



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Consolidated Application for ESSA-Funded Programs

Online Application Process – 2019-20 Application and Level 1 Addendum

OFFICE OF ESSA-FUNDED PROGRAMS

Consolidated Application for ESSA-Funded Programs. AGENDA

- Application Resources
- Federal and State Assurances
- Consultation & Collaboration
 - Transferability
 - Federal Program Areas
- Private School Consultation/Collaboration
 - Budgets/Narratives
 - LEVEL 1 ADDENDUM
- Next Steps and NYSED Support

Office of ESSA-Funded Programs – Application Resources

- To access the Business Portal and for additional guidance and support, visit our website at: <http://www.nysed.gov/essa/schools/consolidated-application>
- Accountability data needed to complete the Level 1 Addendum may be accessed here by selecting the “Accountability Designation Materials” link.
- *Additionally* - if the applicant has questions about various portions of the application, webinars are available, as well as additional resources, forms and other technical assistance materials.

| |
|--------------------------------------|
| ≡ Every Student Succeeds Act (ESSA) |
| New York State ESSA Plan |
| Parent Dashboard ▶ |
| 2019-2020 Consolidated Application |
| Accountability Designation Materials |
| Allocations |
| Fact Sheets |
| Guidance |
| Memos |
| Programs ▶ |
| Webinars & Videos |
| Complaint Procedures |
| Funding Opportunities |

2019-2020 Consolidated Application for ESSA-Funded Programs



Executive Summary

NYSED has developed the online 2019-2020 Consolidated Application for ESSA-Funded Programs to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state.

[View the full Executive Summary](#)

ESSA-FUNDED PROGRAMS ONLINE APPLICATION PORTAL

FORMS

FISCAL INFO

TRAINING OPPORTUNITIES

Federal and State Assurances

- The items in this section come directly from Section 8306 of federal statute.

- Each item is identified by its specific sub-section.

Section 8306 Assurances [Edit Group Details](#) [Delete Group](#)

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) *

Report Title: Federal Assurance 1

☐ YES, the LEA provides the above assurance.

[Edit Question](#) [Delete](#) [Add Question Above](#) [Add Sub-Question](#) [Add Conditional Page](#) [Copy](#) [Move](#)

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) *

Report Title: Federal Assurance 2A

☐ YES, the LEA provides the above assurance.

[Edit Question](#) [Delete](#) [Add Question Above](#) [Add Sub-Question](#) [Add Conditional Page](#) [Copy](#) [Move](#)

- Each item of this section of the application is required, as indicated by a red asterisk.
- When saving, an error message will appear if a required question has gone unanswered.

- Note – an application cannot be submitted if an unanswered item has not been addressed.

Federal and State Assurances

- Several assurance groups in all must each be addressed in this section of the application.

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

Title I Assurances

2 ESSA Section 1112(c) requires each local educational agency (LEA) to:

- ensure that migratory children and for services on the same basis as other children;
- provide services to eligible children at meaningful consultation with private schools;
- participate, if selected, in the National Assessment of Educational Progress (NAEP) section 303(b)(3) of the National Assessment of Educational Progress (NAEP);
- coordinate and integrate services provided at the local, state, and federal level, such as services for English learner children, and homeless children and youth in the instructional program;

Title II Assurances

6 ESSA Section 2102(b)(2) requires that each application submitted by the LEA include:

- an assurance that the local educational agency will comply with the requirements of the law regarding children and teachers; and
- an assurance that the local educational agency will coordinate and integrate services provided through the state and federal level, such as services for English learner children, and homeless children and youth in the instructional program;

☐ YES, the LEA provides the above assurances.

Title III Assurances

8 ESSA Section 3116(b)(4) requires that each local educational agency (LEA) submit, throughout, each school year, a plan for the implementation of the law regarding children and teachers.

McKinney-Vento Assurances

10 The LEA assures that it will coordinate with the state and federal level, such as services for English learner children, and homeless children and youth in the instructional program.

Migrant Education Program Assurances

11 The LEA assures that, to the extent that it has been issued by the Statewide Identification & Recruitment of Migrant Children and Youth, all applicable laws and regulations, including ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 101.11).

☐ YES, the LEA provides the above assurances.

Supplement Not Supplement (Part 2 of 7)

Consultation and Collaboration

- All applicants, in developing their Consolidated Application for ESSA-Funded Programs, are required to provide evidence of consultation and collaboration with appropriate stakeholder groups by completing and uploading the “Consultation and Collaboration Documentation” form(s).

Consultation & Collaboration

Please refer to the *Documents* panel along the left of the application for additional information and access to forms and worksheets. Specific to this section, please refer to the “2018-19 Consultation and Collaboration Documentation” form for additional information.

1 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 constituency groups using the 2018-19 Consultation/Collaboration Form(s), and upload completed forms with original signatures.

PLEASE NOTE: Multiple forms may be uploaded collaboration process. *

Report Title: Consult Collab

Choose File No file chosen

Add Another Upload

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 IV, Part A - Teachers, Principals, Other School Leaders, Specialized Instruction Support Personnel, Parents, Students, Community-Based Organizations, and Local Government Representatives
- Title V, Part B - Teachers, Other School Staff, Principals and/or Administrators, Parents

PLEASE NOTE - Consultation with appropriate private school representatives will be addressed in the Equitable Services section of the application using the “Written Affirmation of LEA Consultation with Private School Officials Form.”

Please note - A separate consultation process is required for private schools. This process is addressed in the *Equitable Services* section of the application.

Consultation and Collaboration

This form must be maintained on file by each LEA applying for funds under ESEA in order to document that appropriate consultation/ collaboration has occurred or was attempted with required constituency groups as follows:

1. Representatives of required constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA, and information must be entered in columns 1-7 (check (X) in columns 3-7).
2. For representatives of required constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in columns 1-8 (check (X) in columns 3-7); supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
3. For representatives of required constituency groups with whom the LEA attempted to consult/collaborate, but refused or were unavailable to do so, such information must be entered in columns 1-9 (check (X) in columns 3-7), and a check (X) must be entered in column 8 to indicate that the consultation did not occur. **Appropriate documentation/explanation must be maintained on file in the district.**

| 1 | 2 (Print or Type) | 3 | 4 | 5 | 6 | 7 | 8 (Required if no signature) | 9 |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|
| Individual's Name (Print/Type) AND Signature | Individual's Title and Constituency Group | Title I Part A | Title II Part A | Title III Part A | Title IV Part A | Title V Part B | Dates and Types of Consultation/Collaboration | Attempted Consultation |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

Before proceeding, check to ensure that the following constituent groups are included, if applicable:

| Title I Part A | Title II Part A | Title III Part A | Title IV Part A | Title V Part B |
|---|--|--|---|---|
| <ul style="list-style-type: none"> - Teachers² - Principals and/or Administrators - Other School Leaders - Paraprofessionals - Specialized Instructional Support Personnel - Other School Personnel - Title I Parents³ | <ul style="list-style-type: none"> - Teachers² - Principals and/or Administrators - Other School Leaders - Paraprofessionals - Specialized Instructional Support Personnel - Parents - Community Partners³ - Organizations with Demonstrated Expertise³ | <ul style="list-style-type: none"> - Teachers - Researchers - Principals and/or Administrators - Parents and Family Members - Community Members³ - Public or Private Entities³ - Institutions of Higher Education³ | <ul style="list-style-type: none"> - Teachers - Principals - Other School Leaders - Specialized Instruction Support Personnel - Parents - Students - Community-Based Organizations - Local Government Representatives - Tribal Organizations³ | <ul style="list-style-type: none"> - Teachers - Other School Staff - Principals and/or Administrators - Parents |

- “Representatives of required constituency groups who sign the form are effectively affirming that appropriate consultation has occurred . . . supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA . . .”

- Constituency groups are listed at the bottom of the form. It is important to take note of each different program area, as some changes have occurred as a result of ESSA.

Transferability

- Only Title IIA and Title IVA funds may be transferred for use in other programs.
- Using the “*Transfer FROM*” columns, identify the program area from which funds will be transferred.
- Using the “*Transfer TO*” rows, select the program area to which fund use will be transferred.
- Input the amount of funds to be transferred, and the total of these funds will appear.

Please Note – “Transferability” refers to the transferred *use* of funds, not funds actually being moved from one program area budget to another. FS-10s for each program area should be based on original allocation amount.

1 In the chart below, please identify funds subject to Transferability *FROM* either Title II or Title IV and the program area to which they are being assigned.

| | Transferring the use of <u>Title II</u> Funds (\$) | Transferring the use of <u>Title IV</u> Funds (\$) |
|---|--|--|
| Transferring to Title I, Part A | 7,500 | 2,500 |
| Transferring to Title I, Part D | | |
| Transferring to Title II, Part A | | |
| Transferring to Title III, Part A - English Language Learners (ELL) | | |
| Transferring to Title IV, Part A | | |
| Transferring to Title V - Rural Low Income Students (RLIS) | | 2,500 |

2 The chart below summarizes funds subject to Transferability according to the program area *FROM* which their uses are being transferred - Title II or Title IV.

| | Transferability <i>FROM</i> Title II, Part A - <u>TOTAL</u> | Transferability <i>FROM</i> Title IV, Part A - <u>TOTAL</u> |
|---------------------------------------|---|---|
| Funds Subject to Transferability FROM | -7,500 | -5,000 |

3 The chart below summarizes funds subject to Transferability according to the program area *TO* which their uses are being transferred.

| | Title I, Part A | Title I, Part D | Title II, Part A | Title III - ELL | Title IV, Part A | Title V - RLIS |
|-------------------------------------|-----------------|-----------------|------------------|-----------------|------------------|----------------|
| Funds Subject to Transferability TO | 10,000 | 0 | 0 | 0 | 0 | 2,500 |

Title IA_ Program Information

1 Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year? *

Report Title: T1A evaluate program yes/no

☐ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.

☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

a To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year? *

Report Title: T1A evaluation results

(Appears if parent question has answer of "Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.")


☐ The LEA exceeded the goals it set for the previous school year.

☐ The LEA met the goals it set for the previous school year.

☐ The LEA did not meet the goals it set for the previous school year.

2 In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them. *


Report Title: T1A challenges narrative



Words: 0

3 In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement. *

Report Title: T1A goals narrative



Words: 0

- Applicants are asked to indicate if the Title I, Part A program was evaluated to determine progress made towards goals set for the previous year; and to indicate the degree to which progress was made.
- Applicants are asked to discuss their Title I, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student learning, based on a recent needs assessment.
- Applicants are also asked to describe specific, measurable goals and/or outcomes based on the information provided relating to student needs/obstacles.

Title IA_ Determining Equitable Shares

1 Please provide the LEA allocation for Title I, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.

| | Title I, Part A 2019-20 Allocation (\$)* | Transferability Funds to Title I, Part A (\$) | TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$) |
|------------------------------|--|---|--|
| Title I, Part A Calculations | 1,200,000 | 10,000.00 | 1,210,000.00 |

- The TOTAL FUNDS column shows the LEAs Title I, Part A funds (including Transferability, if applicable).

- Applicants input their most current data to complete the student information chart.

- The student information provided by the applicant is used to automatically calculate a per pupil amount and equitable shares.

2 Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title I, Part A funds.

| | Amount (#)* |
|---|-------------|
| Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#) | 5,000 |
| Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#) | 25 |
| Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#) | 12 |
| Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (#) | 990 |
| Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#) | 8 |
| Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#) | 2 |

3 Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A.

| | Title I, Part A - Per Pupil Amount (\$) | Title I, Part A - LEA Share (\$) | Title I, Part A - Private School Share (\$) |
|----------------------------------|---|----------------------------------|---|
| Proportionate Share Calculations | 1,210.00 | 1,197,900.00 | 12,100.00 |

Please Note. An LEA may continue to update its information at any time, prior to final submission.

Title IA_ Reserves

1 The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).

(PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)

| | Homeless Students (#) * | Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$) | Minimum Recommended Reserve Amount (Student Count x \$100) (\$) |
|-------------------------------|-------------------------|--|---|
| Calculating Homeless Reserves | 6 | 7,260.00 | 600.00 |

- The first item of this section helps the LEA determine its required reserve for homeless students by calculating a range of reserve figures from 'best practice' to 'minimum recommended'.

4 Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools. (Please respond with "0" as applicable to indicate no funds being reserved.)

| | Amount (\$) * |
|--|---------------|
| Administration | 9,000 |
| Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above) | 1,200 |
| Neglected Youth Reserve (See Item #2 Above) | 0 |
| Professional Development | 0 |
| Capital Expense | 0 |
| Pre-K Services | 0 |
| Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000 - See Item #3 Above) | 12,000 |
| Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools) | 0 |

Applicants should complete the Title I, Part A funding reserve chart as applicable to indicate funds reserved prior to distributing to schools.

- The next item uses the Title I, Part A per pupil amount to calculate a reserve figure for and neglected youth.

2 The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).

(PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)

| | Neglected Youth Count (#) * | Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$) |
|--------------------------------|-----------------------------|---|
| Calculating Neglected Reserves | 2 | 2,420.00 |

5 Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas.

| | Title I, Part A - LEA Share (\$) | Title I, Part A - Funds Reserved (\$) | Title I, Part A - Funds to be Distributed to Title I Schools (LEA Share minus Funds Reserved) (\$) |
|---|----------------------------------|---------------------------------------|--|
| Title I, Part A Funds to be Distributed | 1,197,900.00 | 22,200.00 | 1,175,700.00 |

- The final chart calculates the amount of funds available to distribute to schools.

Title IA. Distribution of Funds to Schools

Information provided in earlier sections of the Title I, Part A portion of the application is used to determine the After Reserve per pupil amount. This figure may be used when allocating funds to individual schools within an LEA.

The application will auto-populate each school within an LEA. Applicants are asked to provide information for ALL schools, including the Title I, Part A status (Non-Title I, Targeted Assistance, or School-Wide Program

1 The following figure represents the After Reserve Title I, Part A Per Pupil Amount, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #3).

1,187.58

2 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.

3 Unless using the K-12 Administrative Option, any LEA planning to serve one or more attendance area with a poverty measure less than 35% must adjust its LEA per pupil allocation upward by 25% when distributing its allocation to all Title I schools (in descending order by poverty percent). Please use the adjusted per pupil amount when completing the chart below (Item #3).

1,484.47

3 In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status. If no funds are allocated to a school, please indicate this with a response of "0".

| School BEDS Code | School Name | Grade Type | Title I Status * | Student Enrollment (#) | Low Income Students (#) | Poverty Rate (%) | Bldg. Title I Allocation (\$) | School-Level Per Pupil Amount (\$) |
|------------------|--------------------|-------------|---------------------------|------------------------|-------------------------|------------------|-------------------------------|------------------------------------|
| 0001 | HIGH SCHOOL | Senior High | School-Wide Program (SWP) | 500 | 500 | 100.00 | 100,000 | 200.00 |
| 0004 | JUNIOR HIGH SCHOOL | Middle | School-Wide Program (SWP) | 450 | 400 | 88.89 | 300,000 | 750.00 |
| 0003 | C SMITH ELEMENTARY | Elementary | School-Wide Program (SWP) | 900 | 900 | 100.00 | 140,657 | 156.29 |

- In addition, for an LEA serving one or more attendance areas with a poverty rate less than 35%, an adjusted per pupil amount has been provided.

4 As the LEA completes the school allocation chart above (Item #3), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

| | Title I, Part A - Funds to be Distributed (LEA Share minus Funds Reserved) (\$) | Amount Remaining to be Identified (\$) - Remaining Balance |
|---|---|--|
| Title I, Part A Funds to be Distributed | 1,175,700.00 | 1,175,700.00 |

As school allocations are provided, the final chart of this section will show applicants the remaining balance to indicate that all funds have been assigned.

Title IA – Neglected Facilities

18 Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.

| Name of Facility | Type of Facility | Child Count (Oct. 2017) (#) | Facility Allocation (\$) | Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form |
|------------------|------------------|-----------------------------|--------------------------|--|
| Sandringham | Group Home ▼ | 4 | 4,500 | <input type="button" value="Choose File"/> No file chosen <input type="button" value="Add Another Upload"/> |
| Clarence House | Special Act ▼ | 2 | 2,200 | <input type="button" value="Choose File"/> No file chosen <input type="button" value="Add Another Upload"/> |

- For some LEAs, a portion of Title I, Part A funds were generated to support Neglected facilities located within the district's boundaries.
- If this is the case, the applicant should provide information for each facility, including a completed affirmation of consultation form.
- In addition, LEAs should indicate whether formal agreements exist between the district and each of the facilities.

Please Note. If an LEA has no Neglected facilities within its boundaries, please skip these questions and click on "Save" or "Save & Continue."

19 Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area? *

☐ Yes, the LEA has a formal written agreement with each Neglected facility.
☒ No, the LEA does not have a formal written agreement with each Neglected facility.

Title ID_ Program/Fiscal Information

- Applicants are asked to provide information about each Delinquent facility, and upload a completed consultation form.

4 Please provide the LEA's Title I, Part D Allocation for the 2019-20 school year. Do not include carryover funding from the previous year.

| | Title I, Part D 2019-20 Allocation (\$) * | Transferability Funds to Title I, Part D (\$) | TOTAL FUNDS for Title I, Part D Purposes (Allocation + Transferability) (\$) |
|------------------------------|---|---|--|
| Title I, Part D Calculations | 14,501 | 0.00 | 14,501.00 |

4 Identify by name EACH Delinquent facility located in the district, the type of facility, the October 2017 child count figure, the allocation amount for the facility, and upload a completed "Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form." Click on "Add Row" as needed to include additional facilities.

| Name of Facility * | Type of Facility * | Child Count (Oct. 2017) (#) * | Facility Allocation (\$) * | Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form * | Delete Row (Will be Deleted on Save) |
|--------------------|--------------------|-------------------------------|----------------------------|---|--------------------------------------|
| Balmoral | Group Home | 12 | 25,000 | Choose File No file chosen Add Another Upload | <input type="checkbox"/> |

Add Row

- As the allocation for each facility is provided, the remaining balance indicates that all Title I, Part D funds have been assigned.

6 Does the LEA have a formal written agreement with each Delinquent facility located within the LEA's geographic attendance area? *

☒ Yes, the LEA has a formal written agreement with each Delinquent Facility.
☐ No, the LEA does not have a formal written agreement with each Delinquent

- Please Note – Only one FS-10 should be submitted for the total Title I, Part D allocation

5 As the LEA completes the chart above, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

| | Title I, Part D Allocation (\$) | Amount Remaining to be Identified (\$) - <u>Remaining Balance</u> |
|-------------------------------|---------------------------------|---|
| LEA Title I Part D Allocation | 25,000.00 | 0.00 |

Title IIA – Fiscal Information

- Applicants are asked to input their 2019-20 Title II, Part A allocation to calculate the Total Funds amount.
- Additionally, applicants must complete a second chart asking for administrative reserves and student counts, using the most current data.
- Calculations are made in real-time to provide the Title II, Part A per pupil amount and public/private proportionate shares.

4 Please provide the LEA allocation for Title II, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.

| | Title II, Part A - 2019-20 Allocation * | Transferability Funds (Funds to Title II added, Funds from Title II deducted) (\$) | TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$) |
|-----------------------|---|--|---|
| Title II Calculations | 200,000 | -10,000.00 | 190,000.00 |

5 Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

| | Amount (\$ or #) * |
|---|--------------------|
| Title II, Part A Program Administration Costs (Public and Private Schools) (\$) | 5,000 |
| Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#) | 2,100 |
| Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#) | 40 |

6 Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title II, Part A.

| | Title II, Part A <u>Per Pupil Amount</u> (\$) | Title II, Part A <u>LEA Share</u> (\$) | Title II, Part A <u>Private School Share</u> (\$) |
|-------------------------------|---|--|---|
| Title II, Part A Calculations | 86.45 | 181,542.06 | 3,457.94 |

Title IIA – Use of Funds

- The use of funds portion of the application provides the LEA with a number of acceptable uses for Title II, Part A funds.

Please Note - Specific conditions of use exist for each of the activities, and these are noted for each item.

9 Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders. *

☒ Yes, the LEA intends to allot funds to the above described use.

☐ No, the LEA does not intend to allot funds to the above described use.

a Title II, Part A funding amount for the 2018-19 school year - Recruiting Individuals from Other Fields

12,500

- Applicants are asked to indicate Yes/No if they intend to allocate funds for a each use, and provide the amount as applicable.

Title IIA - Use of Funds - Funds to Zero

25 As the LEA completes the questions on this page, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

| | Title II, Part A <u>LEA Proportionate Share</u> (\$) | Amount Remaining to be Identified (\$) - <u>Remaining Balance</u> |
|-------------------------------|--|---|
| Title II, Part A Use of Funds | 89,004.33 | 0.33 |

- As an LEA inputs funding amounts, identical charts at the top & bottom of the page indicates the remaining balance to be assigned.

Title IIA – Use of Funds

24 Is the LEA using Title IIA funds for Other class size reduction activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model. *

☒ Yes, the LEA intends to allot funds to the above described use.
☐ No, the LEA does not intend to allot funds to the above described use.

a Title II, Part A funding amount for the 2018-19 school year - Other class size reduction activities.

25,000

b Please provide a short description of the "Other" class-size reduction model the LEA intends to implement.

- In addition, applicants selecting an 'Other' use of funds are asked to indicate the level of supporting evidence and upload a completed "*LEA Evidence Tool*".

c Please indicate the level of evidence available to support the "Other" class-size reduction model the LEA intends to implement.

☐ Strong Evidence
☒ Moderate Evidence
☐ Promising Evidence
☐ Demonstrates a Rationale

d Please upload a completed "*LEA Evidence Tool*" and a logic model that supports the chosen class-size reduction model. A copy of the tool and a sample logic model are available in the *Documents* panel.

Choose File No file chosen

Add Another Upload

- A use of funds identified as 'Other' requires additional information.
- After providing the amount of funds to be allocated, please provide a short description of the activity.

Title III_ English Language Learners (ELL)

- Applicants are asked to input their 2019-20 Title III, Part A allocation to calculate the Total Funds amount.
- Additionally, applicants must complete a second chart asking for administrative reserves and student counts, using the most current data.
- Calculations are made in real-time to provide the Title III, Part A per pupil amount and public/private proportionate shares .

4 Please provide the LEA allocation for Title III, Part A - ELL funds for the 2019-20 school year.

| | Title III, ELL - 2019-20 Allocation * | Transferability Funds to Title III, ELL (\$) | TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$) |
|-----------------------------|---------------------------------------|--|---|
| Title III, ELL Calculations | 24,222 | 0.00 | 24,222.00 |

5 Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.

| | Amount (#) * |
|---|--------------|
| Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#) | 3,400 |
| Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#) | 12 |

6 Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title III, Part A - ELL.

| | Title III, ELL Per Pupil Amount (\$) | Title III, ELL - LEA Share (\$) | Title III, ELL - Private Share (\$) |
|----------------------------|--------------------------------------|---------------------------------|-------------------------------------|
| Title III ELL Calculations | 7.10 | 24,136.81 | 85.19 |

Title III_ English Language Learners (ELL)

- Applicants are asked to identify how the LEA intends to apply for Title III, Part A ELL funds.

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

Report Title: T3

☐ 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.

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

Report Title: Consortium BEDS

(Appears if parent question has answer of 'The LEA intends to apply for its Title III funds as a MEMBER of a consortium.')

c Please provide your LEA Title III ELL allocation.

Report Title: ELL Allocation

(Appears if parent question has answer of 'The LEA intends to apply for its Title III funds as a MEMBER of a consortium.')

d 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 my district will fully comply with all provisions established under the aforementioned Act.

Report Title: Consortium Consent

(Appears if parent question has answer of 'The LEA intends to apply for its Title III funds as a MEMBER of a consortium.')

☐ The LEA agrees to the above consent statement.

- If the applicant selects “MEMBER of a Consortium”, three new tasks will automatically appear.
- Applicants are asked to provide information about their consortium lead, their own LEA allocation, and must give consent to the shared use of consortium funds.

Title III_ English Language Learners (ELL)

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

Report Title: T3

☐ 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

☐ The LEA intends to apply as the LEAD APPLICANT of a consortium

- If an applicant indicates that it is the LEAD applicant of a consortium, a prompt will appear asking them to complete and upload a “Consortium Lead Applicant” form.

a As LEAD APPLICANT of a consortium, please upload a completed “Consortium Lead Application” form. The document is to be uploaded in the Supporting Documents section of the survey.

Report Title: Consortium

(Appears if parent question has answer of “The LEA intends to apply as the LEAD APPLICANT of a consortium.”)

No file chosen

- In completing the “Consortium Lead Applicant” form, the LEAD applicant of a consortium must include up-to-date information about each member of the consortium including BEDS code, student counts and member allocations.

Title III_ Immigrant Education

3 Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A Immigrant Education funds:

| | Amounts (# or \$) * |
|---|---------------------|
| Total Title III, Part A Immigrant Allocation (\$) | 25,000 |
| Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#) | 23 |
| Total Number of K-12 Immigrant Students Enrolled in PRIVATE Schools (in-district) (#) | 3 |

- Applicants are asked to complete a Title III, Part A Immigrant fiscal chart, using its most current data.

- Calculations are made in real-time to provide Title III, Part A Immigrant per pupil amount and public/private proportionate shares.

4 Based on the information provided above, please find in the chart below the Title III, Part A Immigrant Education Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

| | Title III Immigrant <u>Per Pupil Amount</u> (\$) | Title III Immigrant <u>LEA Share</u> (\$) | T3 Immigrant <u>Private School Share</u> (\$) |
|----------------------------------|--|---|---|
| Title III Immigrant Calculations | 961.54 | 22,115.38 | 2,884.62 |

Title IV_ Program Information

- Applicants are asked to indicate if their Title IV, Part A allocation (including Transferability) is greater than or equal to \$30,000 for the current school year.

2 Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000? *

☐ Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000.

☒ No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000.

In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them. *

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair.

- Applicants are then asked to describe goals, objectives and outcomes for the *Well-Rounded, Safe & Healthy, and Effective Use of Technology* content areas.

- If the LEA's allocation for the current school year is less than \$30,000, the applicant is asked to discuss specific student needs impacting academic achievement and how the Title IV program will address them.

In the space provided below, please describe the goals, objectives and intended outcomes of the Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology content areas of the Title IV, Part A program based on the results of a recent needs assessment. *

Words: 0

Title IV_ Program Information

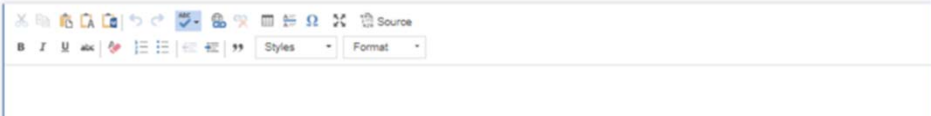
- If the LEA's allocation (including Transferability) for the current school year is equal to or *greater than* \$30,000, the applicant is asked to discuss specific student needs impacting academic achievement, and must conduct a comprehensive needs assessment
- The applicant is then asked to describe goals, objectives and outcomes for the *Well-Rounded, Safe & Healthy, and Effective Use of Technology* content areas – each separately.

2 Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000? *

☒ Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000.
☐ No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000.

• Conducting a needs assessment is an important and required aspect of the Title IV, Part A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology. All LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years.

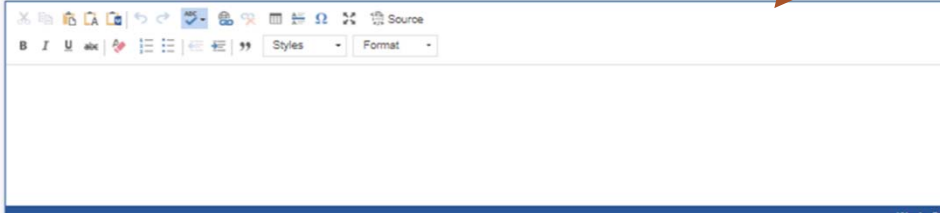
In the space provided below, please describe (1) areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology, and (2) how your Title IV, Part A program is designed to address those needs.



b In the space provided below, please describe the goals, objectives and intended outcomes of the Well-Rounded Educational Opportunities content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

c In the space provided below, please describe the goals, objectives and intended outcomes of the Safe and Healthy Students content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

d In the space provided below, please describe the goals, objectives and intended outcomes of the Effective Use of Technology content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.



Words: 0

Title IV_ Fiscal Information

- Applicants are asked to input the 2019-20 Title IV, Part A allocation to calculate the Total Funds amount.

3 Please provide the LEA allocation for Title IV, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.

| | Title IV, Part A - 2019-20 Allocation | Transferability Funds (Funds <u>to</u> Title IV added, Funds <u>from</u> Title IV deducted) (\$) | TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$) |
|-------------------------------|---------------------------------------|--|---|
| Title IV, Part A Calculations | 22,000 | 0.00 | 22,000.00 |

- Please Note –* An LEA may continue to update its fiscal information at any time, prior to final submission.

- Additionally, applicants must complete a second chart asking for administrative reserves and student counts, using the most current data.

4 Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

| | Amount (\$ or #) |
|---|------------------|
| Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$) | 0 |
| Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#) | 386 |
| Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#) | 49 |

5 Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title IV, Part A.

| | Title IV, Part A Per Pupil Amount (\$) | Title IV, Part A LEA Share (\$) | Title IV, Part A Private School Share (\$) |
|-------------------------------|--|---------------------------------|--|
| Title IV, Part A Calculations | 50.57 | 19,521.84 | 2,478.16 |

- Calculations are made in real-time to provide the Title IV, Part A, per pupil amount and public/private proportionate shares.

Title IV – Use of Funds

- As an LEA inputs its use of funds in the content area charts, Item #1 indicates the remaining balance to be assigned.

1 As the LEA completes the items below (Items #2 - #4), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.

| | TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) (\$) | Amount Remaining to be Identified (\$) - <u>Remaining Balance</u> |
|--|--|---|
| <div>✕</div> Title IV, Part A Use of Funds | 22,000.00 | 0 |

2 Please complete the chart below by identifying the funds being used to support allowable activities associated with Well-Rounded Educational Opportunities. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent BOTH public and private school funds.

| Well-Rounded Educational Opportunities | Funding Amounts (\$) | LEA and/or Private School Activities * |
|--|----------------------|--|
| <div>✕</div> Science, Technology, Engineering, and Mathematics | 6,500 | <input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable |
| Music and Arts | 2,000 | <input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable |
| Foreign Language Instruction | 0 | <input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable |

- For each content area, applicants are asked to identify the amount of funds allocated to each of allowable activities, as applicable.
- Applicants are also asked to indicate if the funds are being used for LEA-based activities, and/or if the funds are to be used to support private schools.

Title IV – Use of Funds

- As the applicant provides information in the use of funds charts, the total amount of funds for each content area will calculate in the chart at the bottom of the section.
- For all applicants, no more than the maximum amount of 15% of funds allocated to the *Effective Use of Technology* content area may be used for equipment and infrastructure.
- For all applicants with an allocation (including Transferability) of \$30,000 or more, at least 20% of the total allocation must be allocated to **both** *Well-Rounded Educational Opportunities* and *Safe & Healthy Students* content areas **and** some portion of the application must be used for Effective Use of Technology.

5 Please find total amounts allocated to each of the Title IV, Part A content areas: *Well-Rounded Educational Opportunities*, *Safe and Healthy Students*, and/or *Effective Use of Technology*.

| | Well-Rounded Educational Opportunities <u>TOTAL</u> (\$) | Safe & Healthy Students <u>TOTAL</u> (\$) | Educational Technology <u>TOTAL</u> (\$) | <u>Maximum</u> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$) |
|---------------------------|--|---|--|---|
| Content Area Use of Funds | 6,500 | 6,500 | 7,000 | 1,050 |

6 For LEAs with an allocation (including Transferability) greater than \$30,000 - the following chart provides the minimum Title IV, Part A funding amounts of 20% that an LEA is required to allot to both *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas. Additionally, the chart provides the maximum of 15% of funds allotted to the *Effective Use of Technology* content area for equipment and infrastructure.

| | Well-Rounded Educational Opportunities <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$) | Safe & Healthy Students <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$) |
|------------------------------|--|---|
| Content Area Minimum/Maximum | 4,400.00 | 4,400.00 |

Title V_ Program/Fiscal Information

| | Title V Allocation (\$) | Transferability Funds to Title V (\$) | TOTAL FUNDS for Title V Purposes (Allocation + Transferability) (\$) |
|----------------------|-------------------------|---------------------------------------|--|
| Title V Calculations | 12,000 | 0.00 | 12,000.00 |

4 In the table below, please check the box for each allowable purpose the LEA is allocating 2018-19 Title V - RLIS funds. 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 such as students in poverty, minority students, English Language Learners and

(Please enter "N/A" in the narrative column if funds are not being used for a given activity)

| | Yes/No * | Please describe the activities to be supported by 2018-19 RLIS funds * |
|---|--|--|
| Title I, Part A (Improving Basic Programs Operated by LEA's) | <input checked="" type="radio"/> Yes <input type="radio"/> No | The LEA intends to use Title |
| Title II, Part A (Improving Teacher Quality State Grants): Professional Learning Communities; Principal Leadership; Teacher Leadership; Induction and Mentoring; National Board Certification; and Other Professional Development | <input type="radio"/> Yes <input checked="" type="radio"/> No | NA |
| Title III (Language Instruction for Limited English Proficient and Immigrant Students) | <input type="radio"/> Yes <input checked="" type="radio"/> No | NA |
| Title IV, Part A (Student Support and Academic Enrichment): Well Rounded Educational Opportunities; Safe and Healthy Students; and Educational Technology | <input type="radio"/> Yes <input checked="" type="radio"/> No | NA |
| Parent and Family Engagement | <input type="radio"/> Yes <input checked="" type="radio"/> No | NA |

- Applicants are asked to input their 2019-20 Title V, Part B allocation to calculate the Total Funds amount.

- An applicant should consider the use of Title V, Part B funds in terms of improving teaching and learning, and/or improving equity in classrooms; then use this information to determine the allowable activities it intends to fund.
- Applicants are asked to check Yes/No for each of the allowable purposes, and then use the text box to describe activities (as applicable).

Private School Consultation and Collaboration

- For private schools located within the district, a template/sample letter has been developed to assist the LEA as it reaches out to consult and collaborate with private school representatives.

[Insert Date]

[Insert Private School Official's Name]
[Insert Private School Name]
[Insert Street Address]
[Insert City, State, Zip Code]

RE: 2019-2020 Equitable Services for Participating Private Schools

Dear [Insert Private School Official's Name]:

The Every Student Succeeds Act (ESSA) provides services to public and private school children, teachers, and parents. As a private school located within our district's geographic catchment area, your students, teachers, and parents may be eligible for federal education services under one or more ESSA program.

Please review the description of each ESSA program outlined in Section 1 of the attached *2019-2020 Written Affirmation of LEA Consultation with Private School Officials* form. If you are interested in participating in one or more of the ESSA-funded programs during the 2019-2020 school year, please complete and return pages 1 and 2 of the form no later than [insert day at least 10 days after receipt of letter]. You may return the form by fax to [insert fax number], by email to [insert email address], or by mail.

If your private school elects to participate in one or more of the ESSA programs, we will work together to complete Section 2, Section 3, Section 4, and Section 5 of this form. When I receive your form, I will contact you about our first consultation meeting, which is planned for [insert date at least 10 days after form is due].

If you are not interested in participating in any of the ESSA programs, please indicate that on the enclosed form and return a signed copy by fax, email or by mail so that your materials can be submitted to the New York State Education Department as part of our 2019-2020 Consolidated Application.

If you have questions, please contact me at [insert phone number and e-mail address]. I look forward to hearing from you soon.

Sincerely,

[Signature]

[Title]

[Insert Date]

[Insert Private School Official's Name]
[Insert Private School Name]
[Insert Street Address]
[Insert City, State, Zip Code]

RE: 2019-2020 Equitable Services for Participating Private Schools

Dear [Insert Private School Official's Name]:

[Insert name of school district] is beginning to plan its Title I program for the 2019-20 school year and needs your help. As a private school that serves students who live in our district's geographic catchment area, your students, teachers, and parents may be eligible for federal education services under Title I Part A.

Please review the description of the Title I Part A program outlined in Section 1 of the attached *2019-20 Written Affirmation of LEA Consultation with Private School Officials* form. Please note that, as a private school located outside of our district's geographic catchment area, you are not eligible to participate in the other ESSA-funded programs with our district. You may, however, be eligible to participate in programming provided by your district of location.

If you are interested in participating in our Title I Part A program during the 2019-20 school year, please complete and return pages 1 and 2 of the enclosed form no later than [insert day at least 10 days after receipt of letter]. You may return the form by fax to [insert fax number], by email to [insert email address], or by mail.

If your private school elects to participate in Title I Part A, we will work together to complete Section 2, Section 4, and Section 5 of this form. When I receive your form, I will contact you about our first consultation meeting, which is planned for [insert date at least 10 days after form is due].

If you are not interested in participating in the Title I Part A program, please indicate that on the enclosed form and return a signed copy by fax, email or by mail so that your materials can be submitted to the New York State Education Department as part of our 2019-20 Consolidated Application.

If you have questions, please contact me at [insert phone number and e-mail address]. I look forward to hearing from you soon.

Sincerely,

[Signature]

[Title]

Enclosure

- A similar letter has been developed to assist an LEA as it consults and collaborates with schools located outside of the geographic catchment area that serve students living within the district.

- The LEA should maintain a record of these communications as well as other consultation affirmation forms, meeting minutes, and agendas to ensure it has met the obligations surrounding private school outreach regarding federal programs.

Private School Consultation and Collaboration

- Regardless of the whether the private school intends to participate in one or more of the federal programs, it should complete the contact information portion of the document before signing and returning it to the LEA.

2019-2020 WRITTEN AFFIRMATION OF LEA CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

BACKGROUND INFORMATION

CONSULTATION REQUIREMENT:
Sections 1117(b) and 8501(c) of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. ESSA requires that consultation continue throughout the implementation and assessment of activities in programs subject to equitable participation requirements. For Title I, Part A programs, section 1117(b)(1) also requires that such consultation occur during the design and development of the LEA's Title I, Part A programs.

PROGRAMS REQUIRING CONSULTATION:
Section 1117 requires that LEAs consult with appropriate private school officials from any private school serving district residents students regarding Title I Part A - Improving Basic Programs Operated by Local Educational Agencies.

Section 8501 requires that LEAs consult with appropriate private school officials from any private school located within geographic catchment area regarding the following ESSA programs:

- Title I Part C - Education of Migratory Children (not applicable to LEAs in NYS; this program is administered by the U.S. Department of Education)
- Title II Part A - Supporting Effective Instruction Grants
- Title III Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV Part A - Student Support and Academic Enrichment Grants
- Title IV Part B - 21st Century Community Learning Centers (this is a competitive grant opportunity)

GOAL OF CONSULTATION:
Sections 1117(b)(1) and 8501(c) of ESSA state that the goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The "goal of reaching between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication and the private school officials on key issues that are relevant to the equitable participation of eligible private school and other education personnel, and families in ESSA programs.

TIMELY AND MEANINGFUL CONSULTATION:
Meaningful consultation provides ample time and a genuine opportunity for all parties to express their views, to have considered, and to discuss viable options for ensuring equitable participation of eligible private school students, teachers, education personnel, and families. Consultation for all programs must be conducted before the LEA has made any decision that will impact the participation of private school students and teachers in applicable programs and shall continue throughout assessment of services provided. Additionally, with respect to Title I, Part A programs, consultation must also be of design and development of the LEA's Title I, Part A programs. An LEA should consult with private school officials to ensure consultation and provide adequate notice of such consultation to ensure meaningful consultation and the likelihood of will be well prepared with the necessary information and data for decision-making. Successful consultation begins implementation of services, establishes positive and productive working relationships, makes planning effective, and serves to ensure that the services provided meet the needs of students and teachers.

2019-2020 WRITTEN AFFIRMATION OF LEA CONSULTATION WITH PRIVATE SCHOOL OFFICIAL

| | | | |
|------------------------|--|------------------------|--|
| LEA Name | | LEA Contact Person | |
| Private School Name | | Contact Person / Title | |
| Street Address | | Contact Telephone | |
| City/Town, Zip Code | | Contact Email | |
| BEDS Code ¹ | | District of Location | |

SECTION 1: INTENT TO PARTICIPATE IN ESSA PROGRAMS

For each ESSA program below, private school officials should indicate their intent to participate by marking the most appropriate box. Please note that due to eligibility criteria, a district may not participate in each of the programs listed.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies (LEA)

- ☐ Yes, I am interested in participating in Title I, Part A during the 2019-20 school year.
☐ No, I am not interested in participating in Title I, Part A during the 2019-20 school year.²
☐ No, I have no eligible Title I students at this time.²

The Title I, Part A federal program provides services to both public and private school children who need additional support. Title I, Part A supports supplementary instruction by public school third-party contractor to students who are educationally disadvantaged and failing, or most at risk of failing, to meet state standards.

Timely and meaningful consultation. Participation in the Title III, Part A Immigrant Education program will require the private school to provide counts of eligible immigrant students (regardless of a student's district of residence) to the district before an equitable services allocation can be determined.⁴

Title IV, Part A - Student Support and Academic Enrichment Grants

- ☐ Yes, I am interested in participating in Title IV, Part A during the 2019-20 school year.
☐ No, I am not interested in participating in Title IV, Part A during the 2019-20 school year.²
☐ Not Applicable - My private school is located outside of the geographic catchment area of the district.

The purpose of Title IV, Part A is to improve students' achievement by increasing the capacity of states and LEAs to provide opportunities for students to access a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. Participation in the Title IV, Part A program will require the private school to provide the total count of students in grades K-12 (regardless of a student's district of residence) before an equitable services allocation can be determined.⁴

2019-20 Consolidated Application

- ☐ Yes, I am interested in receiving a copy of the LEA's 2019-20 Consolidated Application.
☐ No, I am not interested in receiving a copy of the LEA's 2019-20 Consolidated Application.

Private School Administrator's Signature: _____ Date signed: _____

FOR LEAs

If the private school has elected to participate in one or more of the programs listed above, the LEA must consult with the private school in order to complete Section 2, Section 3, Section 4, and Section 5 of this form, as applicable. In such a case, the LEA should submit, as part of its 2019-20 Consolidated Application, completed and signed copies of pages 1-6 of this document.

If the private school has elected not to participate in any of the programs listed above or is not eligible to participate in any of the programs listed above, the LEA is not required to complete Section 2, Section 3, Section 4, and Section 5 of this form at this time. The LEA should submit, as part of its 2019-20 Consolidated Application, completed and signed copies of pages 2-3 of this document.

- Both the LEA and the private school should carefully read through the background information in its entirety.

- The private school contact should indicate its intention for each program area, as applicable, by checking the appropriate box.

- The private school administrator should sign and date the form before returning it to the LEA.

Private School Consultation and Collaboration

2019-2020 WRITTEN AFFIRMATION OF LEA CONSULTATION
WITH PRIVATE SCHOOL OFFICIAL

LEA Name: _____ Private School Name: _____

SECTION 2: TITLE I CONSULTATION

If the private school has elected to participate in Title I Part A, the LEA is required to complete the chart below. In such a case, the LEA should submit a fully completed copy of pages 4 and 6, including signatures, as part of its 2019-20 Consolidated Application.

The following topics must be discussed during the ongoing consultation process as required for Title I Part A:

| Topics of Consultation Title I Part A | Date(s) Discussed | Agreement Reached? |
|---|----------------------|-----------------------|
| • How the children's needs will be identified | | |
| • What services will be offered | | |
| • How, where, and by whom the services will be provided | | |
| • How the services will be academically assessed and how the results of that assessment will be used to improve those services | | |
| • The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined | | |
| • The method or sources of data that are used under section 1117(c) and 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools | | |
| • How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers | | |
| • How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor | | |
| • Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor | | |
| • Whether to provide equitable services to eligible private school children by creating a pool or pools | | |

2019-2020 WRITTEN AFFIRMATION OF LEA CONSULTATION
WITH PRIVATE SCHOOL OFFICIAL

LEA Name: _____ Private School Name: _____

SECTION 4: SERVICES TO BE PROVIDED

In the boxes below, provide a short description of the services to be provided for each program. Include the amount of funds allocated.

| Program Name | Student Count | Per Pupil Amount | School Allocation | Participation | Program Services Description (See Allowable Activities Guidance) |
|---|--|------------------|-------------------|--|---|
| Title I Part A | # of Low-Income Students Living in Title I Attendance Areas | \$ | \$ | <input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students | |
| Title I Part A Parent and Family Engagement | # of Low-Income Students Living in Title I Attendance Areas | \$ | \$ | <input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students <input type="checkbox"/> District Allocation is Less Than \$500,000 – No Reserve Required | |
| Title II Part A | # of Students in Grades K-12, Regardless of LEA of Residence | \$ | \$ | <input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> Out of District Private School | |
| Title III | | \$ | \$ | <input type="checkbox"/> Receiving Services | |

- If the private school has elected to participate in one or more of the programs, the LEA must consult with the private school in order to complete the remaining sections of the affirmation document as applicable. The LEA should submit, as part of its Consolidated Application for ESSA-Funded Programs, completed and signed copies of the appropriate sections.

Program Budgets and Program Narratives

- Applicants are asked to complete an FS-10 budget form for each program area for which the LEA is applying for funds.



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03-15)**

Local Agency Information

Funding Source: _____

Report Prepared By: _____

Agency Name: _____

Mailing Address: _____
City: _____ State: _____ Zip Code: _____

Telephone #: _____ Coach: _____

E-Mail Address: _____

Project Operation Dates: _____

INSTRUCTIONS

- Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. (DO NOT submit this form to the State Finance.)
- State whole dollar amounts only.
- Three copies of the original budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$1,000 or more, number and type
 - Vehicle acquisition
 - Any increase in a budget category (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount

FS-10, Page 1

SALARIES FOR PROFESSIONAL STAFF, Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire work week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

| Specific Position Title | Full Time Equivalent | Annualized Rate of Pay | Project Salary |
|-------------------------|----------------------|------------------------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |

Subtotal - Code 15

SALARIES FOR SUPPORT STAFF, Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operations and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

| Specific Position Title | Full Time Equivalent | Annualized Rate of Pay | Project Salary |
|-------------------------|----------------------|------------------------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |

- Completed Budget Narratives are required for each program area, and should be directly aligned to its corresponding FS-10. The purpose of the Budget Narrative is to provide sufficient information to appropriately describe proposed budget expenditures.



BUDGET NARRATIVE

LEA: _____ FOR TITLE: _____

BEDSCODE: _____

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 - Transferability - Title I Reading Teacher - FTE.35 - \$15,000.

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) |
|-----------------------------------|---|
| Code 15 Professional Salaries | |
| Code 16 Support Staff Salaries | |
| Code 40 Purchased Services | |
| Code 45 Supplies and Materials | |

Program Budgets and Program Narratives

- The 2019-20 allocation for each program area, as entered previously in the application, is found here and should be used to verify the appropriate amount of funds referred to in both the FS-10 and the Budget Narrative.
- This amount should not include any Transferability figures.

Budgets/Narratives Instructions

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: 2019-20 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234

1

The amount of funds shown in the space below reflects the LEA's 2019-20 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.

443,804.00

2

Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2019-20 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process, and funds subject to Transferability should not be included in the FS-10 of another program area.)

Choose File

No file chosen

Add Another Upload

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

3

Upload a completed copy of the Budget Narrative for Title I, Part A.

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

Choose File

No file chosen

Add Another Upload

- Upload a signed and completed FS-10, and a completed Budget Narrative separately to the corresponding item.

- Signed/completed hard copies of FS-10s and completed Budget Narratives are required to be mailed to NYSD as part of the application process.

Consolidated Application – LEVEL 1 ADDENDUM

1 In the chart below, please provide point of contact information for an individual at both the school and district level.

| | Point of Contact Name/Title * | Point of Contact Telephone Number * | Point of Contact Email Address * |
|---------------------------------------|-------------------------------|-------------------------------------|----------------------------------|
| District Point of Contact Information | Vito Andolini Corleone | 914-555-2121 | vito@godfather.org |
| School Point of Contact Information | Genoa Abbondando | 914-555-2121 | |

- Point of Contact information is requested for both district and school as both school and district staff should jointly complete the addendum.

1 Was a needs assessment conducted to address the indicator(s) for which the school performed at Level 1? *

☒ Yes, a needs assessment was conducted.
☐ No, a needs assessment was not conducted.

a Which components of a needs assessment were performed? Select all that apply. *

☒ State assessment data analysis
☒ Internal academic data analysis
☒ Attendance data analysis
☒ Discipline data analysis
☐ Behavior data analysis
☐ Teacher performance data analysis
☐ Parent engagement/participation data analysis

- As applicable, identify the components of the school's needs assessment as well as the stakeholders involved in conducting it.

b Which stakeholders were involved in conducting the needs assessment and making resource allocation decisions? Select all that apply? *

☒ Administrators
☒ Teachers
☒ Other school leaders
☐ Student support staff (guidance counselors, social workers, etc.)
☐ Paraprofessionals
☐ Specialized instructional staff
☒ School office staff
☒ Central office staff
☒ Parents/guardians
☐ Community members
☐ Students

- "Any school with an accountability measure of Level 1 for any sub-group shall participate in a needs assessment as may be prescribed by the Commissioner..."

Consolidated Application – LEVEL 1 ADDENDUM

1 Did the school receive a Level 1 for the accountability measure - Composite Performance Achievement Level? *

☒ Yes, the school received a Level 1 for Composite Performance Achievement Level

☐ No, the school did not receive a Level 1 for Composite Performance Achievement Level

a To which subgroup(s) does the Level 1 designation apply? *

☒ All students

☐ Asian

☒ Black

☒ ED

☐ ELL

☐ Hispanic

b Briefly describe (500 words or less) the additional support the school requested that the district provide based upon the needs assessment. *

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us.

c Please indicate the degree to which the district will provide the requested additional support. *

☒ Completely

☐ Mostly

☐ Partially

☐ Minimally

☐ Not at all

d As applicable, please describe why the district did not provide the requested resources

Not applicable - the district is able to provide the requested resources completely.

e Please describe any additional resources not requested by the school that were provided to address the indicator for which the school performed at Level 1. *

The district provided professional development to develop professional learning communities within and between elementary school throughout the district.

- Identical questions appear for school/district staff to identify the accountability measure(s) for which the school received a Level 1.
- A series of drop-down questions will appear below each indicator question for which an applicant responds “Yes”.

Next Steps....

- The “*Consolidated Application for ESSA-Funded Programs*” and the “*Consolidated Application – Level 1 Addendum*” are published in the Business Portal, with submissions due as delineated in the *Submission Instructions* section.
- Superintendents/CEOs and district staff should have received a system generated message from conappta@nysed.gov notifying them that the applications are now live and available for completion/submission.
- Additional webinars and guidance documents have been issued by the Office of ESSA-Funded Programs to provide on-going support and technical assistance.
- District staff should visit the NYSED Business Portal to ensure that user accounts and existing applications are up-to-date <http://portal.nysed.gov>.

NYSED Support

- TECHNICAL SUPPORT

- Please contact the SEDDAS Help Desk at SEDDAS@nysed.gov to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.

- SURVEY CONTENT SUPPORT

- Please contact the Office of ESSA-Funded Programs at (518) 473-0295 or via email at conappta@nysed.gov if you have any questions or concerns regarding the content of the application/survey.

**Thank You for Your
Continued Collaboration!**

- *For Additional Guidance and Support*, please visit the [Consolidated Application for ESSA-Funded Programs website](#)



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity