

2017-18 LEA Application for ESSA-Funded Programs - Annually - 2017

Introduction - Executive Summary

Introduction

EXECUTIVE SUMMARY - New York State Education Department "2017-18 LEA Application for ESSA-Funded Programs"

Background Information:

To ensure an orderly transition to the new Every Student Succeeds Act (ESSA), the United States Department of Education (USDE) has indicated that State Educational Agencies (SEAs) may submit an ESSA Consolidated State Plan for review in either April 2017 or September 2017. The New York State Education Department (NYSED or "the Department") has elected to submit an ESSA Consolidated State Plan to USDE in September 2017. As a result, it is likely that NYSED's ESSA Consolidated State Plan will not be approved until the middle of the 2017-2018 school year.

To ensure that an SEA's access to FY17 funds (school year 2017-2018) for programs authorized under ESSA is not delayed because of the review process, USDE has determined that SEAs need only submit the assurances required in ESSA Section 8304. Timely submission of the assurances will allow NYSED to distribute funds to Local Educational Agencies (LEAs) before the Consolidated State Plan is approved. However, NYSED cannot require LEAs to submit a Consolidated Application until the Department's Consolidated State Plan is approved by USDE. Instead, USDE has indicated that an SEA must minimally collect from an LEA the assurances included in Section 8306 of the ESSA prior to awarding FY17 funds to that LEA. In addition to the required LEA assurances, SEAs may collect any other information the SEA deems necessary for proper implementation of each grant program.

2017-2018 LEA Application for ESSA-Funded Programs:

NYSED has developed the online *2017-18 LEA Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to LEAs across the state. Consistent with the requirements outlined above, the new online application format beginning with the 2017-18 school year will replace the current Consolidated Application. The application will be made available to LEAs through the NYSED Business Portal before the end of the 2016-2017 school year.

The new application has been streamlined to focus on the required assurances from Section 8306 of the ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of the new law. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with a new *Written Affirmation of LEA Consultation with Private School Officials Form* will be required as part of the initial application.

The new online format will dramatically improve NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the new format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds. The online application will also support better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the new Ombudsman to help coordinate technical assistance and monitoring efforts between the Title I School and Community Services Office and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2017-18 LEA Application for ESSA-Funded Programs* can be directed to the Title I School and Community Services Office at 518-473-0295 or via email at conappta@nysed.gov.

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Introduction - Submission Instructions

Submission Instructions

SUBMISSION INSTRUCTIONS

- LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.
- FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.
- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs are NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs are ONLY required to send signed originals and two hard copies of each FS-10 Budget Form to: *Grants Management, RE: 2017-18 LEA Application for ESSA-Funded Programs, New York State Education Department, Room 481 EBA, 89 Washington Avenue, Albany, NY 12234.*

Deadline for the completed application - "2017-18 LEA Application for ESSA-Funded Programs" - is August 31, 2017. The Business Portal will close at midnight of this date. Signed Budget documents must be post-marked by no later than August 31, 2017.

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Section 8306 Assurances - Section 8306 Assurances

Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**
 YES, the LEA provides the above assurance.
2. **The LEA assures that the control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**
 YES, the LEA provides the above assurance.
3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**
 YES, the LEA provides the above assurance.
4. **The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**
 YES, the LEA provides the above assurance.
5. **The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**
 YES, the LEA provides the above assurance.
8. **The LEA assures that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**
 YES, the LEA provides the above assurance.
9. **The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**
 YES, the LEA provides the above assurance.
10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**
 YES, the LEA provides the above assurance.

State and Federal Assurances

1. The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- ESEA Assurances
- School Prayer Certification

Please refer to "Application Assurances" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

YES, the LEA provides the above assurances.

Title I Assurances

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State and Federal Assurances - State and Federal Assurances

2. ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
 - (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 - (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

YES, the LEA provides the above assurances.

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State and Federal Assurances - State and Federal Assurances

3. ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;
 - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

YES, the LEA provides the above assurance.

4. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

5. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
- (i) a local educational agency-wide salary schedule;
 - (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

YES, the LEA provides the above assurance.

Title II Assurances

6. ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:
- (E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and
 - (F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

YES, the LEA provides the above assurances.

7. The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).

YES, the LEA provides the above assurance.

Title III Assurances

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State and Federal Assurances - State and Federal Assurances

8. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—
- (A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
 - (B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 - (C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

YES, the LEA provides the above assurances.

McKinney-Vento Assurances

9. The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).

YES, the LEA provides the above assurance.

Migrant Education Program Assurances

10. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).

YES, the LEA provides the above assurances.

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Consultation/Collaboration - Consultation/Collaboration

Consultation/Collaboration

The Every Student Succeeds Act (ESSA) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA’s application/program with respect to each Title. Please identify individuals from the appropriate required constituency groups.

Constituency Groups:

- Title I, Part A - Teachers, Principals and/or Administrators, Other School Leaders, Paraprofessionals, Specialized Instructional Support Personnel, Other School Personnel, and Title I Parents
- Title II, Part A - Teachers, Principals and/or Administrators, Other School Leaders, Paraprofessionals, Specialized Instructional Support Personnel, Parents, Community Partners, and Organizations with Demonstrated Expertise
- Title III, Part A - Teachers, Researchers, Principals and/or Administrators, Parents and Family Members, Community Members, Public or Private Entities, and Institutions of Higher Education
- Title V, Part B - Teachers, Other School Staff, Principals and/or Administrators, Parents

Please note - Consultation with appropriate private school representatives must be documented in the Program Information section of the application using the "Written Affirmation of LEA Consultation with Private School Officials Form".

1. **Mark the appropriate box with an "X" to indicate the Title area each individual consulted/collaborated. Click on "Add Row" as needed to include additional individuals. Documentation of the LEA’s efforts to collaborate with its constituents, including dates and individual signatures, must be maintained on file and available for inspection upon request.**

Name of Individual	Constituent Group	Title I, Part A	Title II, Part A	Title III	Title V
	Teacher Principal and/or Administrator Other School Leader Paraprofessiona l Specialized Instructional Support Personnel Other School Personnel Title I Parent Parent/Family Member Community Members Community Partners Institute of Higher Education Researcher Organization with Demonstrated Expertise Public or Private Entities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transferability

1. Does the LEA intend to use Transferability in 2017-18?

Yes, the LEA intends to use Transferability in 2017-18.

No, the LEA does not intend to use Transferability in 2017-18.

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Fiscal Information - Transferability Funding Information

Transferability Funding Information

1. Complete the following Transferability Funding chart to indicate how the LEA intends to use Transferability during the 2017-18 school year.

Please note - transferability refers to the transferred use of funds. No funds are actually transferred between program area budgets. LEA's must clearly identify the specific use of Transferability Funding in the "Budget Narrative" for the fund source from which the use of funds are being transferred. For example, an LEA using Title II Part A funds for Title I Part A purposes must clearly identify which activities listed in the Title II Part A budget narrative will be used for Title I Part A purposes.

Transfer FROM	Transfer TO	\$ Funding Amount
Title II, Part A - Supporting Effective Instruction	Title I, Part A - Improving basic programs Title I, Part C - Education of migratory children Title I, Part D - Neglected, Delinquent or at-risk youth Title II, Part A - Supporting effective instruction Title III, Part A - English language acquisition Title IV, Part A - Student support and academic enrichment Title V, Part B - Rural education	

Title I Fiscal

1. Does the LEA intend to apply for Title I, Part A and D funding for the 2017-18 school year?

Yes, the LEA intends to apply for Title I, Part A and D funding for the 2017-18 school year

No, the LEA did not receive an allocation for Title I, Part A and D funding for the 2017-18 school year.

No, the LEA received an allocation but does not intend to apply for Title I, Part A and D funding for the 2017-18 school year.

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Fiscal Information - Title I Fiscal Information

Title I Fiscal Information - Budget and Budget Narrative (Part 1 of 6)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

- 1. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title I, Parts A and D.**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title I Fiscal Information - Per Pupil Calculation (Part 2 of 6)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

- 2. Please complete the following DISTRICT-LEVEL Calculation of Proportionate Share Amounts for Title I, Part A chart. (Chart 1)**

	Title I, Part A
Total Title I, Part A Allocation (\$)	
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (in-district) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (out-of-district) (#)	
District Poverty Rate (%)	
Title I Per Pupil Amount (\$)	
LEA Proportionate Share (\$)	
Private School Proportionate Share (\$)	

Title I Fiscal Information - LEA Reserves (Part 3 of 6)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

- 3. Please complete the following DISTRICT-LEVEL Funding Reserve chart. (Chart 2A)**

	Public (\$)
Administration	
Students Served in Neglected Facilities	
Homeless Reserve (REQUIRED FOR ALL LEAs)	
Professional Development	
Capital Expense	
Pre-K Services	
Parent and Family Engagement (Formerly Parent Involvement)	
Parent Education (FOCUS LEAs ONLY)	
Improvement Reserve (FOCUS LEAs ONLY)	
Total Funds to be Distributed to Eligible Public School Attendance Areas	

Title I Fiscal Information - Private School Distribution of Funds (Part 4 of 6)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

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Fiscal Information - Title I Fiscal Information

4. Please complete the following DISTRICT-LEVEL Funding Reserve chart for PRIVATE SCHOOL FUNDS. (Chart 2B)

	Private (\$)
Private School Proportionate Share of Title I, Part A Allocation	
Administration	
Direct Instructional Services to Students	
Parent and Family Engagement (Formerly Parent Involvement)	
Professional Development	
Pre-K Services	
Other	

Title I Fiscal Information - Distribution of Funds (Part 5 of 6)

5. Are there any school building attendance areas with greater than 75% poverty rate?

Yes, there are school building attendance areas with greater than 75% poverty.
 No, there are not school building attendance areas with greater than 75% poverty.

6. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?

Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
 No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

7. Please identify the ranking system used by the district.

LEA-Wide (K-12)
 Grade Span Grouping
 K-12 Administrative Option

8. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?

Yes, the LEA does intend to use the Feeder Pattern option.
 No, the LEA does not intend to use the Feeder Pattern option.

8a. Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools, the LEA must notify its secondary schools to inform them of the option and a majority of its secondary schools must approve the use of feeder patterns.

Yes, the district has notified its secondary schools to inform them of the option and a majority secondary schools have approved.
 No, the district has not notified its secondary schools to inform them of the option and/or a majority secondary schools have not approved.

9. Will any school attendance area be served with a poverty percent less than 35%?

Yes, a school attendance area with a poverty percent less than 35% will be served.
 No, a school attendance area with a poverty percent less than 35% will not be served.

9a. Unless using the K-12 Administrative Option, any LEA planning to serve even one attendance area with a poverty measure less than 35% must adjust its LEA per pupil allocation upward by 25% before distributing its allocation (in descending order by poverty percent). Please assure that the district has adjusted its per pupil amount as required.

Yes, the LEA has adjusted its per pupil amount upward by 25 percent.
 No, the LEA has not adjusted its per pupil amount upward by 25 percent.

10. Will the LEA be using the "Grandfather" option in any of its schools?

Yes, the LEA does intend to use the Grandfather option.
 No, the LEA does not intend to use the Grandfather option.

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Fiscal Information - Title I Fiscal Information

11. Will the LEA “skip” over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

Yes, the district will skip one or more eligible schools.

No, the district will not skip any eligible schools.

Title I Fiscal Information - Distribution of Funds to Eligible Public School Attendance Areas (Part 6 of 6)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

12. Please complete the table below requesting required information for each SCHOOL in the LEA. Click on "Add Row" as needed to include addition schools. (Chart 3)

School Name	# of Public Students	# Private School Students	# Low Income Public	# Low Income Private	Poverty Rate (%)	Title I Status	Title I, Part A Bldg. Allocation	Grade Spans Served
						Targeted Assistance School-Wide Program Non-Title I		

Title II Fiscal

1. Does the LEA intend to apply for Title II, Part A funding for the 2017-18 school year?

Yes, the LEA intends to apply for Title II, Part A funding for the 2017-18 school year.

No, the LEA did not receive an allocation for Title II, Part A funding for the 2017-18 school year.

No, the LEA received an allocation but does not intend to apply for Title II, Part A funding for the 2017-18 school year.

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Fiscal Information - Title II Fiscal Information

Title II, Part A - Budget and Budget Narrative (Part 1 of 3)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

1. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title II, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title II, Part A - Calculation of Proportionate Share (Part 2 of 3)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

2. Please complete the following DISTRICT-LEVEL chart for Title II, Part A:

	Title II, Part A
Total Title II, Part A Allocation (\$)	
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	
Total Number of K-12 Students Enrolled in PRIVATE Schools (in-district) (#)	
Title II, Part A Per Pupil Amount (\$)	
LEA Proportionate Share (\$)	
Private School Proportionate Share (\$)	

Supporting Effective Instruction (Part 3 of 3)

Please select all activities for which Title IIA funds will be used in 2017-2018. For each allowable activity category, provide the amount of funds the district plans to invest and identify one or more need areas. The four need areas are defined as:

- Achievement Gap is defined as the gap in student achievement or growth results between different groups of students. For example, there may be district-wide gaps or gaps in particular buildings in your district between the highest and lowest need students, between ELL and non-ELL students, between minority and white students, etc.
- Equity Gap is defined as the disproportionate assignment of ineffective, out-of-field, or inexperienced teachers between different groups of students. For example, there may be district-wide gaps or gaps in particular buildings in your district between the highest and lowest need students, between ELL and non-ELL students, between minority and white students, etc.
- School and/or District Improvement is defined as school or district needs identified as part of a needs assessment aligned to the Diagnostic Tool for School and District Effectiveness (DTSDE) and/or District Technical Assistance Review (DTAR) process. Funds identified for this need area should directly align with initiatives outlined in a District Comprehensive Improvement Plan (DCIP) or School Comprehensive Education Plan (SCEP).
- Other District-Identified Need is defined as any need identified by the LEA during meaningful consultation with a broad range of stakeholders, as required by ESEA sections 2101(d)(3) and 2102(b)(3). LEAs should examine relevant data to understand students' and educators' most pressing needs, including the potential root causes of those needs given local context.

Please refer to the "Title IIA Guidance" technical assistance document found in the Supporting Documents section of the application for additional information.

3. Please identify the funding activities being supported by Title II, Part A funds and identify one or more need areas.

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Fiscal Information - Title II Fiscal Information

	Funding(\$)	Closing an <u>Achievement Gap</u>	Closing an <u>Equity Gap</u>	School and/or District <u>Improvement</u>	Other District- <u>Identified Need</u>
Transferability		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Equitable Services for Non-Public Schools		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Recruiting Individuals From Other Fields		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
High Quality Professional Development		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Effective Teaching of Children with Disabilities		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Increased Knowledge/Ability to Teach Early Childhood		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Implementation of Formative Assessments		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Supporting Students Affected by Trauma and/or Mental Illnesses		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Identification and Support of Gifted Students		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Instructional Services Provided by Libraries		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Training to Recognize/Prevent Sexual Abuse		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
High Quality Instruction of STEM		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Feedback Mechanisms to Improve Working Conditions		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Career Readiness Education		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Carrying Out Other Evidence-Based Activities		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Evaluation/Support Systems		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Recruiting/Retaining Effective Teachers		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Reducing Class Size (K-5)		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Reducing Class Size (6-8)		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Reducing Class Size (9-12)		<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Equity Measures	<input type="checkbox"/> School/District Improvement	<input type="checkbox"/> Other District-Identified Need
Totals:	0.00	0.00	0.00	0.00	0.00

Title III ELL Fiscal

1. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2017-18 school year?**

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2017-18 school year.

No, the LEA did not receive an allocation for Title III, Part A - ELL funding for the 2017-18 school year.

No, the LEA received an allocation but does not intend to apply for Title III, Part A - ELL funding for the 2017-18 school year.

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Fiscal Information - Title III ELL Fiscal Information

Title III ELL Fiscal Information (Part 1 of 2)

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

1. How does the LEA intend to access its Title III, Part A - ELL funds?

- The LEA receives an allocation greater than or equal to \$10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- The LEA intends to apply as the LEAD APPLICANT of a consortium.

1a. As LEAD APPLICANT of a consortium, please upload a completed "Consortium Lead Application" form. The document may be found in the Supporting Documents section of the survey.

1b. Please provide the BEDS number of the LEAD APPLICANT of the consortium the LEA intends to join.

1c. Please provide your LEA Title III ELL allocation.

1d. I agree to be part of a shared services consortium with the consortium lead named above for the provision of services to English Language Learners under Title III, Part A of the Elementary and Secondary Education Act (ESEA). I hereby assure the State Education Department that the district will fully comply with all provisions established under the aforementioned Act.

- The LEA agrees to the above consent statement.

1e. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title III, Part A - English Language Learners. A signed original and two copies must be mailed to NYSED as part of the LEA's application submission.

1f. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title III, Part A - English Language Learners. A signed original and two copies must be mailed to NYSED as part of the LEA's application submission.

Title III, Part A - ELL Calculation of Proportionate Share (Part 2 of 2) - SINGLE APPLICANTS ONLY

PLEASE NOTE - Applicants are instructed to use the "2017-18 Budget Calculators" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

2. SINGLE APPLICANTS ONLY- Please complete the following chart for Title III, Part A - English Language Learner, using the LEA's own individual allocation.

	Title III - ELL (Single Applicants ONLY)
Total Title III, Part A ELL Allocation (\$)	
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	
Total Number of K-12 ELL Students Enrolled in PRIVATE Schools (in-district) (#)	
Title III ELL Per Pupil Amount (\$)	
LEA Proportionate Share	
Private School Proportionate Share	

Title III Immigrant Education Fiscal

1. Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2017-18 school year?

Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2017-18 school year.

No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2017-18 school year.

No, the LEA received an allocation but does not intend to apply for Title III, Part A - Immigrant funding for the 2017-18 school year.

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Fiscal Information - Title III Immigrant Fiscal Information

Title III, Part A Immigrant Education - Budget and Budget Narrative (Part 1 of 2)

PLEASE NOTE - Applicants are instructed to use the "*2017-18 Budget Calculators*" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

- 1. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title III, Part A Immigrant Education.**

(Please note, a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title III, Part A Immigrant Education Calculation of Proportionate Share (Part 2 of 2)

PLEASE NOTE - Applicants are instructed to use the "*2017-18 Budget Calculators*" prior to submitting information for all *Fiscal Information* sections of the application. The budget calculator is to be used by the applicant as a worksheet tool and is not submitted with the application.

- 2. Please complete the following DISTRICT-LEVEL chart for Title III, Immigrant Education:**

	Title III Immigrant
Total Title III, Part A Immigrant Allocation (\$)	
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	
Total Number of K-12 Immigrant Students Enrolled in PRIVATE Schools (in-district) (#)	
Title III, Part A Immigrant Per Pupil Amount (\$)	
LEA Proportionate Share	
Private School Proportionate Share	

Title V Fiscal

1. Does the LEA intend to apply for Title V- Rural Low Income Student (RLIS) funding for the 2017-18 school year?

Yes, the LEA intends to apply for Title V (RLIS) funding for the 2017-18 school year.

No, the LEA did not receive an allocation for Title V (RLIS) funding for the 2017-18 school year.

No, the LEA received an allocation but does not intend to apply for Title V (RLIS) funding for the 2017-18 school year.

2017-18 LEA Application for ESSA-Funded Programs - Annually - 2017

Fiscal Information - Title V Fiscal Information

Title V - Budget and Budget Narrative (Part 1 of 2)

1. Upload a signed copy of the FS-10 Budget and Budget Narrative for Title V - Rural Low Income Student (RLIS).

(Please note, a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title V Fiscal Information (Part 2 of 2)

2. In the table below, please enter the dollar amount the LEA is budgeting from 2017-18 Title V - RLIS funds for each allowable purpose listed.

For each of the identified purposes, please specifically describe the activity or activities that the LEA is carrying out with RLIS funds, and describe how the activity either:

A) Improves teaching and learning in the classroom through:

1. Providing rich professional development to teachers and administrators in schools;
2. Providing learning tools and resources that engage children and assist them in obtaining the knowledge necessary to succeed in postsecondary education or employment; OR

B) Improves equity in the classroom for students, especially for subgroups that are typically disadvantaged in education such as students in poverty, minority students, English Language Learners and students with disabilities.

	RLIS Funds	Please describe the activities to be supported by 2017-18 RLIS funds
Title I, Part A (Improving Basic Programs Operated by LEA's)		
Title II, Part A (Improving Teacher Quality State Grants)		
Title III (Language Instruction for Limited English Proficient and Immigrant Students)		
Title IV, Part A (Student Support and Academic Enrichment)		
Parent and Family Engagement		
Totals:	0.00	0.00

Funded Administration

1. **Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?**

Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles?

No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles?

- 1a. **Please upload a completed "Funded Administrative Position Description Form" for each professional-level administrative or supervisory position included in the FS-10 Budget forms for any of the federal Titles.**

Forms are available in the Supporting Documents section of this survey, and should include original signatures by both LEA and non-public school representatives.

Homeless Student Information

1. Please provide the name of the LEA's McKinney-Vento liaison.
 - 1a. Please provide the e-mail address of the LEA's McKinney-Vento liaison.
 - 1b. Please provide the telephone number of the LEA's McKinney-Vento liaison.
2. NYSED requires that LEAs that receive Title I funds inquire about the current housing status of its students. Does the LEA use a questionnaire that asks about current housing status each time a child or youth seeks enrollment in the LEA or requests a change of address to help identify children and youth experiencing homelessness?
 - Yes, the LEA uses a homeless questionnaire to inquire about the current housing status of its students.
 - No, the LEA does not use a homeless questionnaire to inquire about the current housing status of its students.
3. Please complete the following table regarding homeless students in your LEA and the services provided to them.

	Homeless Students (#)	Set-Aside (\$)	Services Provided
Homeless Students			<input type="checkbox"/> Before/After School, Summer School Programs <input type="checkbox"/> Counseling Services <input type="checkbox"/> Student fees for general education program <input type="checkbox"/> Outreach Efforts <input type="checkbox"/> Basic Needs - clothing, uniforms, supplies, health <input type="checkbox"/> Transportation <input type="checkbox"/> Work of Liaison <input type="checkbox"/> Tutoring Services <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Research-Based Programs for highly mobile students <input type="checkbox"/> Data Collection to assess needs and progress <input type="checkbox"/> Fees for AP/SAT/ACT testing <input type="checkbox"/> Other Services ordinarily provided to permanent students

Private School Participation

PLEASE NOTE - Applicants are instructed to use the Consultation Dashboard tab in the "*2017-18 Budget Calculators*" tool prior to submitting information for the *Private School Participation* section of the application. The applicant is not required to submit the workbook with the application.

1. **Do you have district resident students attending private schools within your district attendance area or outside of your district attendance area?**

Yes, the LEA has district resident students attending private schools.

No, the LEA does not have district resident students attending private schools.

- 1a. **For EACH private school serving district resident students in your LEA, please upload a completed "Written Affirmation of LEA Consultation with Private School Officials Form."**

Neglected and Delinquent

1. **Does the LEA have any Neglected and/or Delinquent facilities located within your district attendance area?**

Yes, the LEA does have Neglected and/or Delinquent facilities.

No, the LEA does not have Neglected or Delinquent facilities.

2017-18 LEA Application for ESSA-Funded Programs - Annually - 2017

Program Information - Neglected and Delinquent Facilities

Neglected and Delinquent Facilities

1. Identify by name EACH Neglected and/or Delinquent facility located in the district. Click on "Add Row" as needed to include additional individuals.

Name of Facility	Neglected, Delinquent, or Special Act	Type of Facility	Child Count (Oct. 2016)	Allocation (\$)	Formal Agreement in Place
	Neglected Delinquent Special Act District Not Applicable	853 School Article 81 School At-Risk Youth Shelter County Jail Drug Treatment Group Home Limited Secure Non-Secure Detention Non-Secure Placement Secure Detention Special Act Transitional Living Facility Other			Yes, a formal agreement is in place between the LEA and this facility. No, a formal agreement is not in place between the LEA and this facility.

2. For EACH Neglected and/or Delinquent facility located with the LEA, please upload a completed Written Affirmation of LEA Consultation with Neglected/Delinquent Facility Officials Form.
- Both the LEA and the neglected/delinquent facility representative must sign the form attesting to consultation between both entities.
 - The neglected/delinquent facility representative must attest to the nature of consultation between both entities with additional signature.
 - Documentation of the LEA's consultation efforts, as well as written affirmation and proposed budget requests, must be maintained on file for each facility and available for inspection upon request.

Accountability Status

1. Is your LEA identified as a Focus District in the 2017-18 school year?

Yes

No

Improvement Reserve

1. To support implementation of activities described in the District Comprehensive Improvement Plan (DCIP) and/or School Comprehensive Education Plans (SCEPs), Focus LEAs must calculate a 5-15% reserve based on the total Title IA, Title IIA, and Title III allocations the Focus LEA receives. Please refer to "Focus District Improvement Reserve Rates" in the Document section of the application for LEA reserve amounts for the 2017-18 school year.

Please Note - The district may utilize any fund source to meet this reserve, and is not limited to Title IA, Title IIA, and Title III funds.

Fund Source	Amount of Funds
Title I, Part A funds	
Title II, Part A funds	
Title III, Part A funds	
Title V, Part B funds	
School Improvement Funds	
Local/General funds	
Special Legislative funds	
Private Grant Funds	
Other	

Parent Education Reserve

2. Focus LEAs with Priority and/or Focus schools must set-aside one percent of their Title I Part A funds to be used in designated schools for Parent Education activities. This one percent is not subject to the private school equitable participation requirement.

In the chart below, provide a brief description of the parent education activities in each Priority and/or Focus school, regardless of the school's Title I status. For identified Title I schools, indicate the amount of funds and list Title I Part A as the fund source. For non-Title I schools, indicate the amount of funds and identify the non-Title I fund source that will support the planned activities.

Name of School	Brief Description of Activity	Cost (\$)	Fund Source
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Notifications

3. An LEA must develop and implement procedures for receiving and acting on complaints from parents or other persons in parental relation to students in Title I Priority and Focus Schools, including a timeline for handling complaints.

Please upload the LEA notification of complaint process to parents.

4. LEAs must promptly notify parents of all students enrolled in a Title I school that has been identified as a Priority or Focus School. This notice must be in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Please upload the LEA accountability status notification to parents.

Public School Choice

5. LEAs must promptly, but no later than 14 days prior to the beginning of the school year, inform parents of all students enrolled in a Title I school that has been identified as a Priority or Focus School of their public school choice options. This notice must be in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

LEAs are strongly encouraged to provide several choice options for parents. Parents should be provided a reasonable amount of time to consider their options, be given concise but detailed information on the performance and overall quality of the receiving schools, and be provided an opportunity to visit potential schools of choice.

Please upload the LEA public school choice notification to parents.

6. In 2017-2018, will the district provide parents of children who attend an identified Priority or Focus School with one or more schools of choice?

Yes, parents will have at least one school of choice available.

No, parents will not have at least one school of choice available.

- 6a. Provide additional information about why parents will not have the opportunity to participate in Public School Choice in 2017-2018. Select all that apply.

- There is only one school serving each grade span in the district.
- All schools serving the grade span are identified as Priority or Focus Schools.
- There are geographic limitations in the district.
- Other

- 6b. Describe the interventions that will be provided at identified schools for which no Public School Choice options are available.

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Accountability Information - Public School Choice Options

Public School Choice Options

1. Provide the name, Title I status, and grade spans served for each school of choice.

School Name	Title I Status	Grade Span
	Title I School Non-Title I School	