



GRANT SUMMARY

Federal Grants
State Grants
Local Grants and Private Funding
Gifts and Donations

FINANCIAL ASSUMPTIONS:

- ✓ Award notification for grants:
 - Federal – July/August
 - State – August/September/October
 - Local – various times
- ✓ Salary & Wages
 - Administrators
 - Professional Staff/Teachers
 - Support Staff/Clerical
- ✓ Retirement – MTRS and Lexington = 9% of total applicable salary line
- ✓ Medicare Tax = 1.45% of total salaries budgeted
- ✓ Benefits = 12% of total salaries budgeted
- ✓ Expenses
 - Contractual Services
 - Supplies
 - Travel
 - Other
 - Indirect Costs
 - Equipment

SOURCES:

US Department of Education (www.ed.gov)
Massachusetts Department of Education (<http://finance1.doe.mass.edu/grants/>)
Grant Managers
MUNIS – Town’s Financial Application

Last Updated: January 7, 2011



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Lexington Public Schools

SUMMARY

FEDERAL GRANT AWARD SUMMARY

Grant Name	FY08	FY09	FY10	FY11	FY12 (proj)
Federal Special Education Entitlement (P194-142), #240	1,416,920	1,443,712	1,511,926	1,488,699	1,265,394
Early Childhood Special Education Allocation, #262	41,296	40,183	40,178	40,178	34,151
Title I, Part A, # 305	241,101	218,881	185,901	158,016	136,089
Title II, Part A: Improving Educator Quality, # 140	112,395	111,581	108,422	107,178	91,101
Title II, Part D: Enhancing Ed. Through Technology, #160	4,493	3,812	3,066	-0.00-	-0.00-
Title III: English Language Acquisition And Academic Achievement Program For Limited English Proficient Students, #180	51,036	50,452	64,233	87,702	74,547
The American Recovery and Reinvestment Act: Saving and Creating Jobs And Reforming Education (ARRA) - Idea # 760			818,090	1,060,370	
ARRA - State Fiscal Stabilization Fund #780				37,654	
Total					

STATE GRANT AWARD SUMMARY

Grant Name	FY08	FY09	FY10	FY11	FY12 (proj)
METCO, #317	1,581,094	1,482,105	1,419,607	1,323,754	1,125,191
Essential School Health, #SCDPH29	131,434	150,000	119,310	119,310	101,414
Academic Support, #632	7,300	7,300	\$7,300	TBD	
Full-Day Kindergarten Enhancement (Implementation) Grant (701)	98,000	127,000	298,000	237,800	202,130
Total					



FEDERAL GRANTS



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Federal Special Education Entitlement (PL94-142), #240

- Grant Manager: Linda Chase, Director of Student Services
- Funding Cycle: Federal Funding is awarded September 1 through August 31. As a result, grants are expended across two fiscal years. The DOE End of Year Report Requires reporting the actual spending through the end of the grant year.
- Purpose: The purpose of this federal 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.
- Priority: The priority is to serve eligible students with special education services and activities deemed essential for student success in school. Services and activities must ensure compliance with state special education laws and regulations and the Individuals with Disabilities Education Act - 2004 (IDEA-2004). As activities are developed, districts are encouraged to review the Department of Elementary and Secondary Education's plan to implement the requirements and purposes of IDEA as outlined in the Massachusetts State Performance Plan <http://www.doe.mass.edu/sped/spp/>.
- When considering fund use, each district should review results from its most recent Coordinated Program Review or Mid-Cycle Review and review district performance in relation to the indicators specified in the Massachusetts State Performance Plan.
- Eligibility: Funds are awarded to public school districts with approved program plans for special education based on a formula, taking into account total school enrollment in both public and private elementary and secondary schools and the number of low income students in those same groups.
- Funding: Allocations will be posted on the Grants Management Web site when they become available. <http://finance1.doe.mass.edu/grants/>
- Fund Use: Federal special education funds are provided to school districts to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. School districts are reminded of their responsibility to use federal special education funds to supplement and not supplant local or state funds and to calculate proportionate share obligations for parentally placed private school students and to designate federal funds to meet proportionate share obligations. See [Special Education Advisory SPED 2007-2](#). Please note that the Department reserves the right to require that these funds be used to correct areas of identified noncompliance.



Staffing History:

	Actual FY08 25379740	Actual FY09 25383640	Budget FY10 25386540	Projected FY11 25389240	Projected FY12
Staffing					
Administrator	1.50	1.50	1.215	0.0	0.0
Teachers	7.00	7.00	6.8813	7.84	7.84
Psychologist	.95	.95	.7330	.95	.95
Social Worker	1.00	1.00	.8077	1.00	1.00
Med/Therapy	3.35	2.89	2.7518	2.8	2.8
ETL	3.50	3.50	2.7811	2.00	2.00
Special Class Teacher Aide		.56	.4267	.56	.56
Secretary	4.22	.47	.3664	.48	.48
Instructional Assistant		2.91	.4267	.85	.84
Physical Therapist			.50	0.0	0.0
BCBAs			1.4348	2.00	2.00
SSI Overage			2.00	0.00	0.00
Total	21.52	20.78	20.32	18.48	18.47

Budget History:

	Actual FY08 Cash Flow 25379740	Actual FY09 Cash Flow 25383640	Actual FY10 Cash Flow 25386540	Budget FY11 25389240	Projected FY12
Revenue					
Grant Award	1,416,920.00	1,443,712.00	1,511,926.00	1,488,699.00	1,488,699.00
Total Projected Revenue	1,416,920.00	1,443,712.00	1,511,926.00	1,488,699.00	1,488,699.00
Expenses					
Salary & Wages					
MTRS	107,142.00	102,181.28	91,538.00	93,030.00	93,030.00
Administrators	95,490.43	144,724.25	92,692.11	0.00	0.00
Prof Staff/Teachers	1,094,977.58	1,089,368.95	756,921.63	723,821.00	723,821.00
Tutors/IA's	82,532.56	68,418.73	31,483.62	261,365.00	261,365.00
PT/BCBA/SSI			325,707.89	309,850.00	309,850.00
Clerical	15,151.00	14,018.79	11,319.79	16,228.00	16,228.00
Stipends			0.00	0.00	0.00
Total Salary & Wages	1,395,293.57	1,418,712.00	1,309,663.04	1,404,294.00	1,404,294.00
Operating Expenses					
Contractual Services	0.00	25,000.00	62,599.40	59,111.00	59,111.00
Supplies/Materials	590.59		32,531.66	5,000.00	5,000.00
Travel	0.00		2,533.08	3,000.00	3,000.00
Membership/Dues	0.00		0.00	0.00	0.00
Software			20,606.17	17,294.00	17,294.00
Total Operating Expenses	590.59	25,000.00	118,270.31	84,405.00	84,405.00
Total Expenses	1,395,884.16	1,443,712.00	1,427,933.351	1,488.699.00	1,488.699.00
<i>Returned</i>	21,035.84		83,992.35		
<i>Balance</i>					

* Expenses are reported for Grant Year not Fiscal Year

**Additional Funding per Federal ARRA



Recent Developments: This grant has typically been used to supplement special education programs and services. The grant funds are mostly used to fund salaries of psychologists, various service providers, and instructional assistants. The grant also includes funds for contracted services, which are used for consultation from various specialists such as psychiatrists and/or psychologists and other professionals with specialized expertise and for program evaluation activities. The grant funds have included small increases.

Due to diligent monitoring of departmental priorities for FY10 and clarifications made regarding DESE carry forward allowances, we realized in the Spring of FY10 that we could carry forward unexpended FY10 tuition money from the 240 grant, to help offset FY11 expenditures. The amount carried forward was \$83,992. This will help.

Current Challenges: The grant increases have not been adequate to meet the salary increases as stipulated by collective bargaining. The appropriated school district budget will need to absorb this differential.

**Also, Lexington would receive additional funds through the US House's stimulus package if it became law. If it does become law, the funds cannot be used to replace existing expenditures but it would be able to offset new special education costs. To view the House stimulus proposal numbers community by community passed by the House, go to:

<http://edlabor.house.gov/documents/111/pdf/publications/MASSACHUSETTS2009Stimulus.pdf>

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The FY12 budget assumes level funding for this grant. As stated above, the FY12 budget will need to absorb the difference between the grant-funded amounts and the actual salaries for grant-funded staff.

On the Horizon: Level funded or decreased grant funds will cause a greater impact on future school district budgets. Should a full salary need to be absorbed by the operating budget due to a decrease in grant funds caution will be needed if grant funds increase in the future. It will not be possible to then reinstate a salary previously removed from the grant. This would be supplanting which is prohibited.



Early Childhood Special Education Allocation, #262

Grant Manager: Elizabeth Billings-Fouhy, Director of Lexington Children’s Place
Administrator: Linda Chase, Director of Student Services

Funding Cycle: This is a one-year grant for the period September 1 – August 31 (provided applicants meet all program requirements). Grantees may be eligible to apply to renew their grants, contingent upon the appropriation of funds and authorization for such renewals.

The Massachusetts Department of Early Education and Care (EEC) provides services for children in Massachusetts through a mixed delivery system which includes child care centers, out-of-school time programs, family child care homes, public preschool programs, private school preschool and kindergarten, and Head Start programs. EEC is responsible for licensing early education and care and out-of-school time programs throughout Massachusetts and for providing child care financial assistance to low-income families with children birth to 13 years of age. In addition, EEC provides support for information and referral services, inclusive programming for children with special needs, parenting and family support, and professional development opportunities for educators in the early education and out of school time fields. These efforts affect thousands of early education and out of school time providers, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to more than one million families in Massachusetts.

Purpose: The purpose of these supplemental federal funds (Section 619, Part B of IDEA) is to provide school systems with funding to support 3, 4, and 5 year-old children with disabilities in high-quality programs across settings following the federal and state requirements for inclusive settings. The Department of Early Education and Care (EEC) collaborates with the Department of Elementary and Secondary Education’s (ESE) Special Education Policy and Planning (SEPP) unit on the indicators in the Massachusetts State Performance Plan (<http://www.doe.mass.edu/sped/spp/full.doc>) and will report on the three indicators related to early childhood: inclusion and LRE (indicator #6), child outcomes (indicator #7), and transition from Early Intervention (indicator #12). Districts’ responses to the questions in Part III and Part V of this grant will be a main source of data to respond to the State Performance Plan (SPP) for early childhood. Grantees’ participation is critical to measuring federal, state, and local progress.

Priorities: Priorities are to address the early childhood indicators in the State Performance Plan:
Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and



C. Use of appropriate behaviors to meet their needs
(www.doe.mass.edu/sped/2006/0522.IDEA.html).

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Eligibility: This is an application for renewal of FY 2010 Early Childhood Special Education grant funding. School Districts and Charter Schools may apply for the eligibility amounts listed **on the EEC website at** http://www.eec.state.ma.us/kr_grant_submit.aspx. Grant awards are subject to FY 2010 federal budget appropriations and budget language.

Funding: The FY10 federal award provides \$7,331,103 available to award to school districts and charter schools. Allocations range from \$506 to \$500,000. Lexington received \$40,183. The “FY10 262 Special Education Allocation Grant Amount” for which each school district is eligible is available at the EEC website: http://www.eec.state.ma.us/kr_grant_submit.aspx. Funds will be awarded according to the required funding formula that is based on the number of three-, four- and five-year olds with disabilities, current number of three to five- year olds living in poverty, and the total enrollment of K-12 students in the community.

Fund Use: The Early Childhood Special Education Allocation Renewal Application allows school systems to provide programs for three, four, and five-year olds and/or to contract with other public and private providers, such as Head Start, private preschools, and/or licensed childcare providers. Funds may also support the three indicators 6, 7, and 12 (stated above related to early childhood) in the Massachusetts State Performance Plan. The cost for contracted services must be within the range of the provider’s rate schedule for similar services to other children and their families. Specialists/therapists and aides may be funded **only** if they are providing services in an inclusive setting. All expenditures should relate to the three indicators related to early childhood.

Funds **may** be used to do the following:

- Address the three SPP indicators related to early childhood.
- Add staff to work in the classroom to assist with inclusion activities or consult with the teacher on inclusion issues. This may include but is not limited to a behavioral specialist, aide, therapist, etc. The designated staff must work in a large or small group setting within the inclusive classroom.
- Support transition activities from Early Intervention into preschool, from preschool into kindergarten, and from kindergarten into Grade 1.
- Provide training on inclusive practices for parents, teachers, community providers, therapists, and other staff members working with young children with disabilities.
- Facilitate parent involvement as a means of improving services and results for children with disabilities.
- Expedite services for children with disabilities experiencing homelessness.



These funds **may not** be used for the following:

- Screening and evaluation materials or activities related to eligibility.
- IEP services provided in a pullout or one-on-one setting.
- Purchasing adaptive equipment for individual children as designated in their Individualized Education Program (IEP) or specific services such as Applied Behavioral Analysis (ABA).

Staffing History:

	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Projected FY11
Staffing	25379140	25383940	25386640	25389340	
Instructional Assistant	1.51	1.53	1.34	1.17	1.17
Total	1.51	1.53	1.34	1.17	1.17

Budget History:

	Actual FY08 Cash Flow	Actual FY09 Cash Flow	Actual FY10 Cash Flow	Budget FY11	Projected FY12
	25379140	25383940	25386640	25389340	
Revenue					
Grant Award	41,296.00	40,183.00	40,178.00	40,136.00	40,136.00
Total Projected Revenue	41,296.00	40,183.00	40,178.00	40,136.00	40,136.00
Expenses					
Salary & Wages					
Support Staff/Aides/IA's	40,399.00	38,981.29	34,580.70	32,301.00	32,301.00
Total Salary & Wages	40,399.00	38,981.29	34,580.70	32,301.00	32,301.00
Operating Expenses					
Supplies/Mat	897.00	772.62	5,597.30	7,835.00	7,835.00
Total Operating Expenses	897.00	772.62	5,597.30	7,835.00	7,835.00
Total Expenses	41,296.00	39,753.91	40,178.00	40,136.00	40,136.00
<i>Returned</i>	0.00	429.09	0.00	0.0	0.0
<i>Balance</i>					

* Expenses are reported for Grant Year not Fiscal Year

Recent Developments: The Grant supports classroom assistants (integrated classroom). Any residual monies in the Grant have been used to pay for preschool materials to support inclusion. There are no large changes in the grant over the past 4 years.

Current Challenges: The grant award is based on child counts. While the number of students used to determine this amount does not change radically year to year, the per capita monies shrink each year. Since the Grant has supported personnel, whose salaries increase each year, the ability of the Grant to support the same staff positions year to year is challenged each year. Portions of salaries may need to be split into other funding sources in the near future.



Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: No significant changes are proposed, small incremental salary balances may need to be charged to the Revolving Tuition Account if the Grant monies continue to diminish with time.

On the Horizon: There are no significant changes on the horizon. Hopefully, the Grant will continue to support LPS Integrated Preschool in some mean.



Title I, Part A, # 305

Grant Manager:	Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development
Funding Cycle:	Federal Funding is awarded September 1 through August 31.
Purpose:	Title I, as reauthorized under the No Child Left Behind Act of 2001, provides resources to local school districts to assist low achieving students in high poverty schools to meet the state's challenging academic standards.
Priorities:	<p>The priorities of Title I are to:</p> <ul style="list-style-type: none"> • strengthen the core program in schools and provide academic and/or support services to low achieving students at the preschool, elementary, middle, and high school levels in support of NCLB goals; • provide programs based on scientifically based research that enable participating students to achieve the learning standards of the state curriculum frameworks; • elevate significantly the quality of instruction by providing staff with substantial opportunities for professional development; and • Involve parents of participating public and private school children in the development of and participation in the program, activities, and procedures for parents and students to improve student achievement.
Eligibility:	A district is eligible to receive funds based on criteria established by the United States Department of Education. Grants are awarded to local school districts after state review and approval of the local plan.
Funding:	Title I, Part A allocations will be posted on the Grants Management Web site when they become available. http://finance1.doe.mass.edu/grants/
Fund Use:	Funds may be used to provide academic, instructional, and support services for eligible students, professional development activities for staff, support for parent involvement activities, and the purchase of appropriate supplies and materials.

Staffing History:

	Actual FY08 25379240	Actual FY09 25383940	Actual FY10 25386140	Budgeted FY11 25388940	Projected FY12
Staffing					
Prof Staff/Reading Specialist	2.0	1.6	1.6	1.6	1.35
Prof Staff/Math Specialist	.77	.7	.2	.0	.0
Total	2.77	2.30	1.8	1.6	1.35



Budget History:

	Actual FY08 Cash Flow 25379240	Actual FY09 Cash Flow 25383940	Actual FY10 Cash Flow 25386140	Budget FY11 25388940	Projected FY12
Revenue					
Grant Award	241,101.00	218,881.00	185,901.00	160,105.00	136,089.25
Total Projected Revenue	241,101.00	218,881.00	185,901.00	160,105.00	136,089.25
Expenses					
MTRS	18,196.00	15,468.00	13,382.00	11,253.00	9,565.55
Salary & Wages				500.00	425.00
Secretary/Clerk					
Prof. Staff/Teachers	202,792.00	178,191.00	148,693.81	125,028.00	106,273.80
Stipends			1,921.50	2,590.00	2,201.00
Total Salary & Wages	220,988.00	193,659.00	15,0615.31	139,371.00	118,465.35
Operating Expenses					
Contractual Services	20,113.00	21,208.00		20,734.00	17,623.90
Supplies/Materials		879.01	19,346.00		
Total Operating Expenses	20,113.00	22,087.01	19,346.00	20,734.00	17,623.90
Total Expenses	241,101.00	215,746.01	183,343.31	160,105.00	136,089.25
<i>Returned</i>	0.00	\$3,134.99		0.0	0.00
<i>Balance</i>			2,557.69		

*Expenses are reported for Grant Year not Fiscal Year

**Additional Funding per U.S. House Stimulus package if law is passed

Recent Developments: Title 1 is a federally funded grant that provides additional direct literacy and numeracy instructional services to students “at-risk,” as determined by the district’s assessment protocols in grades K, 1, and 2. This grant is focused on early intervention strategies that identify student needs early on. Reading, writing, and mathematics specialists provide small group instruction to these students on a regular basis to supplement their regular classroom instruction.

Current Challenges: Title 1 funds decreased by \$25,976 or 16% from FY 10 to FY 11. We have budgeted for an additional 15% reduction in funding for FY12 given the current unstable fiscal situation. We will not know what our distribution in FY12 will be until late spring or early summer of 2011.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The challenge is to continue to serve our most needy students with continued declining funding.

On the Horizon: We anticipate further cuts up to possibly 15% in the Title I grant for FY 12. We will have to monitor potential funding closely and work to adapt the grant to meet the needs of our “at risk” students as best we can, given the current fiscal constraints.



Title II, Part A: Improving Educator Quality, # 140

- Grant Manager: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development
- Funding Cycle: Federal Funding is awarded September 1 through August 31. As a result, grants are expended across two fiscal years. The DOE End of Year Report requires reporting the actual spending through the end of the grant year.
- Purpose: The purpose of this grant program is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These initiatives should be aligned with Massachusetts' reform efforts and should help districts meet the NCLB goals and requirements for highly qualified teachers, instructional paraprofessionals in Title I targeted assistance and school wide programs, and high-quality professional development. The goal is to improve the overall quality of all educators, including administrators, within the district.
- Priorities: After conducting needs assessments, districts may implement activities that have been based on a review of scientifically based research and address their needs in the areas of recruitment, preparation, support, and professional development, including:
- 1) developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers, principals, and specialists in core academic subjects. Activities may include:
 - a) offering monetary incentives such as scholarships, signing bonuses, or differential pay for educators in high-need schools or core educator shortage areas such as mathematics, science, special education, foreign languages, and English language learners education*; and
 - b) hiring highly qualified teachers - including retired teachers in accordance with Massachusetts' statute - to reduce class size. Federal guidance has stated that districts can use funds only to pay teacher salaries for new teachers or teachers hired under the former federal Class-Size Reduction program who meet the highly qualified teacher requirements for class-size reduction purposes.
 - 2) establishing training and preparation initiatives that increase the number of highly qualified teachers and administrators who are outstanding managers and instructional leaders. Activities may include:
 - a) supporting aspiring administrators through approved district-based administrator preparation programs that are aligned with the Massachusetts licensure regulations;
 - b) developing district-based teacher preparation programs for the Initial and Professional licenses that meet the Massachusetts licensure regulations; and
 - c) recruiting and selecting qualified individuals, including paraprofessionals and parents, to participate in approved district-based preparation programs.
 - 3) providing high-quality professional development activities that are aligned with the federal definition and that improve the content knowledge and instructional practices of teachers, principals, and, where appropriate, paraprofessionals (particularly those in Title I programs who have not yet met the NCLB qualification requirements). These activities should be a part of the district's professional development plan and aligned with the State Plan for Professional Development. Activities may include:
 - a) offering professional development activities to help teachers, administrators,



- and/or paraprofessionals improve pedagogy, content knowledge, their understanding of the state curriculum frameworks, and their skills in working with diverse student populations, including English language learners;
- b) developing and implementing innovative professional development programs/activities that help teachers and administrators integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
 - c) providing opportunities for teachers to meet the subject matter competency requirements in the NCLB highly qualified definition;
 - d) providing opportunities for paraprofessionals in Title I targeted assistance and school wide programs to meet the NCLB qualification requirements either by developing formal local assessments in alignment with Massachusetts Department of Education policies, paying for the costs of the state-approved assessment, or paying for coursework; and
 - e) offering professional development for administrators as part of the larger district professional development plan.
- 4) developing and implementing initiatives to promote the retention of highly qualified teachers and administrators, particularly in schools with a high percentage of low-achieving students. Activities may include: *
- a) developing and implementing induction programs, including mentoring programs for teachers and administrators, that are aligned with the Massachusetts induction standards and guidelines;
 - b) implementing and supporting programs and activities related to the recognition of exemplary teachers, such as district-based lead teacher programs, or supporting individuals who have gone through the National Board for Teaching Standards certification process; and
 - c) providing financial incentives to retain teachers and administrators who have a record of improving the academic achievement of all students, particularly students from economically disadvantaged families, students from racial and ethnic minority groups, English language learners, students with disabilities, and students who are homeless.

* Programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of that teacher or principal.

NEW FY2009 RESTRICTIONS ON USE OF TITLE II-A FUNDING

As stipulated in our current United States Department of Education (USED) approved Title II-A state plan, school districts that have **less than 97%** of their core academic teachers designated as highly qualified by the end of the 2007/2008 school year, or for any subsequent year, will be required to submit an updated Teacher Quality Improvement Plan, and will be required to target their Title II-A funds toward achieving 100% Highly Qualified Teachers (HQT). Such districts will need to achieve at least 97% HQT before they can resume applying Title II-A funding to other eligible activities, such as *class size reduction*.

Eligibility:

Funds are awarded by formula to each school district. Subject to appropriation, districts will receive the amount they received for the 2001-2002 school year for the Eisenhower and federal Class-Size Reduction programs. Remaining funds are allocated based 20 percent on population (ages 5 to 17) and 80 percent on poverty. Census data is the source of this information.



New FY2009 restrictions on Title II-A funding:

As stipulated in our current USED approved Title II-A plan, only districts that have submitted an EPIMS report that has been certified by the Department are eligible for Title II-A funding in FY2009. Please note that submissions of reports certified after April 2008 will likely experience a delay in receipt of FY2009 Title II-A funding.

Funding: Title II, Part A allocations will be posted on the Grants Management Web site when they become available. <http://finance1.doe.mass.edu/grants/>

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. (.40 Curriculum Coordinator, stipends)

Staffing History:

	Actual FY08 25379340	Actual FY09 25383840	Budget FY10 25386240	Actual FY11 25389040	Projected FY12
Staffing					
Prof Staff/ Reading Specialist	.53	.53	.42	.41	.41
Prof Staff/Math Specialist	.90	.90	.84	.81	.81
Total	1.43	1.43	1.26	1.23	1.23

Budget History:

	Actual FY08 Cash Flow 25379340	Actual FY09 Cash Flow 25383840	Actual FY10 Cash Flow 25386240	Budget FY11 25389040	Projected FY12
Revenue					
Grant Award	112,395.00	111,581.00	108,422.00	107,178.00	107,178.00
Total Projected Revenue	112,395.00	111,581.00	108,422.00	107,178.00	107,178.00
Expenses					
Salary & Wages					
MTRS	9,195.00	9,007.00	8,589.00	8,602.00	8,602.00
Prof Staff/Teachers	103,200.00	100,083.10	95,430.91	95,576.00	95,576.00
Substitutes			538.22	0.0	0.0
Stipends		2,490.00	3519.00	3,000.00	3,000.00
Total Salary & Wages	103,200.00	111,580.10	108,077.13	107,178.00	107,178.00
Total Expenses	112,395.00	111,580.10	108,370.82	107,178.00	107,178.00
Returned	0.0	.90	344.87		
Balance			0.0	0.00	0.00

* Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title IIA is a federally funded grant that provides additional funding for literacy and mathematics intervention services for our at-risk students in the Lexington Public Schools.

Current Challenges: Title IIA funds decreased by \$1244 or 1% from FY10 to FY 11.



Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact:

The challenge is to continue to serve our most needy students with continued declining funding.

On the Horizon: We can anticipate further cuts in the Title IIA grant up to 15% for FY11 though the reductions in this funding source have a history of being less than the 15%. There is serious concern that in FY12, the impact of the current economy on this grant will be greater. It is difficult to predict.



Title III: English Language Acquisition and Academic Achievement Program for Limited English Proficient Students, #180

- Grant Manager: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development
- Funding Cycle: Federal Funding is awarded September 1 through August 31. As a result, grants are expended across two fiscal years. The DOE End of Year Report Requires reporting the actual spending through the end of the grant year.
- Purpose: The purpose of this grant program is to provide funds to improve the educational performance of limited English proficient students by assisting these students to learn English and meet state academic content standards.
- Priorities: Priorities are to:
- increase English proficiency and academic achievement in core academic subjects of limited English proficient students by providing high-quality language instruction programs and content area teaching;
 - provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction; and
 - develop, implement, and provide extended day, weekend, and summer opportunities for English language and academic content instruction for limited English proficient students.
- Eligibility: Funds are awarded to districts with more than 100 students identified as limited English proficient in the March 2008 student data transmission (SIMS).
- Funding: An estimated \$10,471,136 will be available for grants to eligible districts. Districts will be awarded a share of available funds based on the district's percentage of limited English proficient students in the state as reported in March 2008. Funding amounts will be sent to superintendents of eligible districts when the Department has received its state allocation from the United States Department of Education (USED).

Additional Title III funds will be awarded to eligible districts that have experienced a significant growth in immigrant children and youth.* Two criteria will be used to determine eligibility for the additional funds:

1. an increase of 10% or more immigrant students in the March 2008 SIMS over the average number of immigrant students reported in March 2006 and March 2007 SIMS; and
2. an increase of 50 additional immigrant students in the March 2008 SIMS as compared to the number of immigrant students reported in the March 2007 SIMS. Districts meeting both criteria will receive an additional \$100 for each immigrant child reported in the March 2008 SIMS.

Please note:

* An **immigrant student** is one who is born outside the United States and who is in his/her first three years of schooling in the United States. (For making this determination, Puerto Rico is considered part of the United States. Students born in



Puerto Rico are not immigrant students.)

A **limited English Proficient (LEP)** student is a student whose first language is not English and cannot perform ordinary class work in English. There is no time limit on how long a student can be LEP.

A student can be designated as both immigrant and LEP for three years. After three years the student can still be designated LEP, (depending on assessment results), but cannot be designated as an immigrant student.

Fund Use: Title III fund use must include instructional services (school and/or extended day) and high-quality professional development. Funds must supplement and not supplant non-federal funds that would otherwise be used for these activities. Up to 15% of the total Title III, allocation may be used for supporting activities, including administration (maximum 2%), supplies and materials, and professional development-related travel. Supplies and materials may not exceed 10%. See Attachment 2 for Required and Authorized Activities Using Title III Funds.

Staffing History:

	Actual FY08	Actual FY09	Budget FY10	Actual FY11	Projected FY12
	25379040	25383740	25386440	25389140	
Staffing					
Teachers	.25	.25	.50	.5	.5
Total	.25	.25	.50	.5	.5

Budget History:

	Actual FY08 Cash Flow	Actual FY09 Cash Flow	Actual FY10 Cash Flow	Budget FY11	Projected FY12
	25379040	25383740	25386440	25389140	
Revenue					
Grant Award	51,036.00	50,452.00	64,233.00	87,702.00	87,702.00
Total Projected Revenue	51,036.00	50,452.00	64,233.00	87,702.00	87,702.00
Expenses					
Salary & Wages					
MTRS	1,238.00	1,027.00	2,010.00	2,186.00	2,186.00
Prof Staff/Teachers	41,750.00	11,413.08	22,385.38	24,293.00	24,293.00
Stipends		11,550.00	22,500.00	40,000.00	40,000.00
Total Salary & Wages	42,988.00	23,990.08	46,845.38	66,479.00	66,479.00
Operating Expenses					
Consultants		14,103.20	1,070.00	1,000.00	1,000.00
Supplies & Materials	5,088.00	574.90	5,388.47	10,213.00	10,213.00
Travel	2,460.00	2,400.00	2,825.00	4,200.00	4,200.00
Membership/Dues/Subscrip	500.00	173.00	228.29	3,810.00	3,810.00
Textbooks		3,899.14	7825.60	2,000.00	2,000.00
Total Operating Expenses	8,048.00	21,150.24	17,337.36	21,223.00	21,223.00
Total Expenses	51,036.00	45,140.32	64,182.74	87,702.00	87,702.00
Returned	0.0		.26	0.0	0.0



<i>Balance</i>	5,311.68	0.0	0.0
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* Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title III is a federally funded grant that provides additional funding for targeted programs for our English Language Learners/ (ELE) students in the Lexington Public Schools. Additionally, Title III provides funding for professional development in Category II training; Sheltered English Instruction (SEI).

Current Challenges: Title III funds increased by \$23,469 or 26% from FY 10 to FY 11. There is no predicting if this increase will continue in FY12 to meet the ever-increasing numbers of non-English speaking students in the district.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The challenge is to continue to serve our ELE students and ELE faculty with continued declining funding.

On the Horizon: Given the history of the Title III grant, chances are that we may be kept at level funding and not have to experience any reductions in the award; however, there is always the possibility that cuts to this grant in FY12 could measure up to 15%. With rapidly increasing numbers of ELL students entering our schools, the district will need to absorb the cost of these growing numbers of students by increasing staffing and training opportunities within the operating budget.



Education Jobs Program - Fund Code: 206 -

Purpose:	The Education Jobs Fund Program (Ed Jobs) is a new, one-time appropriation the U.S. Department of Education (ED) is awarding to Governors to save or create education jobs for the 2010-2011 school year. Jobs funded under this program include those that provide educational and related services for early childhood, elementary, and secondary education.
Priorities:	A school district must use its funds only for compensation and benefits, and other expenses, such as support services, necessary to retain existing employees, to recall or rehire former employees, and to hire new employees, in order to provide early childhood, elementary, or secondary educational and related services. For purposes of this program, the phrase "compensation and benefits, and other expenses, such as support services" includes, among other things, salaries, performance bonuses, health insurance, retirement benefits, incentives for early retirement, pension fund contributions, tuition reimbursement, student loan repayment assistance, transportation subsidies, and reimbursement for childcare expenses.
Eligibility:	<p>Approximately \$204 million in Ed Jobs funds have been awarded to Massachusetts. On August 24, Governor Patrick announced that these funds will be allocated to K-12 school districts in conjunction with the state's Chapter 70 school funding formula, as follows:</p> <ul style="list-style-type: none"> • \$54.6 million will be used to replace a portion of the FY11 state fiscal stabilization fund (SFSF) allocations previously used to supplement the FY11 Chapter 70 program. Each district's SFSF reduction will be offset by a dollar-for-dollar allocation of Education Jobs funds. The SFSF funds freed up by this change will be reserved for other essential services outside of the K-12 area. • \$143.6 million will be used to offset the previously announced 4% cut in most districts' Chapter 70 aid and to fully fund the minimum aid provision of the Chapter 70 formula at \$25 per pupil. This means that every operating district will see a minimum increase of \$25 per pupil compared to FY10 levels, based on the combined amounts of state Chapter 70 aid, federal SFSF grants, and federal Education Jobs grants. • \$2.2 million will be used to fund Chapter 70 obligations for four districts as a result of recently approved DOR local contribution waivers (authorized by St. 2009, c.27, s.115 and St.2010, c.134). • \$3.6 million has been reserved for state-level grant administration, monitoring, oversight, and reporting activities.
Funding:	FY11 allocations: Final Ed Jobs awards are posted at http://finance1.doe.mass.edu/SchFin/grants/Federal11.aspx . FY11 grant funds may be used through September 30, 2012.*
Fund Use:	Districts may use Ed Jobs funds to restore reductions in salaries and benefits and to



	<p>implement salary increases for the 2010-2011 school year. Districts may also use the funds for any additional salary and benefits costs associated with the elimination of furlough days that had been scheduled for the 2010-2011 school year.</p> <p>Districts may use the funds to pay the salaries of teachers and other employees who provide school-level educational and related services. In addition to teachers, employees supported with program funds may include, among others, principals, assistant principals, academic coaches, in-service teacher trainers, classroom aides, counselors, librarians, secretaries, social workers, psychologists, interpreters, physical therapists, speech therapists, occupational therapists, information technology personnel, nurses, athletic coaches, security officers, custodians, maintenance workers, bus drivers, and cafeteria workers.</p> <p>Districts may NOT use the funds to pay for contractual school-level services by individuals who are not employees of the district (e.g., janitors employed by an outside firm). The statute also prohibits districts from using Ed Jobs funds for general administrative expenses such as administrative expenditures related to the operation of the superintendent's office or the school committee, including the salaries and benefits of district-level administrative employees.</p> <p>The MTRS waiver that applies to the American Recovery and Reinvestment Act (ARRA) - State Fiscal Stabilization Fund (SFSF) program DOES NOT apply to the Education Jobs Fund Program. If the MTRS box is checked on any of the salary lines on the application, districts must budget 9% of budgeted salaries for MTRS and, as required, the Department of Elementary and Secondary Education (Department) will send 80% of the MTRS line directly to MTRS in December. Districts, however, can chose not to budget Education Jobs funds for MTRS and instead pay MTRS directly using SFSF or local funds. Districts that are interested in this option must contact the Department.</p> <p>Districts' net school spending requirements will continue to be based on the sum of the municipality's minimum required contribution and the district's state-funded Chapter 70 aid.</p>
Project Duration:	Upon Approval - June 30, 2011* *All Department grants are awarded for one fiscal year at a time, though under the federal <i>Tydings Amendment</i> Ed Jobs funds remain available for local obligation through September 30, 2012. Districts should apply only for the amount of funds that they intend to use in FY11. Any unspent or unclaimed funds will be available to carry forward to FY12.



Budget History:

	Actual FY10 Cash Flow 25360300	Budget FY11 25360300	Projected FY12
Revenue			
Grant Award		548,918.00	
Total Projected Revenue			
Expenses			
Salary & Wages			
MTRS			
Other Benefits		548,918.00	
Prof Staff/Teachers			
Stipends			
Total Salary & Wages		548,918.00	
Operating Expenses			
Consultants			
Supplies & Materials			
Travel			
Membership/Dues/Subscrip			
Textbooks			
Total Operating Expenses			
Total Expenses		548,918.00	
Returned			
Balance		0.0	

* Expenses are reported for Grant Year not Fiscal Year

Current Challenges: The district applied for the use of these funds as an offset to the Town benefits line item. The School Department is in discussions with the Town Finance Department on the best way to apply the use of these funds for FY11 or FY12.



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STATE GRANTS



METCO, #317

- Grant Manager: Barbara Nobles, Director
- Funding Cycle: July 1 through June 30 expenditures
- Purpose: The purpose of the METCO Program is to promote desegregation in the Boston and Springfield Public Schools, increase diversity in METCO receiving districts, and enhance educational opportunity and academic achievement for METCO students. In addition, the purpose of the METCO program is to provide students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.
- Priorities: The priorities of this fund source are to:
- provide Boston and Springfield students further opportunities to achieve at high levels the learning standards of the state curriculum frameworks; and
 - enrich both the urban and suburban communities by providing opportunities and support for cross-cultural understanding and appreciation.
- Eligibility: School districts currently participating in the METCO Program are eligible to continue their participation in the program.
- Funding: Funding for the current fiscal year is based upon the prior year's October 1 METCO enrollment, as determined by SIMS reporting to the Department. Grants will consist of a per pupil allotment for instructional and support services, and a base transportation allotment.
- Fund Use: Funds may be used for local district costs incurred as a result of the presence of METCO students, METCO transportation costs, and for supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement as well as diversity enrichment.

In the area of enhanced educational opportunity and academic achievement, services may include regular day and after-school tutoring and mentoring programs, staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and other programs and services such as providing ways for parents to support their children's learning.

In the area of diversity enrichment, services may include training, in-school and after-school activities, incentives programs, etc., that contribute to increased cross-cultural and racial understanding.

www.doe.mass.edu/Metco/Laws.html

Laws and Regulations

- [M.G.L Chapter 76, Section 12A : Statute authorizing the Metco Program](#)
- [603 CMR 17.00: Racial Imbalance and Racial Isolation \(definitions\)](#) (see 4)
- [603 CMR 28.03 \(4\): Special Education Responsibilities Related to Metco](#)
- [603 CMR 10.00: School Finance And Accountability \(Metco Special Education Reimbursement Requirements\)](#) (see10.07)



Staffing History

	Actual FY07 25354340	Actual FY08 25354440	Actual FY09 25355340	Actual FY10 25356040	Budget FY11 25356440	Projected FY12
Staffing						
Administrator-Metco	1.0	1.0	1.0	.50	1.0	1.0
Professional Staff/Teachers- Metco	4.0	4.0	4.0	4.0	10.5	10.0
Support Staff/Sec/Clerical/IA- Metco	10.0	9.39	10.27	8.09	7.29	7.29
FDK Non B Paraprofessionals- Achievement Gap			2.40	2.40	2.0	2.0
Total	15.00	14.39	17.67	14.99	20.79	20.29

Budget History:

	Actual FY08 Cash Flow 25354440	Actual FY09 Cash Flow 25355340	Actual FY10 Cash Flow 25356040	Budget FY11 25356440	Projected FY12
Revenue					
Grant Award	1,581,094.00	1,482,105.00	1,419,607.00	1,323,754.00	1,125,190.90
Total Projected Revenue	1,581,094.00	1,482,105.00	1,419,607.00	1,323,754.00	1,125,190.90
Expenses					
Salary & Wages- Metco					
Administrator	98,296.84	97,553.00	73,502.57	95,500.00	81,175.00
Prof Staff/Teachers	577,994.00	323,679.00	341,005.00	174,612.00	148,420.20
Support Staff/Sec/Clerical	305,200.00	303,732.67	251,342.78	249,237.74	211,852.07
Stipends			61,203.00	46,434.68	39,469.46
Total Salary & Wages *-Metco	981,490.84	724,964.67	727,053.35	565,184.42	480,916.73
Salary & Wages- Achievement Gap					
FDK Non B Paraprofessionals- Achievement Gap		68,234.33	18,975.04	32,006.77	27,205.75
Total Salary & Wages - Achievement Gap		68,234.33	18,975.04	32,006.77	27,205.75
Total Salary & Wages for Metco & Achievement Gap		793,199.00	746,028.39	597,191.19	508,122.48
Total Operating Expenses - Metco					
Contractual Services	37,878.00	9,000.00	36,434.61	9,000.00	7,650.00
Supplies & Materials	26,631.16	11,459.00	10,102.00	17,536.90	14,906.36
Travel		5,000.00	5,000.00	5,000.00	4,250.00
Professional Services/Development		10,351.00	15,488.00	10,351.00	8,798.35
Other Costs		10,500.00	6,300.00	10,500.00	8,925.00
Other Transportation	535,094.00	525,094.00	598,254.00	623,640.00	530,094.00
Total Operating Expenses	599,603.16	571,404.00	671,578.61	671,127.90	574,623.71
Total Operating Expenses					
Supplies & Materials		3,103.19			
Travel		26,896.81			
Professional Services		82,502.00			
PD Books/Textbooks		5,000.00			
Total Operating Expenses		117,502.00	0.00	0.00	0.00
Total Operating Expenses for Metco		688,906.00	671,578.61	676,127.90	571,623.71
Total Expenses	1,581,094.00	1,482,105.00	1,417,,607.00	1,273,919.09	1,079,746.19
Balance				49834.91	45,441.71

FY10 Moved Projected Amount -FDK Asst. 21,885.97 Proj. Available Balance 59,051.83



	FY07	FY08	FY09	FY10
	25354340	25354440	25355340	25356040

Above includes the amount transferred to balance the school budget each fiscal year.	346,573.06	387,997.84	234,860.39	61,212.40
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Recent Developments:

In 2009 Achievement Gap Task Force name was changed to Equity & Excellence Committee.

Action plans developed by the Equity & Excellence Committee informed the work necessary to begin to close the academic gap. Twenty-six (26) Action items were developed with the goal of being implemented within a 4 year (2008-2011) time frame. Several of these action items are in various stages of implementation and evaluation:

- Professional Learning Communities (PLCs at all schools)
- K-5 Multi-tiered Intervention Systems for Literacy Learning & Instruction
- K-5 Multi-tiered Intervention Systems for Mathematics
- METCO Scholars Program at Lexington High School 2nd Cohort
- METCO Freshmen Achievers Club at Lexington High School
- METCO Elementary Extended Learning Program (MELP) 2nd year
- Regular reports to the Superintendent & School Committee in open session
- Increase in METCO Parent engagement & communication
- METCO Parent Educational Seminars
- METCO Administrator increased to full-time

Our first full day kindergarten program (2008) included 11 students from Boston. Following year (2009) included 7 students from Boston. Current (2010) kindergarten enrollment of Boston students is 4.

Current Challenges: Limited openings for kindergarten placement. Addressing obstacles to closing the achievement gap. On-going funding for programs to allow extended learning opportunities for our struggling students. Due to budget cuts, the METCO grant funding was reduced by \$95,000.00 from the original award. This reduction has reduced the funds available for the Equity & Excellence Committee to support programs to close the achievement gap. Decrease in METCO staff has resulted in a restructuring of staff and the delivery of services. It has also limited direct services offered to METCO students by METCO staff. The METCO staff has been decreased by 2 full time social workers: 1 Elementary Social Worker and 1 High School Counselor due to budgetary cuts. There continues to be a need for more direct services to urban students in areas of loss, trauma, efficacy, leadership development, and self-empowerment.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact:

This year’s focus will be to monitor student progress, maintain and evaluate current initiatives to close the achievement gap based on reported data. However, new programs and services to close the achievement gap will continue to be recommended by the Equity & Excellence Committee.



Recommendations made, approved, and implemented will be determined by budget impact. May include, but are not limited to the following:

- Restructured academic support for Boston students
- After school enrichment programs
- Summer interventions for students
- Efficacy Training for students and teachers
- Additional late busses to support students enrolled in extended learning programs
- System wide Mentoring Program and training

On the Horizon: It is anticipated that METCO students will participate in our full-day kindergarten program again next year.

The METCO transportation contract is up for bid this year. We can anticipate an increase in costs for transporting our students. This will impact our ability to provide additional late busses to support student's participation in extended learning opportunities.

Possible consolidation of regular bus routes to decrease transportation cost will be evaluated.



Essential School Health, #SCDPH290

Grant Manager: Jill Gasperini, RN, MN, Nurse Leader
Administrator: Linda Chase, Director of Student Services

Funding Cycle: July 1 – June 30

Purpose: The goal of the Essential School Health Service Program (ESHS) is to develop the capacity within a school district to establish a comprehensive school health program using identified best practices. Specific goals of the program are to:

- enhance the quality of the public school health service program by addressing four specific administrative and programmatic areas (infrastructure, comprehensive health education and tobacco control, linkages with local providers/health insurance programs and data systems);
- provide school nursing leadership (through the local public school health service program) to certain other public and non-public schools within the community; and
- provide a set of certain basic health services to those non-public and charter schools in the community where services are not currently available.

Priorities: Delivery of Health Services at the recommended ratio for health safety

Eligibility: Administered by Nurse Leader and also covers 3 non-public schools and two assigned mentored school districts

Funding: Department of Public Health

Fund Use: Wages, professional development, mandatory screening programs, consultants and mileage. [General Conditions: Essential School Health Service And Essential School Health Service With Consultation Grants](#)

Staffing History

	Actual FY08 25354740	Actual FY09 25355140	Actual FY10 25355840	Budget FY11 25356540	Projected FY1
Staffing					
Nurses	1.50	1.40	1.00	1.0	1.00
Total	1.50	1.40	1.00	1.0	1.00



Budget History:

	Actual FY08 Cash Flow 25354740	Actual FY09 Cash Flow 25355140	Budget FY10 25355840	Projected FY11 25356540	Projected FY12
Revenue					
Grant Award	131,434.00	150,000.00	123,000.00	116,440.00	116,440.00
Total Projected Revenue	131,434.00	150,000.00	123,000.00	116,440.00	116,440.00
Expenses					
Salary & Wages					
Nurses	117,602.00	97,962.83	78,686.44	82,000.00	82,000.00
Sub-Nurses		22,314.11	22,646.84	16,500.00	16,500.00
Total Salary & Wages	117,602.00	120,276.94	101,333.28	98,500.00	98,500.00
Operating Expenses					
Professional Services	4,900.00	21,992.21	20,616.76	15,840.00	15,840.00
Supplies & Materials	8,632.00	526.45			
Consultants		700.00	400.00	200.00	200.00
Travel	300.00	501.95	427.56	600.00	600.00
Network		3,000.00			
Equipment		2,560.05			
Professional Development		240.00	222.40	1,300.00	1,300.00
Other Costs		202.40			
Total Operating Expenses	13,832.00	29,723.06	21,666.72	17,940.00	17,940.00
Total Expenses	131,434.00	150,000.00	123,000.00	116,440.00	116,440.00
Returned					
<i>Balance</i>		0.00	0.00	0.00	0.00

Recent Developments: The 9C cuts of 21% resulted in the elimination of an essential part-time substitute nurse. A supplemental budget request from the operation budget has been submitted to replace this support in FY11.

Current Challenges: We continue to experience a growing number of students with special health care needs. These students and their families’ needs have brought increased pressure on school nursing services; students with diabetes have been especially challenging. The H1N1 flu pandemic has been in the forefront, with increased infection control activities for surveillance, education, and communications. Financial and consultative support to three private schools and two public schools, with the fiduciary implications, remains an organizational challenge.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: FY11 salary increases will further reduce the grant’s funding capacity. The projected deficit for the grant could be absorbed by the general budget with the addition of a permanent substitute nurse position. The supplemental request for a 0.6 FTE will be a needed remedy for the stability of our health services program. Student health has a direct impact on the learning time spent in the classroom. “Children must be healthy to learn, and learn to be healthy.”

On the Horizon: Minimal regulatory impact is projected at this time. Further grant reductions are always a possibility given the current economic climate.



Academic Support, #632

Grant Manager: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development

Funding Cycle:

Purpose: The goal of this state-funded grant program is to enhance academic support services needed to meet the Competency Determination required for high school graduation for students in the Classes of 2003-2011 who have performed in the *warning/failing* (Level 1)* or *needs improvement* (Level 2)** categories on their most recent English language arts and/or mathematics MCAS or re-tests. Summer programs may serve students in the Class of 2012 transitioning into high school that have scored at Levels 1 and/or 2 on their most recent English language arts and/or mathematics MCAS. These services are to supplement currently funded local, state, and federal programs.

* *Level 1 on the MCAS tests (warning/failing category) = score of less than 220*

** *Level 2 on the MCAS tests (needs improvement category) = score between 220 and 238*

The other two MCAS categories are Level 3 (Proficient) with a score between 240-258 and Level 4 (Advanced) with a score between 260-280.

Priorities: Funding priority is given to districts with high percentages of students who have not yet met the Competency Determination required for high school graduation.

Eligibility: The following entities are eligible to apply for funds: public school districts; charter schools; approved private special education schools; and collaboratives that have students from the Classes of 2003-2011 (and 2012 during the Summer) who have scored at Levels 1 and/or 2 on their most recent English language arts and/or mathematics MCAS tests and subsequent retests.

These entities are eligible to apply for the amount of funds specified in the allocation memorandum to Superintendents, Leaders of Charter Schools, Directors of Approved Private Special Education Schools, and Directors of Collaboratives. The allocation memorandum will be mailed to these leaders along with this Request for Proposals. This amount is to cover both School Year and Summer program costs.

Funding: Individual grant awards are based on a formula that incorporates MCAS scores and FY2007 funding allocations. Funds are awarded if applicants meet the requirements of the Request for Proposals and grant program. As noted above, the amount of funds for which a school district/ charter school/approved private special education school/collaborative may apply is included in the memorandum sent to Superintendents, Leaders, and Directors of eligible entities.

Fund Use:

1. Funds must be used to extend student-learning time in English language arts and/or mathematics by expanding successful programs or initiating new direct services.
2. These services may be for students from the Classes of 2003-2011 (as well as 2012 during Summer programs) who have scored in Level 1 or Level 2 (with priority given first to those at Level 1 in Classes 2003-2008) on the MCAS and subsequent re-tests; and students in these classes who have not taken MCAS but whose Individual Student



- Success Plans (ISSPs) recommend additional support services in order to pass the 10th grade MCAS. (This documentation must be available if requested.)
3. Funds must be used solely for the academic portions of programs and focus on the acquisition of skills in English and mathematics needed to pass the MCAS.
 4. Funds must be used for activities that may include, but are not limited to:
 - a. integrated tutoring and mentoring programs;
 - b. supplemental web-based tutorial programs that are diagnostic and prescriptive;
 - c. weekend and school vacation programs focused on English and mathematics remediation;
 - d. the English and mathematics components of comprehensive after school programs;
 - e. the remediation component of summer programs;
 - f. incentives for students that remove barriers to participation; and
 - g. counseling programs and services to educate parents and high school students on post-twelfth grade remediation options.
 5. Not more than **15%** of the total amount of funding available to the district may be budgeted for supplies*.

***NOTE ADDED 9/11/07:** *Any expenses on licenses related to computer software do not count toward this 15% on supplies limit. See #7 below for more details.*

6. Not more than **15%** of the total amount of funding available to the district may be used for program coordination costs (stipends for a program coordinator, bookkeeper, secretary, evaluator, etc.).
7. Not more than **20%** of the total amount of funding available to the district may be used in contractual services for licenses related to computer software**.

****NOTE ADDED 9/11/07:** *Please note this change - any amount on the Budget for computer software licenses must now be placed under Line 6 Supplies & Materials and NOT under Line 5 Contractual Services. The limit for this type of expense (licenses related to computer software) is still 20% of the total amount of funding available to the district. See #5 above for more details.*

8. Programs must supplement currently funded local, state, and federal programs at the school or district.
9. Under no circumstances may students be charged money to enroll or attend the Academic Support Programs. This includes refundable registration fees.
10. If funds are used to provide services to students who do not meet the eligibility requirements of this grant program, or to significantly fewer students than proposed, the Department may request the of return such funds r withhold an appropriate amount of funds not yet paid.



Budget History:

	Actual FY08 Cash Flow 25354840	Actual FY09 Cash Flow 25355540	Actual FY10 Cash Flow 25356140	Budget FY 11 25356640	Projected FY 12
Revenue					
Grant Award	7,300.00	7,300.00	7,300.00	11,300.00	11,300.00
Total Projected Revenue	7,300.00	7,300.00	5,554.00		
Never applied for. Amendment needed			(1746.00)		
Expenses					
Salary & Wages					
Administrators	1,095.00	1,095.00	1095.00	1,445.00	1,445.00
Prof Staff/Teachers	2,937.00	1,683.00	3349.50	7,950.00	7,950.00
Total Salary & Wages	4,032.00	2,778.00	4444.50	9,395.00	9,395.00
Operating Expenses					
Supplies & Materials	100.00	798.00	895.91	1,705.00	1,705.00
Textbooks			191.26	200.00	200.00
Total Operating Expenses	100.00	798.00	1,087.17	1,905.00	1,905.00
Total Expenses	4,132.00	3,576.00	5531.67	11,300.00	11,300.00
Returned	3,168.00	3,724.00	22.33	0.0	

Recent Developments: Academic Grant fund code 632 is a state-funded grant that provides additional funding for English, mathematics, and biology intervention services for students at Lexington High School who have not passed MCAS. This grant enables the Lexington Public Schools to address the specific learning needs of students at Lexington High School to help them pass the MCAS exam. Passing the MCAS in English, math and science is a graduation requirement in Massachusetts.

Current Challenges: Unpredictability of continued funding from the state.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: Should this state grant be eliminated, the operating budget will have to assume the cost of this program or the program will be eliminated and students will be unable to receive the extra hours of tutorial time required to succeed on MCAS.

On the Horizon:



Full-Day Kindergarten Enhancement (Implementation) Grant (701)

Grant Manager: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development

Funding Cycle: July 1 – June 30

Purpose: The purpose of this state-funded grant program is to support high quality educational programs for children in full-day kindergarten classrooms by: improving the quality of curriculum and classroom environment; providing continuity of curriculum across preschool, kindergarten, and grades one through three; and developing the other programmatic components of kindergarten listed below. (Full-day kindergarten is defined as a minimum of 5 instructional hours, 5 days/week, 180 days/school year.)

Priorities: 1. Enhance the quality of inclusive full-day classrooms to meet the needs of all children, including children with disabilities, and those from diverse cultural, economic, and linguistic backgrounds. The criteria for quality are those of the National Association for the Education of Young Children (NAEYC) accreditation standards for kindergarten. Maximum kindergarten class sizes of 20-24 children, with 1:10 to 1:12 staff-child ratios, are recommended for this program.

Districts are **required** to:

- a. plan, develop, and/or adapt curriculum based on how kindergarten children learn and use the *Kindergarten Learning Experiences* based on Massachusetts Curriculum Frameworks;
- b. ensure continuity of curriculum and assessment from preschool through grade 3;
- c. facilitate transitions of children and families between grade levels;
- d. pursue NAEYC accreditation or apply for a pilot program of approved alternatives;
- e. support and improve inclusion of children with disabilities in the regular classroom and support the education of English language learners; and
- f. employ instructional aides to decrease staff-child ratios.

Districts are **encouraged** strongly to enhance quality by one or more of the following:

- g. support teachers, instructional aides, and special education staff to work effectively together to develop and implement integrated curriculum and differentiated instruction;
 - h. support and improve family involvement;
 - i. provide effective professional development;
 - j. add materials/supplies to support the curriculum, differentiated instruction, etc.; and
 - k. implement authentic, research-based assessment systems to document children's progress and to plan and evaluate curriculum effectiveness.
2. Continue the work of the **Early Childhood/Early Elementary Curriculum**



Committee to:

- a. develop and implement kindergarten curriculum and ongoing assessment system;
 - b. work with the School Readiness Committee to align curriculum and assessment with the *Guidelines for Preschool Learning Experiences*, the *Kindergarten Learning Experiences*, and the Massachusetts Curriculum Frameworks; and
 - c. develop ways to strengthen family involvement in the program and curriculum.
3. Continue the work of the district-wide **School Readiness Committee** to plan and oversee this program, address school readiness issues in the district, and establish and maintain linkages and collaboration among public and private preschool and kindergarten programs, school committees, the Community Partnerships for Children Council and/or other relevant early childhood councils, after-school and out-of-school-time programs, family support, and other related organizations in the community.

A joint School Readiness and Curriculum Committee may be established provided that a district can demonstrate the ability of the group to accomplish the required tasks and purposes.

Eligibility: All districts awarded a *Quality Full-Day Kindergarten Grant* are eligible to apply for funding for all classrooms that will be in operation in the next school year. If classrooms are closed or revert to part-time, the amount should be reduced accordingly.

All districts awarded a *Transition to Full-Day Kindergarten Grant* are eligible to apply for the number of full-day classrooms opening in the next school year. The number of full-day classrooms that already existed without grant funding should be noted on the eligibility sheet but should not be included in the initial eligibility amount.

Districts that received kindergarten funds transferred from the *Community Partnerships for Children (CPC)* are eligible to receive the same amounts they received previously.

Funding: Pending final approval and appropriation in the state budget, approximately **\$30,000,000** is expected to be available for Quality grants. Each district may apply for up to \$7,500 and/or \$14,900 per full-day kindergarten classroom, based on the following categories (and/or be eligible for the same amount of supplemental funding originating with the CPC program).

- a. Classrooms in which the grant will fund a .5 Full Time Equivalent (FTE) or at least the same FTE's for a kindergarten teacher's and/or instructional aide's salary are eligible for up to \$14,900 per classroom. Positions that have been supported by district funds prior to the Quality Full-Day Kindergarten grant program cannot be funded through this grant (i.e., no supplanting).
- b. Classrooms in which the district is not planning to pay for kindergarten teachers' and/or instructional aides' salaries with the grant may apply for up to \$7,500 per classroom.
- c. **Multi-age classrooms:** Pro-rate based on the proportion of kindergarten-eligible children in the classroom. For example, in a classroom in which 50% of children are kindergarten-eligible, the district could apply for 50% of the total eligibility amount for that classroom, depending on whether staff fit into category *a* or *b*



(above).

Fund Use: Funds may be used for salaries and stipends; substitutes; professional development; partial tuition for college courses for instructional aides; teacher mentors, coaches, or other technical assistance; consultants and specialists (e.g., music, art, inclusion, etc. not already supported by the district or required by children's IEPs); activities and supplies related to grant priorities, including accreditation. Adaptive equipment or special education services required by IEPs may **not** be funded. Grant funds are intended to supplement and not supplant local, state, and/or federal funding. Stipends for preschool, part-time kindergarten, and first- to third-grade staff are allowed if they are related to the Committees' meetings and activities, and for appropriate professional development.

Project Duration: 7/1/2008 – 6/30/2009

Program Unit: Office of Elementary School Services

Staffing History:

	Actual FY09 25355440	Actual FY10 25355940	Budget FY11 25355940	Projected FY12
Staffing				
Teachers	2.0	1.0	1.0	1.0
NONB Paraprofessionals	6.0	5.6	7.2	7.2
Total	8.0	7.6	8.2	8.2

Budget History:

	FDK Transition Project - #702		FDK Enhancement - #701		
	Actual FY08 Cash Flow 25354940	Budget FY09 Cash Flow 25355240	Actual FY09 Cash Flow 25355440	Actual FY10 Cash Flow 25355940	Projected FY11
Revenue					
Grant Award	98,000.00	127,000.00	298,000.00	268,980.00	237,800.00
Total Projected Revenue	98,000.00	127,000.00	298,000.00	268,980.00	237,800.00
Expenses					
Salary & Wages					
Administrator	9,209.43	1,315.97			
Prof Staff/Teachers	25,501.41	1,963.50	115,130.91	72,856.49	80,700.00
Support Staff /10 month Sec.	1,762.38	5,780.99	182,869.09	196,123.51	157,100.00
Total Salary & Wages	35,473.22	9,060.46	298,000.00	268,980.00	237,800.00
Operating Expenses					
Consultants	9,900.00				
Supplies & Materials	31,581.52	51,027.56			
Travel	1,495.00	1,270.00			
Total Operating Expenses	49,976.52	52,297.56			
Total Expenses	78,449.74	61,358.02	298,000.00	268,980.00	237,800.00
Returned	19,550.26	65,641.98	0.00	0.0	0.0
Balance					



Recent Developments: The Full Day Kindergarten Implementation Grant is a state-funded continuation grant to supplement the local district budget in the area of salaries for full time kindergarten teachers and kindergarten classroom assistants, as required by this grant. There was \$14,860 reduction in funding for FY11 in the Full-Day Kindergarten (FDK) grant. Given the economic climate, we can anticipate a probable 15% reduction in FY12 or a possible loss of \$37,000.

Current Challenges: The unknown factor is whether or not the state will continue to be able to fund this grant. The governor has made Early Education and the Full Day Kindergarten (FDK) funding one of his highest priorities. At this point, however, continued funding of all currently state supported grants will depend on the governor's budget and final approval.

The current challenge will be how we meet with this potential loss of funds. One of the solutions would be to increase the amount of the Full-Day Kindergarten tuition fee, a measure the district has wanted to avoid in recent history.

Proposed FY12 Fee: \$1075

On the Horizon: How do we eventually and incrementally plan to incorporate the entire cost of the FDK program into the district's operating budget which is part of the expectation of the grant award.

If the continued funding for our FDK is completely eliminated by the state, the superintendent, in deliberations with the Lexington School Committee would have to consider a variety of options for our current Kindergarten programs.



The American Recovery and Reinvestment Act: Saving and Creating Jobs and Reforming Education (ARRA) - IDEA
Fund Code: 760

ARRA Purpose: The overall purposes of the ARRA federal grant programs are to fund activities that will advance ARRA's short-term economic goals by investing quickly to save and create jobs and to fund activities that support ARRA's long-term economic goals by: investing wisely; funding activities designed to strengthen education; drive reforms; and improve results for students.

ARRA Reporting Requirements: To ensure transparency and accountability, school districts will be expected to report on how the ARRA funds are being spent and the results of the expenditures. Districts must maintain accurate, complete, and reliable documentation on all of the ARRA expenditures and be prepared to submit required quarterly reports to the Department of Elementary and Secondary Education (Department).

Economies of Scale: The Department encourages districts to coordinate decisions regarding the use of ARRA funds across ARRA funding streams, including Title I, Individuals with Disabilities Education Act (IDEA), and State Fiscal Stabilization Funds (SFSF). In addition, the Department encourages districts to consider using their ARRA grants to **support and strengthen regional and collaborative approaches** in order to achieve efficiencies and economies of scale that will last beyond the life of ARRA funding. This could include partnering with other districts, educational collaboratives, non-profit organizations, colleges and universities, and professional associations in making strategic investments.

Grant Managers:	Linda Chase, Director of Student Services and Heidi Zimmerman, Student Services Financial Operating Manager
Funding Cycle:	July 1, 2009 - June 30, 2010
ARRA-IDEA Purpose:	Activities funded through the ARRA-IDEA grant must be designed to help ensure that students with disabilities have access to a free and appropriate education (FAPE) to meet each student's unique needs and to prepare each student for further education, employment, and independent living.
Priorities:	<p>Recovery (<i>up to 50% of total two-year allocation</i>): Funds used to sustain and support existing special education programming.</p> <p>Investment (<i>at least 50% of total two-year allocation</i>)</p> <ul style="list-style-type: none"> • Educator Quality and Effectiveness - Activities resulting in increased educator effectiveness and in the equitable distribution of qualified teachers, administrators, para-educators, and other personnel working with students with disabilities and their families. • Supporting Schools, Districts, and Students - Activities resulting in enhanced systems and programming for students with disabilities and their families. • Assessment and Data Systems - Activities that will result in increased and/or improved implementation of high-quality assessment and data systems to determine eligibility, track progress, and foster continuous improvement for



	<p>students with disabilities.</p> <ul style="list-style-type: none"> • College and Career Readiness - Activities that will result in greater numbers of students with disabilities prepared effectively for post-secondary options.
Eligibility:	Funds are awarded to public school districts with approved program plans for special education based on a formula, taking into account total school enrollment in both public and private elementary and secondary schools and the number of low income students in those same groups.
Funding:	Allocations for the first installment of funds are posted on the Grants Management website. The allocations for the second installment will be posted when they become available. http://finance1.doe.mass.edu/chapter70/chapter_10_ARRAfund.html
Fund Use:	<p>Federal special education funds are provided to school districts to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. School districts are reminded of their responsibility to use federal special education funds to supplement and not supplant local or state funds and to calculate proportionate share obligations for parentally-placed private school students and to designate federal funds to meet proportionate share obligations. See Special Education Advisory SPED 2007-2. Please note that the Department reserves the right to require that these funds be used to correct areas of identified noncompliance.</p> <p>Districts are encouraged to coordinate the use of these funds with other federal, state, and local funds.</p>
Project Duration:	<p>July 1, 2009 - June 30, 2010 *</p> <p>*(All Department grants are awarded for one fiscal year at a time. The ARRA grants have been awarded to the state as part of the FY2010 budget appropriation. As with other federal entitlement grants, they are subject to the Federal <i>Tydings Amendment</i>, which allows any funds not expended in the year of appropriation to be carried over for obligation during an additional 15 month period. This makes the effective end date for use of these funds September 30, 2011. The Department is working currently on specific carryover procedures for these funds and that information will be provided as soon as it is available.)</p>
Date Due:	The recommended date due is June 1, 2009 for a July 1 start.
Additional Information:	<ol style="list-style-type: none"> 1. Budget Detail - Description of Line Item Information 2. Applicants can legally claim expenses to the grant only from the date of final Department approval.



Budget History:

	Actual FY10 Cash Flow 25360200	Budget FY11 25360200
Revenue		
Grant Award	574,314.00	1,060,370.00
Total Projected Revenue	574,314.00	1,060,370.00
Expenses		
Salary & Wages		
Prof Staff/Teachers		
Support Staff /NONB Para	409,044.80	409,045.00
Total Salary & Wages	409,044.80	
Operating Expenses		
Tuition O/D Placement	165,269.20	651,325.00
Total Operating Expenses	165,269.20	
Total Expenses	574,314.00	1,060,370.00
Balance	0.00	0.00

Recent Developments:

Reduced Circuit Breaker Funding: Due to the FY10 & FY11 budgetary crisis in the Commonwealth of Massachusetts, DESE reduced funding for the Circuit Breaker program from 72% to 40%. The Circuit Breaker program reimburses school districts above and beyond 4 times foundation costs for special education students. For the past several years circuit breaker reimbursement has been between 72-75%. Based on the students at the time the budget was created, the FY11 budget assumed a 40% reimbursement rate of \$1,251,591. DESE has informed Lexington it will receive 40% reimbursement of \$ 1,359,190 in Circuit Breaker funding in FY11. This is increase of \$107,599 in circuit breaker funding. However, based on the actual claim submitted to DESE this summer a 72% reimbursement rate would have been \$2,446,538. This presents funding decrease of \$1,087,348

Due to diligent monitoring of potential tuition claims for FY10 and clarifications made regarding DESE carry forward allowances, we realized in the spring of FY10 that we could carry forward unexpended FY10 tuition money from ARRA, to help offset FY11 tuition expenditures. The amount carried forward was \$242,280. This will help close the gap between the projected FY11 expenses and the funds budgeted for tuitions in the operating budget.

Change in the ABA/Home Services Model for Students on the Autism Spectrum: The District redesigned the delivery of direct services to students on the autism spectrum in FY10. Previously the District provided limited consultation and direct home-based ABA services. The District had a difficult time filling home service provider positions. Many were left unfilled as candidates did not want part-time work. As a result, outside consultants were hired at a higher rate of pay. The result presented a challenge in coordinating services and ensuring consistency between in-house staff and outside contractors. Additionally, finding providers to cover summer school and non school periods to prevent student regression also presented a challenge.

With the use of half of the FY10 and FY11 ARRA IDEA grant funds the District has adopted a new model. Specifically, the District has invested in 21 Student Support Instructors (SSI). These 12-month employees provide direct services by implementing individualized academic and behavior programs designed to



decrease challenging behavior and increase functional behaviors, increase appropriate social skills and activities of daily living as well as facilitate social interactions both at school and in the home setting. This new model has successfully increased consistency throughout the entire calendar year, allowed for data gathering and more programmatic control.

Current Challenges:

Circuit Breaker Funding Gap: The current challenge is how to cover the funding gap left by the reduced Circuit Breaker reimbursement rate while minimizing impact to direct instructional services provided to students. The District intends to use half of the FY11 ARRA funds, \$409,045, and the carry forward of the FY10 ARRA funds, \$242,280 to pay for out of district tuition costs that normally would have been paid for with Circuit Breaker funds. If such funding was not available approximately 12 professional staff positions would need to be eliminated. Lexington is grateful to be able to preserve these positions.

The New SSI Model: The current challenge is to maintain qualified staff and train any new staff replacing departed staff and maintaining on-going support to the program.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact

Tuition/Circuit Breaker Funding Gap: In FY12 ARRA fund will no longer exist. Plugging the gap presented from decreased Circuit Breaker revenue and the elimination of the ARRA grant revenue will be a challenge.

The SSI Model: Given the success of the SSI delivery model the District is considering expanding the model beyond the Fiske elementary school to other elementary schools where programs exist for students on the autism spectrum. This too will be a challenge once the ARRA funding is no longer available.

On the Horizon

Circuit Breaker: It is unclear when and whether the Circuit Breaker program will achieve prior funding levels. As such, the FY12 budget assumes a 40% reimbursement rate.

The SSI Model: Given the effectiveness of the program and provided local funding exists the District will keep this structure in place beyond the grant period.



LOCAL GRANTS & PRIVATE FUNDING



LEXINGTON EDUCATION FOUNDATION GRANTS

Since 1991, Lexington Education Foundation Grants have funded professional development as well as dynamic classroom and curriculum projects, encouraging teachers to transform their classrooms and their teaching with new and exciting ways for students to learn. Lexington Education Foundation Grants come in all different sizes, from the small grant piloting an idea in a single classroom to the large grant implementing a system-wide program.

The Lexington Public Schools receives the benefit of three separate grant programs.

1. School Community Grants
2. Professional Development Grants
3. Program Grants

Each are outlined in the separate sections. The Lexington Public School faculty and staff are very appreciative of the support provided by the Lexington Education Foundation and their grant program.



SCHOOL COMMUNITY GRANTS

- Grant Manager:** Principals
Administrator: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development
- Funding Cycle:** November 1 through August 31
- Purpose:** The LEF created the School Community Grant Program to encourage, support, and enable creative educational initiatives developed by each individual school community. Each school must generate its grant request through a collaborative process with the school faculty and may also discuss proposals with the School Council, PTA, or other relevant parties. LEF School Community Grants are intended to provide a funding source for smaller-scale proposals to be implemented during the current academic year. Applications for these grants will be considered in November to enable the quick implementation of these ideas during the school year.
- Priorities:** School Community Grants (SCG) fund smaller-scale creative educational initiatives or community-building activities within each school.
- Eligibility:** SCGs are community-driven; each school works collaboratively to determine how it can best use the money to ensure the greatest impact among its students. In 2005, the SCG program was expanded to include the Superintendent's office as well, allowing for system-wide activities.
- Funding:** For each school year, LEF determines the total amount available for School Community Grants. Their current funding structure is as follows;
- Each **Elementary School** may apply for up to \$3,000 in School Community Grants.
 - Each **Middle School** may apply for up to \$6,000 in School Community Grants.
 - **Lexington High School** may apply for up to \$9,000 in School Community Grants.
 - The **Central Office** may apply for up to \$15,000 in System Community Grants.



Fund Use: Each school will have the opportunity to apply for School Community Grants to support or foster the following:

- Community-building educational activities within each school in the form of a school-wide project, program, or special speaker
- Strategic programs or initiatives targeted to address a unique situation or need facing the school as a whole or some component of the school (for example, a particular grade, classroom, population, or subject area)
- The purchase of materials and equipment necessary to enable clearly defined educational initiatives, such as a software program as part of a differentiated learning initiative
- Professional development activities that will have immediate classroom applications, including conference and educational collaboration activities for faculty and staff, such as bringing seminars or experts to the school
- The replication, in the applying school, of a program previously funded by LEF in a different school.

What is not eligible for funding?

The following items or activities are not eligible for funding under the School Community Grant Program:

- Salaried positions
- Capital acquisitions, for example, photocopiers, computers, construction or building projects
- Building or equipment maintenance, for example, repairs or renovation
- Equipment, programs or services that are part of the operating budget or funds to replace equipment, programs, or services that have been cut from the operating budget
- Basic supplies, for example, paper, pens, toner
- Hospitality costs, for example, entertainment, food, or beverages



BOWMAN SCHOOL COMMUNITY GRANT

Grant Manager: Mary Anton-Oldenburg, Principal

Budget History:

	Actual FY08 Cash Flow 26390102	Actual FY09 Cash Flow 26390102	Actual FY10 Cash Flow 26390102	Budget FY11 26390102	Projected FY12 26390102
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	2,500.00	
Prior Year Balance	2,654.74	3,761.32	1,537.86	0.0	
Total Projected Revenue	5,654.74	6,761.32	3,037.86	2,500.00	
Expenses					
Operating Expenses					
Consulting		2,421.95			
Supplies/Materials	1,893.42	447.20	682.26		
Textbooks		1,713.25	2,188.31		
Other Costs					
Total Operating Expenses	1,893.42	4,582.40	167.29		
Balances to be returned to LEF		641.096	167.29		
Projected Final Balance	3,761.32	1537.86	0.0		

Recent Developments: The Community grant funding is continuing to support our work with Open Circle and with the support of the development of Pro-Social behavior at Bowman. In addition, we have been working to pilot additional materials in Writing and in Comprehension. Currently the staff is using new literacy materials

Current Challenges: We have been working to identify appropriate non-fiction texts and to provide sufficient training for use of the materials to staff.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We anticipate continuing a close focus on literacy and social competency programs.

On the Horizon: We anticipate continuing our current focus.



BRIDGE SCHOOL COMMUNITY GRANT

Grant Manager: Meg Colella, Principal

Budget History:

	Actual FY08 Cash Flow 26390203	Actual FY09 Cash Flow 26390203	Actual FY10 Cash Flow 26390203	Budget FY11 26390203	Projected FY12 26390203
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	2,500.00	
Prior Year Balance	2,886.21	4,259.50		0.0	
Transfers/Adjustments	706.02				
Total Projected Revenue	6,592.23	7,259.50	1,500.00	2,500.00	
Expenses					
Operating Expenses					
Stipend					
Consulting	600.00	450.00			
Supplies/Materials	400.00		1,427.36		
Textbooks	1,240.12	2,923.21			
Other Costs	92.48				
Total Operating Expenses	2,332.60	3,373.21	1,427.36		
Balances to be returned to					
LEF		3886.29	72.64		
Projected Final Balance	4,259.50	0.0	0.0		

Recent Developments: All the teachers in the building will be engaged in Professional Book groups around the LPS Goals #1 and #2.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon:



ESTABROOK SCHOOL COMMUNITY GRANT

Grant Manager Sandra Trach, Principal

Budget History:

	Actual FY08 Cash Flow 26390304	Actual FY09 Cash Flow 26390304	Actual FY10 Cash Flow 26390304	Budget FY11 26390304	Projected FY12 26390304
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	Not yet funded	Not yet funded
Prior Year Balance	1,110.99	3,908.10	92.00		
Transfers/Adjustments	4,389.00	1,323.80			
Total Projected Revenue	8,499.99	8,231.90	1,592.00		
Expenses					
Operating Expenses					
Consulting		866.67			
Supplies/Materials	3,268.10	3,504.00			
Textbooks			427.18		
Other Costs					
Total Operating Expenses	3,268.10	4,370.67	427.18		
Balance to be returned to LEF		3,769.82	1,164.82		
Projected Final Balance	5,231.89	92.00	0.0		

Recent Developments: In FY 10, Estabrook was approved \$1,500.00 for a Teacherweb school website, one staff member to be Open Circle trained, and professional texts to support professional learning communities. LEF has approved carry over to this year’s budget, unspent monies for mentor texts.

In FY 11, Estabrook plans to train one staff member in Open Circle, purchase professional text to support student literacy instruction, and purchase updated student literature for the Professional Literacy Center.

Current Challenges: Estabrook’s Literacy Specialists and Literacy Leadership Team are conducting a needs inventory within in our Professional Literacy Center. This is an extensive professional development process that will continue throughout the 2010-2011 school year.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: Estabrook plans on utilizing the School Community funds to train one teacher in Open Circle and support the school’s Professional Literacy Center work.

On the Horizon: Estabrook anticipates applying School Community Grant funds toward Open Circle training and the necessary literacy materials that support student instruction and achievement.



FISKE SCHOOL COMMUNITY GRANT

Grant Manager: Tom Martellone, Principal

Budget History:

	Actual FY08 Cash Flow 26390405	Actual FY09 Cash Flow 26390405	Actual FY10 Cash Flow 26390405	Budget FY11 26390405	Projected FY12 26390405
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	2,500.00	2,500.00
Prior Year Balance	15.00	20.10	0.0		
Transfers/Adjustments					
Total Projected Revenue	3,015.00	3,020.10	1,500.00		
Expenses					
Salary & Wages					
Stipends	1,494.90	1,501.50			
Operating Expenses					
Consulting		960.00			
Supplies & Materials		441.82	989.18		
Consultants	1,500.00				
Textbooks					
Other Costs					
Total Operating Expenses	2,994.90	2,903.32	989.18		
Balance to be refunded to LEF		116.78	510.82		
Projected Final Balance	30.10	0.0	0.0		

Recent Developments: Funds will be used to support school wide artist in residences during 2011-2012 school year.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: None



HARRINGTON SCHOOL COMMUNITY GRANT

Grant Manager: Elaine Mead, Principal

Budget History:

	Actual FY08 Cash Flow 26390508	Actual FY09 Cash Flow 26390508	Actual FY10 Cash Flow 26390508	Budget FY11 26390508	Projected FY12 26390508
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	2,500.00	
Prior Year Balance	650.00	0.0			
Transfers/Adjustments					
Total Projected Revenue	3,650.00	3,000.00	1,500.00		
Expenses					
Operating Expenses					
Consulting	3,650.00	2,985.00	1,496.68		
Supplies					
Textbooks					
Other Costs					
Total Operating Expenses	3,650.00	2,985.00	1,496.68		
Balance to be returned to LEF		15.00	3.32		
Projected Final Balance	0.0	0.0	0.0		

Recent Developments: Funding Request for Community Grant: \$2500

This grant is being used to support the district goal on promoting pro-social skills. We are using the funds to train two classroom teachers in Open Circle - the core Social Skills program. In addition we are using \$650 to partially fund a speaker who will work with the entire faculty on building pro-social skills. .

Current Challenges: The uncertainty of LEF funding. Planning ahead when we don't know what our funding will be next year.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We depend on this grant to support Open Circle, Anti-bullying, and Pro-social skill development in the school. There are no other funding sources.

On the Horizon:



HASTINGS SCHOOL COMMUNITY GRANT

Grant Manager: Louise Lipsitz, Principal

Budget History:

	Actual FY08 Cash Flow 26390609	Actual FY09 Cash Flow 26390609	Actual FY10 Cash Flow 26390609	Budget FY11 26390609	Projected FY12 26390609
Revenue					
Grant Award	3,000.00	3,000.00	1,500.00	2,500.00	
Prior Year Balance	2,358.61	3,458.61	3,330.85		
Transfers/Adjustments					
Total Projected Revenue	5,358.61	6,458.61	4,830.85		
Expenses					
Operating Expenses					
Stipends		264.00	392.29		
Consulting	1,900.00	2,250.00	1,957.47		
Supplies & Materials		583.48	2,411.13		
Textbooks					
Other Costs					
Total Operating Expenses	1,900.00	3,097.48	4,760.89		
Balance returned to LEF		30.28	69.96		
Projected Final Balance	3,458.61	3,330.85	0.0		

Recent Developments:

The LEF School Community Grant for FY’ 11 has been approved for \$2,500.00. Hastings School will utilize the funds for two purposes.

- 1) Open Circle Consultant Sallie dunning will work with School Support Personnel and specialist teachers (art, music, library, PE) on 12/9/10. The workshop will provide specialized training in dealing with inappropriate student behaviors in specialist classes, lunchroom and recess settings. The SSP’s will be paid for their additional work time and each participant will receive materials from Open Circle.
- 2) The remaining funds will be used to purchase non-fiction texts for science and social studies units that are at a range of reading levels, and designed to provide access to the content for struggling readers at Grades 3, 4, and 5.

Current Challenges: Additional funds would support ongoing work in the above area.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: To be determined based on allocation from LEF.

On the Horizon: Continue using funds for initiatives that impact the entire school community.



CLARKE MIDDLE SCHOOL COMMUNITY GRANT

Grant Manager: Steven H. Flynn, Principal

Budget History:

	Actual FY08 Cash Flow 26390821	Actual FY09 Cash Flow 26390821	Actual FY10 Cash Flow 26390821	Budget FY11 26390821	Projected FY12
Revenue					
Grant Award	6,000.00	6,000.00	3,000.00	5000.00	
Prior Year Balance	37.48	6,037.48			
Transfers/Adjustments					
Total Projected Revenue	6,037.48	12,037.48	3,000.00		
Expenses					
Operating Expenses					
Consulting		4,232.00			
Supplies & Materials		6,621.66	2,055.29		
Textbooks					
Other Costs					
Total Operating Expenses	0.00	10,853.66	2,055.29		
Balance to be returned to LEF		1183.82	944.71		
Projected Final Balance	6,037.48	0.0	0.0		

Recent Developments: The \$3000 LEF School Community Grant awarded in FY10 was used to purchase equipment in the Physical Education Department.

Current Challenges: The LEF increase the School Community Grant to \$5,000 for FY11.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact:

The LEF provides both middle schools the opportunity to write a grant each year (up to \$5000 per school) to support efforts within the school.

On the Horizon: The Clarke Middle School used the LEF funds for the Rachel’s Challenge assembly and the upcoming Urban Improv assembly. The funds supported our School Goal number two.



DIAMOND SCHOOL COMMUNITY GRANT

Grant Manager: Anne Carothers, Principal

Budget History:

	Actual FY08 Cash Flow 26390922	Actual FY09 Cash Flow 26390922	Actual FY10 Cash Flow 26390922	Budget FY11 26390922	Projected FY12
Revenue					
Grant Award	6,000.00	6,000.00	3,000.00	5,000.00	
Prior Year Balance	.20	3,750.20	4,240.50		
Transfers/Adjustments					
Total Projected Revenue	6,000.20	9,750.20	7,240.50	5,000.00	
Expenses					
Operating Expenses					
Consulting			1,574.00		
Supplies & Materials	2,250.00	5,263.63			
Textbooks					
Other Costs					
Total Operating Expenses	2,250.00	5,263.63	1,574.00		
Balance to be returned to LEF		246.07	5,666.50		
Projected Final Balance	3,750.20	4240.50	0.0		

Organic Garden

Recent Developments: The funds in the LEF School Community Grant awarded in FY10 will be used to plan and develop a school organic garden. The seventh grade science team is taking the lead on building raised beds, and integrating the planting of those beds with their science curriculum. We expect the work to begin this spring.

Current Challenges: Create the design. Design the curriculum connections and develop appropriate materials.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We will know better late whether we need to ask for more funds to replant in coming years.

On the Horizon: Finding ways to continue to develop the garden itself and the science curriculum connection.

Rachel’s Challenge and Urban Improv

Recent Developments: The funds have already provided 3 powerful Rachel’s Challenge assemblies, including the evening program for families. We are looking forward to the Urban Improv assemblies on January 4.

Current Challenges: We are working to keep the spirit of Rachel’s Challenge growing; we are exploring ways to do this inside and outside of the school day.



Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We do not yet know what we will find to be the best ways to build on this work. Some grant money may well be useful in the future to help facilitate these projects.

On the Horizon: We are working to infuse the prosocial messages of Rachel's Challenge into the fabric of Diamond's daily life, and look forward to the boost from the upcoming Urban Improv assemblies.



LEXINGTON HIGH SCHOOL COMMUNITY GRANT

Grant Manager: Natalie Cohen, Principal

Budget History:

	Actual FY08 Cash Flow 26391031	Actual FY09 Cash Flow 26391031	Budget FY10 26391031	Projected FY11	Projected FY12
Revenue					
Grant Award	8,405.00	9,000.00	4,500.00	7,500.00	
Prior Year Balance	7,699.19	5,273.90	12,300.00		
Transfers/Adjustments	0.00	0.00	1,725.00		
Total Projected Revenue	16,104.19	14,273.90	18,525.00		
Expenses					
Salary & Wages					
Stipends	1,725.00		12,300.00		
Operating Expenses					
Consulting			405.00		
Supplies & Materials	9,105.29				
Textbooks					
Other Costs					
Total Operating Expenses	10,830.29	0.00	12,705.00		
Balance to be returned to LEF		248.90	5,820.00		
Projected Final Balance	5,273.90	14,025.00	0.0		

Recent Developments: LEF grant money will support us in 2010-2011 in planning and executing a Respect for Human Differences project, an ambitious undertaking that would positively and constructively affect the entire LHS community. We will work with writer/artist-in-residence Regie Gibson to focus on, share and appreciate the differences among the members of our school community. This is cross-disciplinary project (involving student artwork, student writing and student music) and will culminate in a public performance of this student work. It is tentatively entitled “Songs of Ourselves: A Project in Diversity.”

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: This ongoing process will necessitate the use of these funds annually.



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PROGRAM GRANTS



LEF PROGRAM GRANTS 2011

Program Grant Name	Grantee	Munis Account	Amount	Expended Directly	Net to Town
Kindergarten Smart Tables	Tom Plati	26386810	\$10,835		\$10,835
Elementary White Boards	Tom Plati	26386910	\$21,539		\$21,539
ELL Survival Kits	Catherine Murphy	26387005	\$6,016		\$6,016
Orchestrating Kids	Jeffrey Leonard	26387110	\$5,000		\$5,000
Lexington Now and Then	Barbara Manfredi	26387210	\$6,850		\$6,850
Assistive Technology Toolkits	Rachel Kuberry	26387310	\$4,952		\$4,952
Guide to Graphic Organizers	Jaimie Tingle	26387404	\$3,918		\$3,918
Interactive Whiteboards	Steve Flynn	26387521	\$17,558		\$17,558
iPods in Foreign Language	Catherine brooks	26387621	\$11,438		\$11,438
Inter Mimio in Health Classes	Jane Smith	26387722	\$5,100		\$5,100
Student Interactivity in Social Studies	Howard Wolke	26387822	\$18,831		\$18,831
Document Cameras in English Classes	Rebecca Gruber	26387922	\$3,975		\$3,975
Interactive Learning in Foreign Language Classes	Joan Yarmovsky	26388022	\$33,758		\$33,758
Content Literacy in Grade 7	Meghan Giannetto	26388122	\$2,100		\$2,100
Integrating Engineering into Earth Science	Charlie Mixer	26388231	\$2,700		\$2,700
eInstruction in the MST Classrooms	Laura Smith	26388331	\$13,138		\$13,138
Mindfulness Strategies Initiative	Jennifer Wolfrum	26388440	\$6,000		\$6,000
Audio Book Collections	Lynette Allen	26388540	\$11,565		\$11,565
Primary Source Membership	Carol Pilarski	26388641	\$9,500		\$9,500
Summer Workshops	Carol Pilarski	26388740	\$30,000		\$30,000
LPSA	Phyllis Neufeld	26388840	\$21,000		\$21,000
			\$245,773		
Carry Forward					
Embracing Our Differences	Kristina Lieberman	26384504	\$2,814		\$2,814



LEF PROGRAM GRANTS 2010

Program Grant Name	Grantee	Munis Account	Amount	Expended Directly	Net to Town
Language/Literacy Task Force	Rosanne Barbacano	26384202	\$ 5,434		\$ 5,434
Curricular Connections in the Sagam-Bowman Project	Mary Anton-Oldenburg	26384302	\$ 4,000		\$ 4,000
Bowman 5th Grade Classroom Smart Board	Matthew Studley	26384402	\$ 6,404		\$ 6,404
Embracing Our Differences	Kristina Lieberman	26384504	\$ 5,898		\$ 5,898
Personal Response System Project	Nish Dagley	26384608	\$ 11,500		\$ 11,500
eInstruction for the Four Content Areas	Steven Flynn	26384721	\$ 18,736		\$ 18,736
Oral and Aural Achievement with iPods in Foreign Language	Catherine Brooks	26384821	\$ 10,486		\$ 10,486
Interactive Learning in World Language Classrooms	Christine Goulet	26384922	\$ 9,934		\$ 9,934
Web Sites and Whiteboards in Social Studies	Howard Wolke	26385022	\$ 15,180		\$ 15,180
Games for Algebra & Geometry Intervention	Norma Gordon	26385131	\$ 3,730	\$ 1,715.00	\$ 2,015
Concussion Screening for LHS Athletes	Eamonn Sheehan	26385231	\$ 3,225	\$ 750.00	\$ 2,475
Orchestrating Kids Through Classics	Jeff Leonard	26385331	\$ 5,000		\$ 5,000
Lexington Public Schools Academy	Phyllis Neufeld	26385431	\$ 21,000		\$ 21,000
Assistive Technology in the Developmental Learning Program	Dr. Beverly Hegedus	26385515	\$ 5,415		\$ 5,415
Your Greener Future	Fran Ludwig	26385615	\$ 3,098		\$ 3,098
Revisiting Big Backyard - Grade 5	Fran Ludwig	26385715	\$ 4,493		\$ 4,493
PLC's: Dr. Larry Anisworth	Carol Pilarski	26385815	\$ 7,000		\$ 7,000
Primary Source	Carol Pilarski	26385915	\$ 9,500		\$ 9,500
District-Wide Summer Workshops	Carol Pilarski	26386015	\$ 20,500		\$ 20,500
Total Program Grants			\$ 170,533	\$ 2,465.00	\$ 168,068
Carry-Forward					
Bowman Smart Board Project	Melinda Loof	26380202	\$ 2,543		
Bowman School - Sagam School Partnership	Mary Anton-Oldenburg	26380302	\$ 4,350		
Revisiting the Big Backyard	Fran Ludwig	26381315	\$ 1,069		



Program Grant Name	Grantee	Munis Account	Amount	Expended Directly	Net to Town
Uniform Web Pages for School Libraries	Harriet Wallen	26381722	\$ 4,132		
Total Program Grants – Carried Forward			\$ 12,094		\$ 12,094



LEF PROGRAM GRANTS 2009

Program Grant Name	Grantee	Munis Account	Amount	Expended Directly	Net to Town
Singing to Learn	Martha Rogers	26380102	\$ 4,135.00		\$ 4,135.00
Bowman Smart Board Project	Melinda Loof	26380202	\$ 7,033.00		\$ 7,033.00
Bowman School - Sagam School Partnership	M. Anton-Oldenburg	26380302	\$ 8,000.00		\$ 8,000.00
Bowman Language/Literacy Task Force	Rosanne Barbacano	26380402	\$ 9,240.00		\$ 9,240.00
Three Sisters Garden	Lucia Gates	26380503	\$ 1,300.00		\$ 1,300.00
Bridge School Intervention Period	Meg Colella	26380603	\$ 4,950.00		\$ 4,950.00
Bridge Traverse Climbing Wall	Russell Bosback	26380703	\$ 6,802.00		\$ 6,802.00
Increasing Student Engagement and Motivation to Enhance Learning	Jade Reitman	26380803	\$ 8,349.00		\$ 8,349.00
Executive Functioning	Martha Batten	26380904	\$ 7,388.00		\$ 7,388.00
Concentration Kits	Robin Fishkind	26381005	\$ 5,400.00		\$ 5,400.00
Exploring Foundational Number Concepts/Independent Learning Stations	Julia Hendrix	26381105	\$ 11,639.00		\$ 11,639.00
Printmaking Curriculum at Hastings	Katie Bettencourt	26381209	\$ 4,022.00		\$ 4,022.00
Revisiting the Big Backyard	Fran Ludwig	26381315	\$ 13,547.00		\$ 13,547.00
Creating Common Formative Assessments	Steven Flynn	26381421	\$ 5,625.00		\$ 5,625.00
Integrating Technology in Clark English Department	John Chamberlain	26381521	\$ 7,000.00		\$ 7,000.00
eInstruction in the Middle School Curriculum	Edward Davey	26381621	\$ 8,680.00		\$ 8,680.00
Uniform Web Pages for School Libraries	Harriet Wallen	26381722	\$ 4,132.00		\$ 4,132.00
Creating Common Formative Assessments	Joanne Hennessy	26381822	\$ 5,625.00		\$ 5,625.00
The World in our Foreign Language Classroom	Christine Goulet	26381922	\$ 9,000.00		\$ 9,000.00
Social Cognition Curriculum Development	Danielle Luce	26382031	\$ 3,240.00		\$ 3,240.00
Recreational Activities	Steven Solly	26382131	\$ 3,952.00		\$ 3,952.00
E/scape	Dea Haupt	26382231	\$ 4,115.00		\$ 4,115.00
Sophomore Year Seminar Curriculum	Cynthia Tang	26382331	\$ 4,146.00		\$ 4,146.00
Re-envisioning Earth Science-Earth Science by Design	Avon Lewis	26382431	\$ 4,650.00		\$ 4,650.00
Spanish Language in Context II	Anne Chavez	26382531	\$ 5,000.00	479.92	\$ 4,520.08
Visiting Poets	Kathi Macklis	26382631	\$ 5,000.00	\$ 1299.13	\$ 3,700.87
Peer Instruction Methods in All Physics Classes	Jacalyn Crowe	26382731	\$ 6,510.00		\$ 6,510.00
Orchestrating Kids Through Classics	Walter Pavasaris	26382831	\$ 7,410.00		\$ 7,410.00



Program Grant Name	Grantee	Munis Account	Amount	Expended Directly	Net to Town
Technology Training Center	Fran Salter	26382931	\$ 13,575.00		\$ 13,575.00
Interactive White Boards for Latin & French Classes	Michael Fiveash	26383031	\$ 18,687.00		\$ 18,687.00
Primary Source Membership	Lynne Sarasin	26383240	\$ 9,500.00		\$ 9,500.00
Formative Assessments	Lynne Sarasin	26383340	\$ 24,500.00		\$ 24,500.00
District-Wide Summer Workshops	Lynne Sarasin	26380040	\$ 27,000.00		\$ 27,000.00
Total Program Grants			\$290,752.00	\$1,779.05	\$289,452.87
Carry-Forward					
Colonial Life & Amer Rev - (Carryover FY08)	Rob Collins	26396731	\$ 1,650.00		\$ 1,650.00
Integrating Technology & Eng. Design (Carryover FY08)	Valerie Franks	26398022	\$ 2,290.83		\$ 2,290.83
TV Prod. Studio (Carryover FY08)	Mary Papas	26397131	\$ 4,195.00		\$ 4,195.00
			\$ 8,135.83		\$ 8,135.83



LEF PROGRAM GRANTS 2008

Program Grant Name	Grantee	Munis Account	Amount
Alternative Energy & Test Shed	Steven Wilkins	26397531	\$ 4,111.00
Assess Driven Instruct in Kindergarten	Karen Tripoli	26399002	\$ 7,166.00
Colonial Life & Amer Rev	Rob Collins	26396731	\$ 7,500.00
Critics Corner	Ruth Litchfield	26398703	\$ 500.00
District Wide Summer Workshops	L. Sarasin/C. Pilarski	26397040	\$ 40,000.00
Drum Circle Kits	Deborah Side	26398803	\$ 3,955.00
eInstructions for Success in History	Lawrence David	26397331	\$ 2,470.00
English Learners Ed Program	Robyn Dowling-Grant	26398940	\$ 8,078.00
Equipment Repair	Marianne McKenna	26396640	\$ 5,000.00
Harrington Mural	Roberta Wiehmeyer	26398308	\$ 9,000.00
Infusing Music into Health Ed Class	Jennifer Wolfrum	26397731	\$ 1,953.00
Integrating Primary Source Documents	Matthew Mehler	26399321	\$ 1,200.00
Integrating Tech & Engineer Design	Valerie Franks	26398022	\$ 19,974.00
Kill-a-Watts	Avon Lewis	26397231	\$ 5,481.00
Lexington Public Schools Academy	Phyllis Neufeld	26396840	\$ 18,192.00
Literacy Community	Steven Alder	26398409	\$ 3,600.00
Mandarin	Lili Pan	26399231	\$ 605.00
Middle School Curr. Mapping Proj	J. Hennessey/S. Flynn	26398122	\$ 9,050.00
Museum of Science Traveling Prog	Vicki Schwartz	26398202	\$ 1,940.00
New Teacher Induction (Mentoring)	Robert Harris	26396940	\$ 32,050.00
Phonemic Awareness & Phonics	Stephanie Grimaldi	26399102	\$ 2,800.00
Pirate Writers Society	Dana Wendel	26398509	\$ 2,180.00
Spanish Language in Context	Anne Chavez	26397631	\$ 6,700.00
Sustain & Enhance Multimedia	Catherine Cargill	26397922	\$ 9,046.00
Sustaining Open Circles	Lucia Gates	26398603	\$ 6,525.00
Television Productions Studio Equip	Mary Pappas	26397131	\$ 16,195.00
Traversing Climbing Wall	Emmett O'Brien	26397822	\$ 8,451.00
Water Quality Test Equipment	Steven Wilkins	26397431	\$ 3,235.00
Total Program Grants			\$ 236,957.00



LEF PROGRAM GRANTS 2007

Program Grant Name	Grant Manager	Account	Amount	Expended Directly
Action Research		26394815	\$ 11,300.00	
Assessing Math Concepts		26394302	\$ 7,840.00	\$ 2,500.00
Boston Book Club		26393622	\$ 2,484.00	
C3M		26394931	\$ 3,300.00	
Colonial Life		26394531	\$ 6,690.00	
Curriculum Workshops		26394415	\$ 40,000.00	
Ed Tech Online		26395231	\$ 920.00	
Equipment Tech Support		26396515	\$ 5,000.00	
Getting to Heart of Learning		26395304	\$ 13,242.00	
Hear and Now		26393531	\$ 4,500.00	
Integrating Primary		26393921	\$ 9,684.00	
Keep it Rolling		26395402	\$ 4,500.00	
LHS Junior Research		26395131	\$ 7,728.00	
Literacy Community		26394009	\$ 6,600.00	\$ 600.00
LPS Academy		26394631	\$ 15,000.00	\$ 5,000.00
Mandarin		26393431	\$ 7,320.00	
Meru		26394202	\$ 2,430.00	
New Teacher Induction		26394715	\$ 32,500.00	
Outdoor Classroom		26394103	\$ 3,145.00	
Owning Up		26393722	\$ 2,640.00	
United Voice		26395031	\$ 1,315.00	
Using Multimedia		26393822	\$ 8,521.00	
Wetlands Restoration		26395531	\$ 2,000.00	
			\$198,659.00	\$ 8,100.00
Actual Cash Received				\$ 190,559.00



LEF PROGRAM GRANTS 2006

Program Grant Name	Grant Manager	Account	Amount	Expended Directly
Advancing our Anti-Bias Programs		26391721	\$ 6,562.00	
All in One-Searching		26392131	\$ 1,980.00	
Assessment Materials & Strategies		26391102	\$ 3,600.00	
Beyond the Language Lab		26392231	\$ 6,748.00	
Boston Book Club		26391822	\$ 2,552.00	
Bringing Drum Circles to Lexington		26391203	\$ 8,387.00	
Chinese History Curriculum		26392331	\$ 4,400.00	
Computer Animation		26392431	\$ 6,271.00	
Culturally Sensitive Care		26391604	\$ 2,339.00	\$ 2,039.00
Earth Science		26392531	\$ 17,028.00	\$ 16,722.98
Ed Tech On-Line		26393331	\$ 1,280.00	
Geology in Action		26392631	\$ 8,238.00	
Getting to the Heart of Learning		26391304	\$ 47,292.00	
How We Assign & Correct Writing		26392731	\$ 10,692.00	
Keeping it Rolling		26391402	\$ 7,350.00	
Lexington Public School Academy		26392831	\$ 8,000.00	
Lexington Public School Mentoring		26392940	\$ 19,750.00	
Meru Professional Development		26393002	\$ 4,430.00	
Owning Up		26391922	\$ 5,260.00	
Picture Writing		26393108	\$ 11,691.00	
Technology Integration in Learning Ctr		26392021	\$ 5,067.00	
Video-on-Demand		26391503	\$ 4,305.00	
Wetland Restoration		26393231	\$ 2,000.00	
			\$195,222.00	\$ 18,761.98
Actual Cash Received				\$176,460.02



LEF PROGRAM GRANTS 2005

Grant Name	Grant Manager	Munis Account	Amount
A+		26398402	\$ 12,070.00
Aligning American History		26398831	\$ 4,600.00
Building on Line Communication		26396831	\$ 1,656.00
Collage of Voices		26397331	\$ 1,500.00
Differentiated Math		26398503	\$ 5,554.00
Expanded Ed Tech		26399131	\$ 12,930.00
Handmade Books		26397905	\$ 1,988.00
LHS English Curriculum		26399031	\$ 6,700.00
LHS Tap Project		26399231	\$ 2,442.00
LPS Mentoring		26398640	\$ 30,250.00
Meru School Workshops		26398940	\$ 5,845.00
Open Circle		26398303	\$ 25,000.00
Picture Writing		26398009	\$ 0.00
Printmaking Studio 2005		26398204	\$ 3,985.00
Probing Earth Systems		26397531	\$ 19,996.00
Probing Science Yr2		26397821	\$ 11,130.00
Roots & Wings		26397231	\$ 7,352.00
Saving Lives in our Comm.		26397431	\$ 5,669.00
Smart Writing		26397721	\$ 5,222.00
Standard Based Counseling		26398740	\$ 10,445.00
The Middle East in Depth		26396931	\$ 5,700.00
Video on Demand		26398105	\$ 2,330.00
Web Ventures		26397031	\$ 9,300.00
Wetlands Restoration		26397131	\$ 3,356.00
Writing the Sophomore Usage		26397631	\$ 3,894.00
Actual Cash Received Total			\$198,914.00



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PRIVATE GRANTS



Citibank Fed Challenge Grant

Grant Manager: Rachel LeComte, Social Studies Teacher at Lexington High School
 Funding Cycle: Unknown
 Purpose: Improving the teaching and learning of Economics and increase the number of students learning economic theory
 Priorities: Increasing access to the curriculum and assist in student development of higher order thinking skills and application
 Eligibility: High School Economics Teachers
 Funding: Citibank Corporate provided grant to LHS
 Fund Use: Primarily instructional materials

Budget History:

	Actual FY08 Cash Flow 25341831	Actual FY09 Cash Flow 25341831	Actual FY10 Cash Flow 25341831	Budget FY11 25341831	Projected FY12
Revenue					
Grant Award					
Prior Year Balance	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Transfers/Adjustments					
Total Projected Revenue	1,500.00	1,500.00	1,500.00		
Expenses					
Total Operating Expenses	0.0	0.00	0.0		
Projected Final Balance	1,500.00	1,500.00	1,500.00		

Recent Developments: This grant provides valuable access to a variety of instructional materials in economic research, including on-line journals, white papers, and business subscriptions. Such access allows students an opportunity to conduct comprehensive research, resulting in thesis-driven projects that are based on strong statistical and numerical evidence.

Current Challenges: None

Significant Proposed Changes for Upcoming Fiscal Year and Budget Impact: None

On the Horizon: None



Shade Foundation

Fund Number: 25331940

Director/Program Coordinator: Mary Anton-Oldenburg, Principal of Bowman

MGL Authorization:

Year Established: 2009

Program Description: Grant donated by Shade Foundation to fund project to build an outdoor shade structure for outdoor classes at Bowman

Fee Structure: None

Fund Restrictions

Budget History:

	Actual FY09 Cash Flow 25331940	Actual FY10 Cash Flow 25331940	Budget FY11 25331940	Projected FY12 25331940
Revenue				
Prior Year Balance	2,500.00	2,500.00	2,500.00	2,500.00
Total Projected Revenue	2,500.00	2,500.00	2,500.00	
Expenses				
Consultant Services	0.0	0.0		
Subscriptions	0.0	0.0		
Total Operating Expenses	0.0	0.0		
Total Expenses	0.0	0.0	0.0	
Projected Final Balance	2500.00	2500.00	2,500.00	

Recent Developments: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: This account should be paid to the PTA for reimbursement of expenses incurred during the construction of the Shade structure and the landscaping put in the following year.

Current Challenges: None

On the Horizon: Unknown



Vivian Burns Fiske Memorial

Grant Manager: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development

Funding Cycle:

Purpose: Funds used for Professional Development for any LESA member

Priorities:

Eligibility: LESA Administrative Assistants

Funding: Donations in memory of Vivian Burns, Administrative Assistant at Fiske Elementary School

Fund Use: Professional Development for LESA members

Budget History:

	Actual FY08 Cash Flow 25341105	Actual FY09 Cash Flow 25341105	Actual FY10 Cash Flow 25341105	Budget FY11 25341105	Projected FY12 25341105
Revenue					
Prior Year Balance	4,696.00	4,696.00	4,541.00	4,242.00	4,242.00
Total Projected Revenue	4,696.00	4,696.00	4,541.00		
Expenses					
Salary & Wages	0.0				
Total Operating Expenses	0.0				
Supplies		155.00	299.		
Total Expenses	0.0	155.00			
Projected Final Balance	4,696.00	4,541.00	4,242.00	4,242.00	

Recent Developments: The LESA professional development committee, in conjunction with the administration, will determine necessary training and professional development opportunities for the FY12 academic year.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: Increased opportunities for Professional Development for LESA members



CLOSED GRANTS- as of FY12



ARRA - State Fiscal Stabilization Fund

Fund Code: 780

<p>Purpose:</p>	<p>The State Fiscal Stabilization Fund (SFSF) program, which is funded through the American Recovery and Reinvestment Act (ARRA) of 2009, is a one-time appropriation the U.S. Department of Education (ED) is awarding to Governors to help stabilize state and local budgets in order to minimize and avoid reductions in education and other essential services.</p>
<p>Priorities:</p>	<p>ED encourages school districts to help meet the commitment that Governors have made in their state SFSF applications by using their SFSF grants in ways most likely to lead to improved results for students, long-term gains in school system capacity, and increased efficiency and effectiveness.</p> <p>While there is no requirement that districts spend a certain percentage of their SFSF funds on investment versus recovery activities, the Massachusetts Department of Elementary and Secondary Education (Department) is advising districts to split SFSF grant funds between saving jobs and strategic investment-that is, for program improvements that will provide enhanced educational opportunities and/or cost savings that will extend beyond the limited two-year life of this unprecedented grant program.</p> <p>The following two priorities, established by ED, guide the use of ARRA education funds:</p> <p>Priority-Recovery: Spend funds quickly to save and create jobs.</p> <p>Priority-Investment: Improve student achievement through school improvement and reform in at least one of the following four areas:</p> <ul style="list-style-type: none"> • Educator Quality and Effectiveness-Activities that will result in increased educator effectiveness and equitable distribution of qualified teachers, para-educators, administrators, and other personnel. • Support and Intervention-Activities that will result in increased implementation of intensive and effective systems, supports, and programming for the district's lowest performing schools and students. • Assessment and Data Systems-Activities that will result in increased implementation of high-quality assessment and data systems to track progress and foster continuous improvement. • College and Career Readiness-Activities that will result in greater numbers of students effectively prepared for college and careers. <p>The Department encourages districts to consider using their ARRA SFSF grants to support and strengthen regional and collaborative approaches in order to achieve efficiencies and economies of scale that will last beyond the life of ARRA funding. This could include partnering with other districts, educational collaboratives, non-profit organizations, colleges and universities, and professional associations in making strategic investments.</p>
<p>Eligibility:</p>	<p>Under ARRA, the state is required to use its primary funding formula for K-12 education, which in Massachusetts is the Chapter 70 formula, to determine each district's eligibility for SFSF funds. In FY11, the governor and legislature</p>



	<p>are using SFSF grants to offset reductions in Chapter 70 funding for all operating districts. All operating districts are eligible to receive SFSF grants in FY11, for a total of distribution of \$20,667,813.</p>
Funding:	<p>ARRA/IDEA Part B (Section 619) funding is considered an increase to the regular <i>Early Childhood Special Education Grant</i> and amounts are based on the current number of three to five- year olds living in poverty, and the total enrollment of K-12 students in the community. Allocation amounts for the ARRA funds are listed at Early Childhood Special Education ARRA IDEA Funds (Funds Code 762). Lexington has been granted \$55,850 in funding for this school year. School districts were informed that these ARRA/IDEA funds would be released in two separate but equal allotments.</p>
Fund Use:	<p>American Recovery and Reinvestment Act (ARRA/IDEA Part B (Section 619)) – Districts are encouraged to support and strengthen regional and collaborative approaches in order to achieve efficiencies and economies of scale that will last beyond the life of ARRA funding. This could include partnering with other districts; educational collaborative, Early Intervention programs, non-profit organizations, licensed community-based early education and care and Head Start programs; colleges and universities; and professional organizations in making strategic investments.</p> <p>Lexington Public Schools has committed all it's programming to closing the acheivement gap for all children enrolled in it's school programming. This is also true for the young children with and without disabilities that attend Lexington Children's Place and area nurseryschools/daycare centers. Working collaboratively with families as they enter LPS is essential in helping children progress over the next 12-15 years of their educational experiences.</p> <p>As children move from Early Intervention, they require programming that builds upon their previous training. Floor time and RDI are methods that have been used with increasing frequency by Early Intervention Providers . Lexington would like to insure that all the preschool staff have the most recent training available in these areas to provide flexible and consistent services to young children as they turn 3. Tools of the Mind is a new and innovative research based program that has proven positive effects in closing the achievement gap.</p> <p>Staff Training regarding Floortime and RDI methods of teaching young children with special needs. Additionally, Tools of the Mind Training that was proposd for FY10 but could not be carried out due to the receipt of late funding has been planned and will be operationalized after July 1, 2010. Secretarial/office support for the summer months is also essential in helping children transition to preschool but also in operationalizing all the new training modules and the classroom ramifications that occur when staff need to utilize and operatinalize their newly trained skills. Additionally, equipment (room sound field systems, new laminator, technology) are essential to support these ongoing initiatives and support the assessment and data collection– activities that result in increased and/or improved</p>



	<p>implementation of high-quality, research/curriculum based formative assessment and improved outcomes for young children with disabilities.</p> <p>Frequent professional development review and processing will insure that Tools of the Mind training is utilized and implemented in all integrated classrooms. Training will take place across multiple years with technical assistance visits and phone conference calls to insure implementation. Staff will complete questionnaires to evaluate training effectiveness after each training session.</p> <p>To ensure transparency and accountability, school districts will be expected to report how the ARRA funds are being spent and the results of the expenditures. Districts must maintain accurate, complete, and reliable documentation on all ARRA/IDEA expenditures and be prepared to submit quarterly reports and a summary of activities for public reporting to EEC, and EEC will submit reports to ESE.</p>
<p>Project Duration:</p>	<p>*These ARRA funds have an effective end date of June 30, 2011. School districts were informed that these ARRA/IDEA funds would be released in two separate but equal allotments.</p>

Budget History:

	Actual FY10 Cash Flow	Budget FY11	Projected FY12
		25356840	
Revenue			
Grant Award		37,654.00	
Total Projected Revenue		37,654.00	
Expenses			
Salary & Wages			
MTRS			
Prof Staff/Teachers			
Stipends			
Total Salary & Wages			
Operating Expenses			
Consultants		37,654.00	
Supplies & Materials			
Travel			
Membership/Dues/Subscrip			
Textbooks			
Total Operating Expenses		37,654.00	
Total Expenses		37,654.00	
Returned			
Balance		0.0	

* Expenses are reported for Grant Year not Fiscal Year



Current Challenges: The district applied for the use of these funds as an offset to the Town salary line item. The School Department is in discussions with the Town Finance Department on the best way to apply the use of these funds for FY11 or FY12.



ARRA – Early Childhood Special Education
Fund Code: 762

<p>Purpose:</p>	<p>262 Early Childhood Special Ed</p>	<p>The Early Childhood Special Education Allocation funds are supplemental Federal funds (Section 619, Part B of IDEA) to provide school systems with funding to support 3, 4, and 5 year-old children with disabilities in high-quality programs across settings following the federal and state requirements for services or supports to children 3-5 years old who have been determined eligible for special education. Inclusive environments are given priority for funding.</p>
<p>Priorities:</p>	<p>Goals and Priorities: These funds should be used to support the provision of inclusive preschool learning environments across settings and specifically</p>	<p>ARRA/IDEA Part B (section 619): These Federal funds were issued in March, 2009 have a life of two years and activities must be sustainable.</p> <ul style="list-style-type: none"> • Educator Quality and Effectiveness – activities resulting in increased effectiveness for all staff working with young students with disabilities. • Supporting Schools, Districts and Students – activities resulting in smooth transitions for children with disabilities exiting Part C/Early Intervention and entering Early Childhood Special Education or exiting preschool and entering Kindergarten (see required activity below). • Assessment and Data Systems – activities that result in increased and/or improved implementation of high-quality, research/curriculum based formative assessment and improved outcomes for young children with disabilities.
<p>Eligibility:</p>		<p>American Recovery and Reinvestment Act (ARRA/IDEA Part B (Section 619)) (fund code 762) is available to all public schools and public charter schools serving 3, 4, and 5 year old students.</p>
<p>Funding:</p>		<p>ARRA/IDEA Part B (Section 619) funding is considered an increase to the regular <i>Early Childhood Special Education Grant</i> and amounts are based on the current number of three to five- year olds living in poverty, and the total enrollment of K-12 students in the community. Allocation amounts for the ARRA funds are listed at Early Childhood Special Education ARRA IDEA Funds (Funds Code 762). Lexington has been granted \$55,850 in funding for this school year. School districts were informed that these</p>



		<p>ARRA/IDEA funds would be released in two separate but equal allotments.</p>
<p>Fund Use:</p>	<p><i>Required ARRA/IDEA Part B Activity</i></p>	<p>American Recovery and Reinvestment Act (ARRA/IDEA Part B (Section 619)) – Districts are encouraged to support and strengthen regional and collaborative approaches in order to achieve efficiencies and economies of scale that will last beyond the life of ARRA funding. This could include partnering with other districts; educational collaborative, Early Intervention programs, non-profit organizations, licensed community-based early education and care and Head Start programs; colleges and universities; and professional organizations in making strategic investments.</p> <p>Lexington Public Schools has committed all it's programming to closing the acheivement gap for all children enrolled in it's school programming. This is also true for the young children with and without disabilities that attend Lexington Children's Place and area nurseryschools/daycare centers. Working collaboratively with families as they enter LPS is essential in helping children progress over the next 12-15 years of their educational experiences.</p> <p>As children move from Early Intervention, they require programming that builds upon their previous training. Floor time and RDI are methods that have been used with increasing frequency by Early Intervention Providers . Lexington would like to insure that all the preschool staff have the most recent training available in these areas to provide flexible and consistent services to young children as they turn 3. Tools of the Mind is a new and innovative research based program that has proven positive effects in closing the achievement gap.</p> <p>Staff Training regarding Floortime and RDI methods of teaching young children with special needs. Additionally, Tools of the Mind Training that was proposd for FY10 but could not be carried out due to the receipt of late funding has been planned and will be operationalized after July 1, 2010. Secretarial/office support for the summer months is also essential in helping children transition to preschool but also in operationalizing all the new training modules and the classroom ramifications that occur when staff need to utilize and operatinalize their newly trained skills. Additionally, equipment (room sound field systems, new laminator, technology) are essential to support these ongoing initiatives</p>



		<p>and support the assessment and data collection– activities that result in increased and/or improved implementation of high-quality, research/curriculum based formative assessment and improved outcomes for young children with disabilities.</p> <p>Frequent professional development review and processing will insure that Tools of the Mind training is utilized and implemented in all integrated classrooms. Training will take place across multiple years with technical assistance visits and phone conference calls to insure implementation. Staff will complete questionnaires to evaluate training effectiveness after each training session.</p> <p>To ensure transparency and accountability, school districts will be expected to report how the ARRA funds are being spent and the results of the expenditures. Districts must maintain accurate, complete, and reliable documentation on all ARRA/IDEA expenditures and be prepared to submit quarterly reports and a summary of activities for public reporting to EEC, and EEC will submit reports to ESE.</p>
<p>Project Duration:</p>		<p>*These ARRA funds have an effective end date of June 30, 2011. School districts were informed that these ARRA/IDEA funds would be released in two separate but equal allotments.</p>

Staffing History:

	Budget FY10 25360300	Projected FY11
Staffing		
Teachers		
Total		



Budget History:

	Actual FY10 Cash Flow 25360300	Budget FY11 25360300	Projected FY12
Revenue			
Grant Award	7,823.50	55,840.00	
Total Projected Revenue			
Expenses			
Salary & Wages			
MTRS		765.00	
Prof Staff/Teachers		8,641.00	
Stipends		4,000.00	
Total Salary & Wages		13,406.00	
Operating Expenses			
Consultants	400.00	18,250.00	
Supplies & Materials	5,235.57	16,944.00	
Travel		1,740.00	
Membership/Dues/Subscrip			
Textbooks		5,500.00	
Total Operating Expenses	5,635.57	42,434.00	
Total Expenses	5,635.57	55,840.00	
Returned	2,187.93		
Balance		0.0	

* Expenses are reported for Grant Year not Fiscal Year

Recent Developments: This grant allowed for a very timely need for professional development at Lexington Children’s Place! The new Tools of the Mind curriculum is precisely what early childhood educators have been hoping for and this grant allowed the LPS Early Childhood Department to afford this training. Additionally, this grant supports training in alternative interventions for children with intensive needs such as Floortime, SCERTS and RDI. Grant monies supported training, new materials, equipment, technology, staff time and secretarial support necessary to make this curriculum and these techniques functional and operational.

Current Challenges: This grant allowed training that would not have been affordable otherwise! Spending all this money in one year is a challenge but a welcome one!

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: This funding is not refundable into the next year so future, follow up training (\$6,000 per year) for year two of Tools of the Mind will require alternative funding.. The Early Childhood Staff is going to apply for an LEF Grant to support this curricular expansion. If the LEF Grant is not granted, the current LCP supplies budget will be altered to pay for this essential funding. No additional budget impact is expected at this time.

On the Horizon: Operationalizing our learning and increasing our skills as we undertake this new curriculum and utilize the new skills we have learned via the Floortime, Scerts and RDI Training.



CLOSED GRANTS-FY11



LEXINGTON PUBLIC SCHOOLS: COMMUNITY GRANT

Grant Manager:	Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development Administrator: Paul Ash, Superintendent
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Budget History:

	Actual FY08 Cash Flow 26390715	Actual FY09 Cash Flow 26390715	Actual FY10 Cash Flow 26390715	Budget FY11 26090715
Revenue				
Grant Award	15,000.00	15,000.00	0.00	0.0
Prior Year Balance	-969.31	2.69	5,720.09	
Transfers/Adjustments	2,880.00		0.00	
Total Projected Revenue	16,910.69	15,002.69	5,720.09	
Expenses				
Operating Expenses				
Consulting	14,006.50	8,018.71	5537.75	
Supplies & Materials	2,901.50	1,263.89	182.34	
Textbooks				
Other Costs				
Total Operating Expenses	16,908.00	9,282.60	5720.09	
Projected Final Balance	2.69	5,720.09	0.0	

Recent Developments: Due to the current economic climate, the Lexington Education Foundation has announced that it will be unable to continue to award this grant to the Central Administration.

Current Challenges: The challenge is how can we continue to sustain professional development opportunities of this caliber for our faculty in the absence of funding resources that make this training possible.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact:

On the Horizon:



Title II, Part D: Enhancing Ed. Through Technology, #160

- Grant Manager:** Carol Pilarski, Assistant Superintendent for Curriculum, Instruction and Professional Development
- Funding Cycle:** Federal Funding is awarded September 1 through August 31. As a result, grants are expended across two fiscal years. The DOE End of Year Report Requires reporting the actual spending through the end of the grant year.
- Purpose:** This federal grant program is intended to help districts improve student achievement through the use of technology in their schools. It is also designed to assist students in becoming technologically literate by the end of eighth grade. Lastly, it encourages high quality professional development that uses research-based instructional strategies to integrate technology effectively into the instruction.
- Priorities:** Funds received shall be used to supplement, not supplant, state and/or local funds that would otherwise be used for the proposed activities. At least 25% of the grant funds must be used for ongoing high-quality technology professional development for teachers, principals, administrators, and school library media personnel to further the use of technology in the classroom or library media centers. This may include payment for consultants, teacher substitutes, stipends, and materials for professional development. In addition, the following are acceptable expenditures but they should not be included as items identified for professional development: project coordination; purchase of hardware and software; program evaluation; dissemination; etc. Grant funds may not be used for space rental and food.

Other uses of grant funding may include:

1. using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts and allowing school districts to participate in the state data warehouse project;
2. using advanced technology to improve academic achievement and technology competency for all students and ensure that eighth grade students achieve technology competency requirements;
3. developing and using innovative strategies for delivering specialized or rigorous courses through the use of technology, including distance learning technologies, for students in areas that would not otherwise have access to such courses or curricula due to geographical isolation or insufficient resources and allowing school districts to participate on MassONE online professional development;
4. using technology effectively to increase communication with parents and promote parental involvement;
5. ensuring that all students and teachers have equitable access to advanced technology and are connected to the Internet; and
6. developing a process to evaluate the extent to which the funded activities are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards with technology.



- Eligibility:
1. Formula grant funds will be distributed only to school districts that receive funds under Part A of Title I.
 2. School districts must have a long-range technology plan approved by the Department in order to be eligible for the funding.
 3. School districts must be CIPA (Children's Internet Protection Act) compliant.

Funding: Title II, Part D allocations will be posted on the Grants Management Web site when they become available. <http://finance1.doe.mass.edu/grants/> School districts that receive smaller appropriations are encouraged to collaborate with other districts using Schedule A.

Fund Use: Funds received shall be used to supplement, not supplant, state and/or local funds that would otherwise be used for the proposed activities. At least 25% of the grant funds must be used for ongoing high-quality technology professional development for teachers, principals, administrators, and school library media personnel to further the use of technology in the classroom or library media centers. This may include payment for consultants, teacher substitutes, stipends, and materials for professional development. In addition, the following are acceptable expenditures but they should not be included as items identified for professional development: project coordination; purchase of hardware and software; program evaluation; dissemination; etc. Grant funds may not be used for space rental and food.

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4. using technology effectively to increase communication with parents and promote parental involvement;
5. ensuring that all students and teachers have equitable access to advanced technology and are connected to the Internet; and

developing a process to evaluate the extent to which the funded activities are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards with technology.



Budget History:

	Actual FY08 Cash Flow 25379440	Actual FY09 Cash Flow 25383440	Actual FY10 Cash Flow 25386340	Budget FY11	Projected FY11
Revenue					
Grant Award	4,493.00	3,812.00	3,066.00	2,606.00	2,606.00
Total Projected Revenue	4,493.00	3,812.00	3,066.00	2,606.00	2,606.00
Expenses					
Salary & Wages					
Professional Dev Stipends	4,350.00	3,812.00	2,897.32		
Total Salary & Wages	4,350.00	3,812.00	2,897.32		
Operating Expenses					
Supplies/Materials					
Total Operating Expenses	0.0	0.0	0.0		
Total Expenses	4,350.00	3,812.00	2,897.32		
Returned	143.00	11.75	168.68		

* Expenses are reported for Grant Year not Fiscal Year

Recent Developments: The Title IID grant is no longer in effect.