. ESSA requires that evidence of consultation and agreement be transmitted to the state-designated ESSA private school ombudsman.

This form, which documents consultation for Title I, II, III, and IV programs, should be completed by district and participating private school officials prior to implementation of services. Note that district eligibility for each Title program may vary on an annual basis.


The table below describes required consultation topics. Checkmarks indicate the Title programs to which each requirement applies.

Topics of Consultation by Title Program	I	II	III	IV
a. How the district will identify the needs of eligible non-public school children and their educators	✓	✓	✓	
b. What services the district will offer to eligible non-public school children and their educators	✓	✓	✓	
c. How and when the district will make decisions about the delivery of services	✓	✓	✓	
d. How, where and by whom the district will provide services to eligible non-public school children, including a thorough consideration and analysis of the views of the non-public school officials on the provision of services through a contract with a third-party provider	✓	✓	✓	✓
e. How the district will assess academically the services to eligible non-public school children and how the district will use the results of that assessment to improve services	✓	✓	✓	
f. The size and scope of the equitable services that the district will provide to eligible non-public school children and the proportion of funds that will be allocated to provide these services, and how that proportion of funds is determined	✓	✓	✓	✓
g. The method or sources of data that the district will use to determine the number of non-public school children from low income families residing in participating public school attendance areas, including whether the district will extrapolate data, if a survey is used	✓			
h. The equitable services the district will provide to teachers and families of participating non-public school children	✓			
i. Whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor	✓	✓	✓	✓


Topics of Consultation by Title Program	I	II	III	IV
j. Whether to consolidate and coordinate the use of funds to eligible private school children: <ul style="list-style-type: none"> by creating a pool or pool of funds with all the funds allocated under Titles I, II, III, and IV; or on a school-by-school basis based on each the proportionate share of funds available to provide services in each school 	✓	✓	✓	✓
k. When, including the approximate time of day, services will be provided	✓	✓	✓	
l. The option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children	✓	✓	✓	✓

Title Programs Discussed During Consultation	I	II	III	IV
Check boxes to indicate the Title program(s) discussed during consultation		✓		✓

Below, the consulting public school official and private school official should sign and indicate in the space provided whether each party agrees or disagrees that (a) timely and meaningful consultation occurred before the public school district made any decision that affected the participation of eligible private school children in any of the Title programs listed above, and (b) that the program design is equitable with respect to eligible private school children.


Brookline
6/28/18
✓

Private School Official
School/District
Date
Agree
Disagree


Braekin
6/29/18
✓

Public School Official
District
Date
Agree
Disagree

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The goal of consultation is for district and private school officials to reach agreement on whether and how the district will provide equitable and effective programs for eligible private school children. ESSA requires that evidence of consultation and agreement be transmitted to the state-designated ESSA private school ombudsman.

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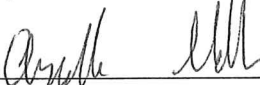

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d.	How, where and by whom the district will provide services to eligible non-public school children, including a thorough consideration and analysis of the views of the non-public school officials on the provision of services through a contract with a third-party provider	✓	✓	✓	✓
e.	How the district will assess academically the services to eligible non-public school children and how the district will use the results of that assessment to improve services	✓	✓	✓	
f.	The size and scope of the equitable services that the district will provide to eligible non-public school children and the proportion of funds that will be allocated to provide these services, and how that proportion of funds is determined	✓	✓	✓	✓
g.	The method or sources of data that the district will use to determine the number of non-public school children from low income families residing in participating public school attendance areas, including whether the district will extrapolate data, if a survey is used	✓			
h.	The equitable services the district will provide to teachers and families of participating non-public school children	✓			
i.	Whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor	✓	✓	✓	✓

Topics of Consultation by Title Program	I	II	III	IV
j. Whether to consolidate and coordinate the use of funds to eligible private school children: <ul style="list-style-type: none"> by creating a pool or pool of funds with all the funds allocated under Titles I, II, III, and IV; or on a school-by-school basis based on each the proportionate share of funds available to provide services in each school 	✓	✓	✓	✓
k. When, including the approximate time of day, services will be provided	✓	✓	✓	
l. The option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children	✓	✓	✓	✓

Title Programs Discussed During Consultation	I	II	III	IV
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	<i>(Rel-Torah Academy)</i> Brookline	6/28/18	✓	
Private School Official	School/District	Date	Agree	Disagree
	Brookline	6/29/18	✓	
Public School Official	District	Date	Agree	Disagree

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Massachusetts Department of Elementary and Secondary Education
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR EACH FUND CODE

District staff with the role of "control user" in EdGrants have been provided user-log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants to submit budgets and attachments for each fund code for which the district is applying.
Applications are due by September 28, 2018

District Name: Code:

Address: DESE Federal Grant Liaison
Phone number: Julia Foodman
Email: jfoodman@doe.mass.edu

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATURE:  TITLE:

PRINTED NAME: SUBMISSION DATE:

FY2019 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
		FROM	TO	
	Title I, Part A Fund Code 305	UPON APPROVAL	6/30/2019	\$434,715
	FEDERAL GRANT	FROM	TO	TOTAL ALLOCATION
	Title II, Part A Fund Code 140	UPON APPROVAL	6/30/2019	\$115,974
	FEDERAL GRANT	FROM	TO	TOTAL ALLOCATION
	Title III, Part A Fund Code 180	UPON APPROVAL	6/30/2019	\$117,197
	FEDERAL GRANT	FROM	TO	TOTAL ALLOCATION
	Title IV, Part A Fund Code 309	UPON APPROVAL	6/30/2019	\$30,853