

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grant for Approval

DATE: December 10, 2015

Attached please find the grant that will be put forth for School Committee approval on December 17, 2015. Should you wish to review this in more detail, the complete grant proposal has been filed with the Office of the Secretary to the School Committee.

Thank you for your cooperation. If you have any questions, staff is available to respond.

Attachment

cc: Inez Foster, Assistant Director, Resource Development Mayor's Office of Intergovernmental Relations



MEMORANDUM

TO: Tommy Chang
Superintendent

FROM: Eleanor Laurans
Executive Director of School Finance

SUBJECT: Grant for Approval

DATE: December 10, 2015

Attached please find the grant for approval by the School Committee. A full copy of the grant proposal is available for your review and will be filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

December 17, 2015

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$ 483,697	2016	Early Childhood Special Education Entitlement Grant 262	New	Kristen Daley	Special Education	Districtwide
\$ 483,697	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Early Childhood Special Education Entitlement Grant 262

Status: New

Grant Type: Entitlement

Start & End Dates: Upon Approval to August 31, 2016

Funding Source: State

Grantor Contact: Contact Name: Evelyn Nellum
Address: Department of Early Education and Care
51 Sleeper Street, 4th Floor, Boston, MA 02210
Phone: 618-988-6646
Email: EECSubmission@massmail.state.ma.us

Lead BPS Department and/or School(s): Office of Special Education and Student Services

BPS Fund Manager: Kristen Daley, Director of Administration

Department Head/School Leader: Cindie Neilson, Interim Assistant Superintendent

Annual Award Amount: \$ 483,697.00

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Approximately 200 special education early childhood students, and approximately 26 early childhood teachers

Sites: Districtwide, early childhood

Key External Partners: N/A

Grant Description

The Early Childhood Special Education Entitlement (ECSE) Grant 262 provides funds to school districts to ensure that eligible 3, 4, and 5 year-old children will receive developmentally appropriate special education and related services designed to meet their individual needs in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws and regulations.

Expense Categories this Grant Pays For

~76% of the grant will be allocated for personnel expenses to provide professional development and training to improve inclusive practices and supports for early childhood students. Personnel will also develop a train the trainer model to design and implement a communication curriculum.

~9% of the grant will be used for the purchase of appropriate furniture and instructional supplies for the classroom.

~8% of the grant will be allocated for stipends for teachers and paraprofessionals to participate in an evaluative review process for existing early education assessment tools which will inform the development of a new communication curriculum. Additionally, stipends will be provided for teachers trained in the train the trainer series on designing and

implementing a communication curriculum, who will then provide professional support for colleagues to design and implement their own communication curriculum.

~3% of the grant will be used for professional development related expenses.

~4% of the grant will be used to support district-level indirect costs.

Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

Goal #1: Through professional development and support for early education teachers in inclusive practices, and developmental, behavioral and language-based strategies to support students, there will be a 15% increase in the number of early education students moving from substantially separate (center-based) classrooms into inclusive K2 classrooms as they age up.

Indicator: Enrollment data for early education students moving into kindergarten.

The following two goals will support the movement of students into more inclusive environments:

Goal #2: Special education early education teachers will increase their understanding by 30% of inclusive practices through professional development. Teachers will also report a 25% increase in their knowledge of developmental, behavioral and language-based strategies to use in supporting student development in the classroom.

Indicator: Pre and post surveys designed to capture baseline knowledge and subsequent increases.

Goal #3: 10 Early Education special education teachers will be trained in the development, design and implementation of communication curriculum enhancements that will support the development of language based skills for early learners. The teachers who are trained will report a 50% increase in their understanding of how to design and develop an accessible curriculum and in their skills as peer trainers to support colleagues.

Indicator: Pre and post surveys that capture knowledge development; completed curriculum enhancements; revised communication assessment tools.