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**The following items will be discussed at a virtual meeting of the Standing Committee on Finance and Operations on Tuesday, November 30, 2021:**

gb #0-33 - Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick  
(January 8, 2020)

To include a standing item for "Transportation Update" at each Finance and Operations committee meeting with information provided regarding the problems facing student transportation and improvements experienced.

gb #1-291 - Administration (October 25, 2021)

To accept the ARP-IDEA Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$1,722,266.

gb #1-292 - Administration (October 25, 2021)

To accept the ARP-Early Childhood Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$153,122.

Committee Members

John L. Foley, Chair  
Molly O. McCullough, Vice-Chair  
Dianna L. Biancheria

Administrative  
Representatives  
Brian Allen

OFFICE OF THE  
CLERK OF THE SCHOOL COMMITTEE  
WORCESTER PUBLIC SCHOOLS  
20 IRVING STREET  
WORCESTER, MA 01609

AGENDA #6

The Standing Committee on FINANCE AND OPERATIONS will hold a meeting:

on: Tuesday, November 30, 2021  
at: 4:00 p.m.  
virtually in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

III. GENERAL BUSINESS

ROS #0-6 -Administration (May 15, 2020)

UPDATE ON THE STUDENT INFORMATION SYSTEM (SIS) PROCUREMENT PROJECT –  
Center for Educational Leadership and Technology (CELT)

c&p #0-13 - Clerk (August 18, 2020)

To consider a communication from the Racism Free Worcester Public School Group  
regarding nine areas of concerns.

gb #0-33 - Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick  
(January 8, 2020)

To include a standing item for "Transportation Update" at each Finance and  
Operations committee meeting with information provided regarding the problems  
facing student transportation and improvements experienced.

gb #0-58 - Ms. Novick/Miss Biancheria/Mr. Foley/Mr. Monfredo (January 29,  
2020)

To discuss the proposal to move city polling locations into the Worcester Public  
Schools.

gb #1-44 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo  
(January 26, 2021)

Request administration propose for Committee consideration a priority list of facilities projects to improve the health and safety of school buildings using the new Elementary and Secondary School Emergency Relief Fund.

gb #1-67 - Ms. McCullough/Miss Biancheria/Mrs. Clancey/Mr. Foley/Mr. Monfredo  
(February 22, 2021)

To develop procedures for future school years surrounding field clearing and preparedness for Spring seasons, and any other seasons that may be applicable.

gb #1-101 - Mr. Foley (March 23, 2021)

To discuss the use of school buses operated solely on electric power either through acquisition, conversion or a combination of both.

gb #1-146.1 -Administration/Ms. Novick (June 8, 2021)

Response of the Administration to the motion to prepare a report on the cost for the entire district to be part of the BYRT Program and present that information at the Budget meeting in June.

gb 1-208 - Administration (July 30, 2021)

To review the status of the FY22 Budget and make appropriate transfers as required.

gb #1-271 - Ms. Novick (September 29, 2021)

Provide opportunities for public input on the district's plans for Elementary and Secondary Schools Emergency Relief funding, as required by the American Rescue Plan Act of 2021.

gb #1-290 - Administration (October 22, 2021)

To accept the donation of Pixellot, a School Broadcast Program valued at more than \$10,000, as per the attached agreements.

gb #1-291 - Administration (October 25, 2021)

To accept the ARP-IDEA Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$1,722,266.

gb #1-292 - Administration (October 25, 2021)

To accept the ARP-Early Childhood Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$153,122.

gb #1-300 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (October 21, 2021)

Request that the Administration provide a report on all school playgrounds, needed repairs and cost for repairing/upgrading them.

gb #1-302 - Administration (October 25, 2021)

To review the annual audit and agreed-upon procedures report on compliance and internal controls for the City of Worcester, including the Worcester Public Schools, which includes the Government Accountability Office (GAO) and the Office of Management and Budget (OMB) A-133 Reports and the Management Letter.

gb #1-303 - Administration (October 25, 2021)

To review the Independent Accountants' Report on Applying Agreed-Upon Procedures for the Department of Elementary and Secondary Education End of Year Financial Report.

gb #1-304 - Administration (October 25, 2021)

To review the Independent Accountant's Report on Applying Agreed Upon Procedures for Student Activity Fund Testing.

(motion) gb 1-237 - Miss Biancheria (September 23, 2021)

Request that the Grant expenditures be sent to the Standing Committee on Finance and Operations for further discussion.

IV. ADJOURNMENT

Helen A. Friel, Ed.D.  
Clerk of the School Committee

STANDING COMMITTEE: **FINANCE AND OPERATIONS**

DATE OF MEETING: Tuesday, November 30, 2021

ITEM: Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

To include a standing item for "Transportation Update" at each Finance and Operations committee meeting with information provided regarding the problems facing student transportation and improvements experienced.

PRIOR ACTION:

1-16-20 - Referred to the Administration.

2-6-20 - SCHOOL COMMITTEE MEETING

aor #0-5 - Clerk

(January 29, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, January 16, 2020.

Mr. Foley made the following amendment to the minutes:

Request that referral for item gb #0-33 be referred to the Standing Committee on Finance and Operations instead of to the Administration.

On a voice vote, the amendment was approved.

4-12-21 - STANDING COMMITTEE ON FINANCE AND OPERATIONS

Mr. Allen stated that the Administration meets weekly with representatives from Durham School Services to discuss the number of drivers that are available to the Worcester Public Schools. The number of buses needed will be based upon the number of students choosing to return to school or remaining remote.

Ms. McCullough wondered what the options would be in the event of a shortage.

Mr. Allen offered potential options which included:

- subcontracting drivers from other companies
- moving tiered school times around
- reducing the number of students who may be eligible for transportation

BACKUP:

Annex A (2 pages) contains a copy of the Student Transportation Update.

PRIOR ACTION (continued)

- 4-12-21 - Mr. Allen stated that all WPS owned buses have been used every  
(continued) day since the start of the school year.  
Miss Biancheria made the following motion:  
Request that the Administration provide weekly transportation updates to include information from the Durham meetings and the status of Durham bus drivers.  
On a roll call of 3-0, the motion was approved.  
Mr. Foley made the following motion:  
Request that the Administration and School Committee work with the City Solicitor to produce a notice of Breach of Contract letter to be sent to Durham School Services highlighting the Breach of Contract reaffirming the Worcester Public Schools' legal and financial rights and raising the imperative nature of the May 3, 2021 return to school and the need to have the full allotment of bus drivers in place by that time.  
On a roll call of 2-1 (nay Miss Biancheria), the motion was approved.  
On a roll call of 3-0, the item was held for additional updates.
- 4-15-21 - SCHOOL COMMITTEE MEETING - The School Committee approved the actions of the Standing Committee as amended.  
Mr. Foley made the following motion:  
Request that the Administration and School Committee work with the City Solicitor to produce a notice of Breach of Contract letter to be sent to Durham School Services highlighting the Breach of Contract reaffirming the Worcester Public Schools' legal and financial rights and raising the imperative nature of the May 3, 2021 return to school and the need to have the full allotment of bus drivers in place by that time.  
On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved:  
Mr. Foley requested a vote to reconsider the motion.  
On a roll call of 2-5 (yeas Miss Biancheria and Mr. Monfredo), the motion for reconsideration was defeated.

WORCESTER PUBLIC SCHOOLS  
DISTRICT-OPERATED STUDENT TRANSPORTATION MONTHLY UPDATE  
NOVEMBER 2021

**Bus Driver Recruitment**

The Worcester Public Schools continues to work in close partnership with MassHire and the WPS Night Life Program to recruit and train potential school bus drivers.

As of November 23, 2021, the Worcester Public Schools have **27 people actively in training:**

- 25 through the MassHire and Night Life Program
- 1 WPS Bus Monitor
- 1 Driver referral

Of these 27 people in training, seven have also been trained and possess 7D van licenses and have taken over the routes operated by National Guard drivers from October 7 through November 5, 2021. In addition, the Commonwealth is conducting another 7D training class on December 4, 2021, and six additional people in the current training plan to attend.

The additional training staff recently approved will allow for accelerated training of the current people in training and expand capacity for other trainees.

**School Bus Vehicle Procurement**

The district has awarded the bid of school buses as follows:

	<u>Vehicle Cost</u>	<u>Total Cost</u>
100 Type C Big Buses	\$99,580	<b>\$9,958,000</b>
38 Type A Mid-Size Bus	\$80,110	\$3,044,180
27 Type A Wheelchair Bus	\$84,030	<u>\$2,268,810</u>
Total Bid Award		<b>\$15,270,990</b>

Vehicle delivery is expected by June 1, 2022, although the district will accept vehicles sooner as they become available.

The total bid was \$1,229,010 less than the amount included in the ESSER III application and \$389,010 less than the district's actual budget estimate. These ESSER savings can be used as follows:

- To purchase additional school buses scheduled for regular replacement during the ESSER grant timeframe (the district's current 13 Type C - 71 passenger vehicles with lease ending in June 2023).

- To purchase additional vehicles that may be needed to expand the fleet of buses as may be required based on a change in walking radius or school start times.
- To apply the savings towards a higher capacity 7D van (also included in the ESSER III budget).
- To use for other district ESSER-eligible initiatives.

***Other Updates:***

- **A Move Towards Alternative Fuel [updated November 2021]:** The recently signed Infrastructure Investment and Jobs Act provides \$2.5 billion for new “zero-emissions” or electric school buses purchases and \$2.5 billion for low-emissions school buses, which consist of CNG, propane, and biofuels under a new Clean School Bus Program administrated by the U.S. Environmental Protection Agency. The funds will be awarded in \$1 billion increments (\$500 million each for zero emissions and low emissions) over the next five years. The Administration will explore the eligibility of applying for these funds for future school bus purchases.
- **Fueling Options:** The property lease specifications allowed for the possibility for onsite or nearby fueling of school buses. The district currently uses the DPW fuel pumps on Albany Street. The Administration is exploring the feasibility of having a dedicated fuel location for up to the 335 vehicles (school buses, Facilities vehicles, and Nutrition vehicles) at or near the 115 Northeast Cutoff location.
- **Vehicle Replacement Plan and Schedule:** In the upcoming months, the Administration will provide the School Committee a 15-year vehicle replacement plan for all existing and newly purchased vehicles to inform future budget and vehicle type decisions.
- **7D Van Service:** The district-operated student transportation plan is a multi-year phased approach to student transportation services in Worcester. The plan includes the district will operate 7D van service for selected routes. The recent memorandum of agreement with the EAW includes new language for 7D van drivers, including wages and hours for this new classification of drivers. The approved ESSER III grant also includes \$2 million of ESSER funds to purchase 7D vans. The district is preparing bid specifications for the purchase of vans, with the expected beginning of service for late FY23 or the FY24 school year.



STANDING COMMITTEE: **FINANCE AND OPERATIONS**

DATE OF MEETING: Tuesday, November 30, 2021

ITEM: Administration (October 25, 2021)

To accept the ARP-IDEA Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$1,722,266.

PRIOR ACTION:

11-9-21 - Ms. Novick requested that the item be referred to the Standing Committee on Finance and Operations to align with the District Policy DA.  
Kay Seale provided information on how the monies would be expended. On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the item was referred to the Standing Committee on Finance and Operations.

BACKUP: The purpose of this grant is to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.

**Description of the program:** To provide services and activities for students ages 3-21 and to focus on challenges related to the pandemic including school re-entry, disruption in the education of children with disabilities, mental health services, sustainability and focus on issues of equity in SPED and early intervention services.

**Outcomes and Measures:** To ensure that all students with disabilities have access to services designed to meet their unique needs and prepare them for further education, employment and independent.

Annex A (11 pages) contains a copy of the Grant Acceptance form.

Worcester Public  
Schools  
Grants Office

### Grant Acceptance Form

<b>Name of Grant:</b>	American Rescue Plan – Individual with Disabilities Education Act
<b>Type of Funder:</b>	Massachusetts Department of Elementary and Secondary Education
<b>Awarded Amount:</b>	\$1,722,266.00
<b>Grant Funding Period:</b>	September 1, 2021 – June 30, 2022
<b>Project title:</b>	ARP- IDEA
<b>Program coordinator:</b>	Seale/O’Neil
<b>Purpose:</b>	To help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.
<b>Description of the program:</b>	To provide services and activities for students ages 3-21 and to focus on challenges related to the pandemic including school re-entry, disruption in the education of children with disabilities, mental health services, sustainability and focus on issues of equity in SPED and early intervention services.
<b>Program location:</b>	Worcester Public Schools
<b>Outcomes and Measures:</b>	To ensure that all students with disabilities have access to services designed to meet their unique needs and prepare them for further education, employment and independent.

**UPLOAD A SCANNED, SIGNED, AND DATED COPY OF THIS PAGE OR SIGN ELECTRONICALLY (SEE RFP) 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 October 4, 2021**

District Name:

Worcester

Org Code:

0348

Address:

20 Irving Street  
Worcester, MA 01609

DESE Federal Grant Liaison

Russ Fleming

Phone number:

781-338-6259

Email:

russellw.fleming@mass.gov

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:

PRINTED NAME:

Maureen F. Binienda

TITLE:

Superintendent

DATE:

8/25/2021

FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ARP IDEA, Part B, Section 611 Fund Code 252	FROM	TO	\$1,722,266
		UPON APPROVAL	6/30/2022*	
FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ARP IDEA, Part B, Section 619 Fund Code 264	FROM	TO	\$153,122
		UPON APPROVAL	6/30/2022*	

**UPLOAD A SCANNED, SIGNED, AND DATED COPY OF THIS PAGE OR SIGN ELECTRONICALLY (SEE RFP) TO EDGRANTS WITH THE BUDGET FOR EACH FUND CODE BY OCTOBER 4, 2021**

\*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 - 6/30/23 (Year 2); 7/1/2023 - 9/30/2023 (Year 3)

# FY22 ARP IDEA Supporting Students with Disabilities (Fund Code 252) Budget Worksheet

FY22 FC 252 Allocation \$1,722,266

## Step 7.1

All Districts

District Reservations	FY22 Allocation	Percentage of FY22 Allocation
Proportionate share for parentally placed private- and home-schooled students (from Tab 5)	\$27,373	1.6%
Voluntary Coordinated Early Intervening Services (CEIS), up to 15% of total FC 252 and FC 254 (from Tab 4)	\$0	0.0%
Comprehensive Coordinated Early Intervening Services (CCEIS), 15% of total FC 252 and FC 254 (from Tab 3)	N/A	N/A
<b>TOTAL reservations</b>	<b>\$27,373</b>	<b>1.6%</b>
<b>TOTAL after reservations</b>	<b>\$1,694,893</b>	<b>98.4%</b>

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult [Allowable Costs for IDEA Entitlement Grants](#) and [IDEA Fund Code 249 Quick Reference Guide](#) for more detailed.

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back activities on each narrative tab.

## Step 7.2

All Districts

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line-

Line Item Category: Select an option from the drop down menu				Total Expenditure FY22 Allocation (whole numbers)	Amount Included in Total Expenditure for Equitable Services (Proshare)	Amount Included in Total Expenditure for CEIS or CCEIS	Primary Function	Comments		
1	ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Other	1.00	0.25	<input type="checkbox"/>	\$ 21,704			Program administration	Program Administration	
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
SUB-TOTAL		1.00	0.25		\$ 21,704	\$ -	\$ -			
2	INSTRUCTIONAL/PROF STAFF:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Instructional Coaches	2.00	2.00	<input checked="" type="checkbox"/>	\$ 179,312			Inclusion practices	Inclusion practices	
	Instructional Coordinators and Team Leaders	1.00	1.00	<input checked="" type="checkbox"/>	\$ 95,315			Other	Other	
	Instructional Coordinators and Team Leaders	1.00	0.25	<input type="checkbox"/>	\$ 29,025			Planning and evaluation	Planning and evaluation	
	Other	1.00	0.25	<input type="checkbox"/>	\$ 18,000			Program administration	Program administration	
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
SUB-TOTAL		6.00	3.60		\$ 321,662	\$ -	\$ -			
3	SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Other	8.00	8.00	<input type="checkbox"/>	\$ 205,999			Related services	Nursing Services	
	Secretary/Bookkeeper/Clerical Support	1.00	1.00	<input type="checkbox"/>	\$ 74,232			Data collection/management	Program Support	
	Other	5.00	5.00	<input type="checkbox"/>	\$ 218,548			Other	Secretary/Instructional Assistants	
SUB-TOTAL		14.00	14.00		\$ 488,778	\$ -	\$ -			
4	STIPENDS:	# of staff	Rate	Rate Type	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail
	Teacher Instructional Staff Professional Days	74	\$37	per hour	<input type="checkbox"/>	\$ 12,500			Instruction-School day (public, K-12)	Instruction-School Day
	Other	50	\$37	per hour	<input type="checkbox"/>	\$ 11,364			Behavioral supports	Behavioral supports
	Teacher Instructional Staff Professional Days	65	\$37	per hour	<input type="checkbox"/>	\$ 10,000			Instruction-School day (public, K-12)	Instruction-School Day
	Select One			Select	<input type="checkbox"/>			Select One		
SUB-TOTAL						\$ 33,864	\$ -	\$ -		
5	FRINGE BENEFITS:				Amount	Amount	Amount	Brief Description	Budget Detail	
	6a MTRS (automatically calculated at 9% if MTRS box is checked above)				\$ 24,716				MTRS	
	6b Other				\$ 32,951				Employee health insurance	
	Health Insurance				\$ 32,951			Health Insurance	Employee benefits at city requires rates	
	Other Retirement Systems									
	Federal Insurance Contributions Act (FICA)									
SUB-TOTAL					\$ 67,667	\$ -	\$ -			
6	CONTRACTUAL SERVICES:	Rate	Rate Type	Amount	Amount	Amount	Select from Drop Down List	Budget Detail		
	Contracted Service Providers - Private School Services	\$27,373	flat	\$ 27,373	\$ 27,373		Identification and placement practices	Proportionate Share		
	Contracted Service Providers - Other Student Services	\$150	per hour	\$ 138,000			Behavioral supports	Behavioral Supports		
	Instructional/Professional Development for Teachers & Support St	\$100	per hour	\$ 141,875			High quality PD	Professional Development		
	Instructional Services	\$100	per hour	\$ 73,463			Instruction-School day (public, K-12)	Instruction-School day		
	Instructional/Professional Development for Teachers & Support St	\$75	per hour	\$ 60,051			High quality PD	High quality PD		

Infant/Professional Development for Teachers & Support St. \$100 per hour		\$ 20,000			High quality PD	High quality PD
SUB-TOTAL		\$ 468,762	\$ 27,373	\$ -		
7 SUPPLIES AND MATERIALS:		Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Textbooks and Related Software/Media/Materials		\$ 177,013			Data collection/management	Data collection/management
Other Instructional Materials (non-testing/assessment)		\$ 93,000			Instructional technology/digital learning	Instructional technology
Instructional Technology		\$ 33,119			High quality PD	High quality PD
General Classroom Supplies		\$ 7,591			Instructional technology/digital learning	Instructional technology
SUB-TOTAL		\$ 270,723	\$ -	\$ -		
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)		Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Other		\$ 12,000			Inclusion practices	Staff Travel
Select One					Select One	
Select One					Select One	
Select One					Select One	
SUB-TOTAL		\$ 12,000	\$ -	\$ -		
9 OTHER COSTS:		Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Memberships/Subscriptions		\$ 4,770			Behavioral supports	Resource services
Select One					Select One	
Select One					Select One	
Select One					Select One	
Select One					Select One	
Select One					Select One	
SUB-TOTAL		\$ 4,770	\$ -	\$ -		
10 INDIRECT COSTS		(a) rate (%) 2.05% (a x b) Amount \$34,445	(b) eligible allocation less indirect \$1,687,669 \$34,597 maximum allowed			
11 EQUIPMENT		Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually in Step 7.3, below (not eligible for recovery of indirect cost).					Select One	
SUB-TOTAL		\$ -	\$ -	\$ -		
TOTAL FUNDS REQUESTED		\$ 1,722,266	\$ 27,373	\$ -		
DISCREPANCY: Difference between allocation and budgeted total, if any						

TIP: For any district budgeting units with indirect costs with contracts that exceed \$25,000 and/or equipment purchases of \$5,000 or more, complete Step 7.3, below.

TIP: "Amount" will turn red if budgeted amount if indirect costs exceeds maximum allowed.

TIP: The discrepancy boxes will indicate whether you budgeted too much or too little of your allocation or reservation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated amount.



## Budget Overview (Fund Code 252)

The priorities of the IDEA Federal Special Education Grant (34 CFR §300.1):

1. Ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. Ensure that the rights of children with disabilities and their parents are protected;
3. Assist states, localities, education service agencies, and Federal agencies to provide for the education of all children with disabilities; and
4. Assess and ensure the effectiveness of efforts to educate children with disabilities.

Please provide a brief narrative description of the activities, programs and/or services that will be supported with these funds and how these activities and programs will be executed to achieve grant priorities (above). You may include support such as the needs that your district will address, changes in the numbers of students and/or types of services provided, staffing configurations, or specific resources, methods and procedures to be employed in conducting grant-funded activities. Your budget overview should align with the expenses listed on your budget page.

District accountability to promote acceleration of evidenced based practices for students with disabilities is aligned to district initiatives and school accountability plans. It will include the following initiatives to ensure FAPE, measurable and rigorous individualized education plans (IEP) goals and objectives, and post-secondary outcomes as outlined in the following areas:

- I. Additional Staffing:
  - a. Two [2] Focused Instructional Coaches to address curriculum and content standards given targeted trainings for teachers of moderate special needs to promote accelerate outcomes for students with disabilities (SWD);
  - b. Five [5] additional Instructional Assistants;
  - c. One [1] Assistive Technology Coach;
  - d. One [1] Early Childhood Department Head; and
  - e. One [1] Inclusion Specialist
- II. Program Evaluations:
  - a. SPED Assurance of IDEA will include a program evaluation of district elementary structured therapeutic education programs
  - b. SPED Assurance of IDEA will include evaluations of elementary, middle and high school Autism programs (across programs/classrooms) conducted by a team led by a PhD-level clinician
  - c. All program evaluations will include the following:
    - Needs Assessment
    - Observations (in-person and/or via telehealth)
    - Interviews (Teacher and Administration)
    - Survey(s)

- Program evaluation and action plan write-up and review
- Document reviews

Each program evaluation concludes with the development of an action plan that is reviewed and developed collaboratively with school-based team members. Ongoing consultative support will be aligned to school accountability plans. Trainings are provided by a masters and/or doctoral level clinician with experience in Applied Behavior Analysis. All training costs include 1-2 trainers, a “live” training via telehealth, unlimited audience capacity, training development, and training feedback provision to the client. Post-training consultation is an option as well.

IV. Contractual Services include:

- (A) Landmark Contract Part II Executive Function: Impact of Academic Proficiency
- (B) Lindamood Bell including the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LIPs)
- (C) Project Read: Framing Your Thoughts/Applied Writing and Story Form Comprehension/Literacy
- (D) Institute for Multi-Sensory Education (IMSE) Orton Gillingham Training and Practicum
- (E) Hiring part-time speech-language pathologists (SLPs) retirees to provide itinerant Services and assist with IEP progress meetings
- (F) SPED Rounds Work Group to address SWDs/English Language Learners (ELs) evaluation/eligibility and service delivery options and resources
- (G) District Inclusion Initiative plan will include professional development series based on individual schools action plan to include direct coaching and school based team consultation

V. Professional Development Training Topics:

1. **Language and Dyslexia Implementing ABA Programs with Fidelity** Up to 2 hours. During this training, attendees will learn about treatment fidelity and its importance in program implementation. Attendees will learn what treatment fidelity looks like within a school-based context. Attendees will also learn and practice specific skills to improve treatment fidelity.
2. **Discrete Trials: Tips and Tricks** Up to 2 hours. During this training, attendees will learn about discrete trials. Attendees will learn specific skills for implementing discrete trials with students, including data collection methods. Attendees will have opportunities to practice these skills during the training.
3. **Keepin' It Real: Implementing Programs within a Natural Context** Up to 2 hours. During this training, attendees will learn about Natural Environment Teaching (NET). Attendees will learn specific skills for engaging in meaningful NET with students, including data collection methods. Attendees will have opportunities to practice these skills during the training.

**4. Check-Up: Critical Components of ABA Programs Up to 2 hours.** During this training, attendees will learn specific components of ABA programs that are critical to student success. Attendees will self-assess their programs during the training and identify areas to target for future improvement.



## 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](mailto: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**

ITEM: gb #1-292

STANDING COMMITTEE: **FINANCE AND OPERATIONS**

DATE OF MEETING: Tuesday, November 30, 2021

ITEM: Administration (October 25, 2021)

To accept the ARP-Early Childhood Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$153,122.

PRIOR ACTION:

11-9-21 - On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the item was referred to the Standing Committee on Finance and Operations.

BACKUP: The purpose of this grant is to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.

Annex A (9 pages) contains a copy of the Grant Acceptance form.

Worcester Public  
Schools  
Grants Office

**Grant Acceptance Form**

<b>Name of Grant:</b>	American Rescue Plan – Early Childhood Grant
<b>Type of Funder:</b>	Massachusetts Department of Elementary and Secondary Education
<b>Awarded Amount:</b>	\$153,122.00
<b>Grant Funding Period:</b>	September 1, 2021 – June 30, 2022
<b>Project title:</b>	ARP- Early Childhood
<b>Program coordinator:</b>	Seale/O’Neil
<b>Purpose:</b>	To help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.
<b>Description of the program:</b>	To provide services and activities for eligible students with disabilities ages 3-5 and to increase educational outcomes in social/emotional skills and social relationships.
<b>Program location:</b>	Worcester Public Schools
<b>Outcomes and Measures:</b>	To improve systems that will engage effectively with families and to increase educational outcomes for eligible students.

**UPLOAD A SCANNED, SIGNED, AND DATED COPY OF THIS PAGE OR SIGN ELECTRONICALLY (SEE RFP) 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 October 4, 2021**

District Name:

Worcester

Org Code:

0348

Address:

20 Irving Street  
Worcester, MA 01609

DESE Federal Grant Liaison

Russ Fleming

Phone number:

781-338-6259

Email:

russellw.fleming@mass.gov

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:

PRINTED NAME:

Maureen F. Binienda

TITLE:

Superintendent

DATE:

8/25/2021

FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ARP IDEA, Part B, Section 611 Fund Code 252	FROM	TO	
		UPON APPROVAL	6/30/2022*	\$1,722,266
FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ARP IDEA, Part B, Section 619 Fund Code 264	FROM	TO	
		UPON APPROVAL	6/30/2022*	\$153,122

**UPLOAD A SCANNED, SIGNED, AND DATED COPY OF THIS PAGE OR SIGN ELECTRONICALLY (SEE RFP) TO EDGRANTS WITH THE BUDGET FOR EACH FUND CODE BY OCTOBER 4, 2021**

\*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 - 6/30/23 (Year 2); 7/1/2023 - 6/30/2023 (Year 3)



# FY22 ARP IDEA Supporting Students with Disabilities (Fund Code 264) Budget Worksheet

FY22 FC 264 Allocation	\$153,122
------------------------	-----------

Step 10.1  
All 264  
Districts

District Reservations	FY22 Allocation	Percentage of FY22 Allocation
Proportionate share for parentally placed private school students, ages 3-5 (from Tab 8)	\$1,068	0.7%
Voluntary Coordinated Early Intervening Services (CEIS), up to 15% of total FC 252 and FC 264 (from Tab 4)	\$0	0.0%
Comprehensive Coordinated Early Intervening Services (CCEIS), 15% of total FC 252 and FC 264 (from Tab 3)	N/A	N/A
TOTAL reservations	\$1,068	0.7%
TOTAL after reservations	\$152,054	99.3%

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on each narrative tab.

Step 10.2  
All 264  
Districts

IP: Cells  
is turn red if  
you include an  
amount for an  
expenditure  
it omit other  
required line-  
item  
formation.

Line Item Category: Select an option from the drop down menu.				Total Expenditure (whole numbers)	Amount Included in Total Expenditure for Equitable Services (Proshare)	Amount Included in Total Expenditure for CEIS or CCEIS	Primary Function	Comments		
1	ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Other	1.00	1.00	<input type="checkbox"/>	\$ 65,111			Other		
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
SUB-TOTAL		1.00	1.00		\$ 65,111	\$ -	\$ -			
2	INSTRUCTIONAL/PROF STAFF:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Classroom Teachers	1.00	1.00	<input checked="" type="checkbox"/>	\$ 70,867			Instruction-early childhood, school day	Pre-K teacher salary	
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
SUB-TOTAL		1.00	1.00		\$ 70,867	\$ -	\$ -			
3	SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
	Select One			<input type="checkbox"/>				Select One		
SUB-TOTAL		0.00	0.00		\$ -	\$ -	\$ -			
4	STIPENDS:	# of staff	Rate	Rate Type	MTRS	Amount	Amount	Amount	Select from Drop Down List	Budget Detail
	Select One			Select	<input type="checkbox"/>				Select One	
	Select One			Select	<input type="checkbox"/>				Select One	
	Select One			Select	<input type="checkbox"/>				Select One	
	Select One			Select	<input type="checkbox"/>				Select One	
SUB-TOTAL						\$ -	\$ -	\$ -		
5	FRINGE BENEFITS:				Amount	Amount	Amount	Brief Description	Budget Detail	
	6a MTRS (automatically calculated if MTRS box is checked above)				\$ 6,378				teacher retirement	
	6b Other				\$ -					
	Health Insurance									
	Other Retirement Systems									
	Federal Insurance Contributions Act (FICA)									
SUB-TOTAL					\$ 6,378	\$ -	\$ -			
6	CONTRACTUAL SERVICES:	Rate	Rate Type		Amount	Amount	Amount	Select from Drop Down List	Budget Detail	
	Contracted Service Providers -- Private School Services	\$1,058	Flat		\$ 1,058	\$ 1,058		Identification and placement practices	Proportionate Share	
	Select One		Select					Select One		
	Select One		Select					Select One		
	Select One		Select					Select One		
	Select One		Select					Select One		



P: For any strict budgeting needs for indirect costs with contracts that exceed \$25,000 and/or equipment purchases of \$5,000 or more, complete step 10.3, below.

Select One		Select				Select One	
SUB-TOTAL			\$ 1,058	\$ 1,058	\$ -		
7 SUPPLIES AND MATERIALS:			Amount	Amount	Amount	Select from Drop Down List	Budget Detail
General Classroom Supplies			\$ 6,646			Other	Other
Select One						Select One	
Select One						Select One	
Select One						Select One	
SUB-TOTAL			\$ 6,646	\$ -	\$ -		
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)			Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
SUB-TOTAL			\$ -	\$ -	\$ -		
9 OTHER COSTS:			Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
SUB-TOTAL			\$ -	\$ -	\$ -		
10 INDIRECT COSTS *			Amount				
(a) rate (%) (b) allocation less indirect			\$ 3,062				
2.05% \$150,046							
(a x b) maximum allowed							
11 EQUIPMENT:			Amount	Amount	Amount	Select from Drop Down List	Budget Detail
Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually in Step 10.3, below (not eligible for recovery of indirect cost).						Select One	
SUB-TOTAL			\$ -	\$ -	\$ -		
TOTAL FUNDS REQUESTED			\$ 153,122	Total Equitable Services \$ 1,058	Total CCEIS/CEIS \$ -		
Discrepancy: Difference between allocation and budgeted total, if any							

**TIP:** The discrepancy boxes will indicate whether you budgeted too much or too little of your allocation or reservation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated

#### Priorities of the IDEA Federal Early Childhood Special Education Grant

1. Serve eligible children, ages 3 to 5 years old with disabilities, through the provision of special education and related services deemed essential for the child's success in developmentally appropriate activities;
2. Ensure services and supports are available for eligible children with disabilities, aged 3 to 5 years old, that are developmentally appropriate and specifically designed for 3 to 5 year olds;
3. Provide special education services and supports in accordance with IDEA and Massachusetts Special Education laws and regulations;
4. Ensure that young children have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education;
5. Support young children with disabilities, aged 3 to 5 years old, in inclusive and natural environments;
6. Ensure that the rights of children with disabilities and their parents are protected;
7. Assist localities and education service agencies to provide for the education of all children with disabilities;
8. Assess and ensure the effectiveness of efforts to educate children with disabilities.

Please provide a brief narrative description of the activities, programs and/or services that will be supported with these funds and how these activities and programs will be executed to achieve grant priorities (above). You may include support such as the needs that your district will address, changes in the numbers of students and/or types of services provided, staffing configurations, or specific resources, methods and procedures to be employed in conducting grant-funded activities.

The district acceleration plan for early childhood has identified the need to have a designated early childhood leader to oversee and support young children ages 3 to 5 with disabilities. This priority will ensure district accountability to promote inclusive opportunities as well as to foster consistent effective practices in all of our 38 preschool classrooms. As a result, (75%) of this grant allotment will fund this position and the balance of funding will be allocated from Grant 252. The remaining funding will address the implementation plan of piloting the New Creative Curriculum for ELs. This curriculum will also address the needs of our native language students who speak Spanish as curriculum materials are available in both English and Spanish. Ensuring access to translated resources is a great first step in helping children develop skills in their first language and acquire new skills in their second language. Through our implementation of Teaching Strategies our activities will go beyond the translation of materials by emphasizing a culturally responsive approach. The Spanish materials are trans-adapted, not just translated. When children are exposed to rich, consistent models in their first and second languages, research indicates they are able to achieve fluency in both languages. Additionally, targeted instructional manipulatives and materials will be purchased to promote student engagement to improve educational outcomes in the following areas: Social Emotional skills and relationships; Acquiring and Using Knowledge and Skills. . Emphasis on these activities will foster the individual and unique learning needs of students that includes language enrichment activities to support students' transition to preschool or kindergarten.

## 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](mailto: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