

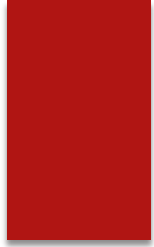
Consolidated Application for ESSA-Funded Programs

2020-21 Online Application Process

Office of ESSA Funded Programs



New York State
EDUCATION DEPARTMENT
[Knowledge](#) > [Skill](#) > [Opportunity](#)



AGENDA

Application Resources

Federal and State Assurances

Consultation & Collaboration

Transferability

Federal Program Areas

Private School Consultation/Collaboration

Budgets/Narratives

Next Steps and NYSED Support

Application Resources

- To access the Business Portal and for additional guidance and support, please visit our web-site 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.

The screenshot displays the website for the 2019-2020 Consolidated Application for ESSA-Funded Programs. On the left is a blue navigation menu with the following items: Every Student Succeeds Act (ESSA), New York State ESSA Plan, Parent Dashboard, 2019-2020 Consolidated Application (highlighted), Accountability Designation Materials, Allocations, Fact Sheets, Guidance, Memos, Programs, Webinars & Videos, Complaint Procedures, and Funding Opportunities. The main content area has the heading "2019-2020 Consolidated Application for ESSA-Funded Programs" and a photograph of a family. Below the photo is the "Executive Summary" section, which includes a paragraph of text and a link to "View the full Executive Summary". At the bottom, there is a list of application resources: ESSA-FUNDED PROGRAMS ONLINE APPLICATION PORTAL, FORMS, FISCAL INFO, and TRAINING OPPORTUNITIES, each with a plus sign icon.

Federal and State Assurances

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](#)

- The items in this section come directly from Section 8306 of federal statute.
- Each item is identified by its specific sub-section.
- Each item within this section of the application is required, as indicated by a red asterisk.
- When saving, an error message will appear if a required item has gone unaddressed.



(Please Note – an application cannot be submitted if a required item has not been addressed.)

Federal and State Assurances

Several assurance groups must 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 T

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Educa

- ESEA Assurances
- School Prayer Certification

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

Supplement Not Supplant (Part 2 of 7)

Title III Assurances

8 ESSA Section 3116(b)(4) requires that each eligible entity (A) each local educational agency throughout, each school year; and (B) the eligible entity is not inconsistent with se

McKinney-Vento Assurances

10 The LEA assures that it will coordinate with other agencies to identify and assist homeless students, including but not limited to the LEA provides the ab

Title I Assurances

2 ESSA Section 1112(c) requires each LEA to (1) ensure that migratory children receive the same educational services on the same basis as other children; (2) provide services to eligible children through meaningful consultation with private entities; (3) participate, if selected, in the National Assessment of Educational Progress section 303(b)(3) of the National Assessment of Educational Progress; and (4) coordinate and integrate services at the local level, such as services for English language learners, homeless children and instructional program;

Title II Assurances

6 ESSA Section 2102(b)(2) requires that each application submitted by the LEA include (E) an assurance that the local educational agency will comply with the requirements for children and teachers); and (F) an assurance that the local educational agency will coordinate with professional development activities provided through

YES, the LEA provides the above assurances.


Migrant Education Program Assurances

11 The LEA assures that, to the extent that it has issued by the Statewide Identification & Recruitment students in its Student Information Management information from a regional Migrant Education all applicable laws and regulations, including ("FERPA") (20 U.S.C. §1232g; 34 CFR Part

YES, the LEA provides the above assurance

Consultation and Collaboration

- All applicants, in developing their Consolidated Application, are required to provide evidence of consultation and collaboration with appropriate stakeholder groups.
- A new "Consultation and Collaboration Documentation" form has been developed.
- Applicants must consult/collaborate with the required stakeholder groups for each program area.
- Names, titles, signatures and date/type of consultation/collaboration are required for each individual.
- Evidence of outreach must be kept on file with the district and made available upon request.



2020-21 Consultation and Collaboration Documentation Form
Consolidated Application for ESSA-Funded Programs


LEA Name: _____ BEDS Code: _____

The Elementary and Secondary Education Act (ESEA), as amended by 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 Consolidated Application and programs related to each Title.

The required constituency groups the LEA must consult and/or collaborate with pursuant to ESEA/ESSA are listed below. Methods of consultation may include face to face meetings, e-mail, fax, telephone calls, letters and/or video conferencing. ESEA/ESSA does not restrict consultation to the listed constituency groups; LEAs are encouraged to consult and/or collaborate with other groups as well.

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"> Parents of children in Title I school; Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; <u>and</u> Other School Personnel 	<ul style="list-style-type: none"> Parents; Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; Community Partners (if appropriate); <u>and</u> Organizations with Demonstrated Expertise (if appropriate) 	<ul style="list-style-type: none"> Parents; Teachers; Principals and/or Administrators; Researchers; Community Members (if appropriate); Public or Private Entities (if appropriate); <u>and</u> Institutions of Higher Education (if appropriate) 	<ul style="list-style-type: none"> Parents; Students; Teachers; Principals and/or Administrators; Other School Leaders; Specialized Instruction Support Personnel; Community-Based Organizations; Local Government Representatives; <u>and</u> Tribal Organizations (if appropriate) 	<ul style="list-style-type: none"> Parents; Teachers; Principals and/or Administrators; <u>and</u> Other School Staff

In signing this form, representatives of required constituency groups are affirming that appropriate consultation has occurred. The signature does not indicate agreement. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).

Individual's Name (Print/Type)	Title and Constituency Group (As noted above)	Signature (Required)	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
Example: Jane Bennet	Parent from Title I school		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5/11/20 - in-person meeting
			<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups, this form must be maintained on file by the district. Supporting documentation (e.g., meeting agenda, minutes, and rosters) must be maintained on file in the district. Additional forms should be completed as necessary.

Note: Do not use this form for consultation/collaboration with private school representatives. Private School consultation must be documented 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.)

Transferability

- Only Title IIA and Title IVA may be transferred.
- 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.

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.

<input type="checkbox"/>	Transferring the use of <u>Title II</u> Funds (\$)	Transferring the use of <u>Title IV</u> Funds (\$)
Transferring to Title I, Part A	<input type="text" value="7,500"/>	<input type="text" value="2,500"/>
Transferring to Title I, Part D	<input type="text"/>	<input type="text"/>
Transferring to Title II, Part A	<input type="text"/>	<input type="text"/>
Transferring to Title III, Part A - English Language Learners (ELL)	<input type="text"/>	<input type="text"/>
Transferring to Title IV, Part A	<input type="text"/>	<input type="text"/>
Transferring to Title V - Rural Low Income Students (RLIS)	<input type="text"/>	<input type="text" value="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*.

<input type="checkbox"/>	Transferability <i>FROM</i> Title II, Part A - <i>TOTAL</i>	Transferability <i>FROM</i> Title IV, Part A - <i>TOTAL</i>
Funds Subject to Transferability FROM	<input type="text" value="-7,500"/>	<input type="text" value="-5,000"/>

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

<input type="checkbox"/>	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	<input type="text" value="10,000"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2,500"/>



(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 the original allocation amount.)

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)

The LEA exceeded expectations

The LEA met the goals

The LEA did not meet the goals

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

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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

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, source, styles, and format.

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 then asked to discuss their program in terms of specific student needs and/or obstacles confronting the LEA that impact student learning, based on a recent needs assessment.
- Finally, LEAs are 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

➤ Applicants are asked to provide their current year Title IA allocation.

➤ If the district is using the Transferability option, those funds will appear automatically

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) (#)	

➤ 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.

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'.

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

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

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.

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 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 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.

a 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 - <u>Funds to be Distributed</u> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
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
<input type="text" value="Sandringham"/>	<input type="text" value="Group Home"/>	<input type="text" value="4"/>	<input type="text" value="4,500"/>	<input type="button" value="Choose File"/> No file chosen <input type="button" value="Add Another Upload"/>
<input type="text" value="Clarence House"/>	<input type="text" value="Special Act"/>	<input type="text" value="2"/>	<input type="text" value="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

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

- Title I, Part D allocation.
- Yes/No – formal agreement with each facility?

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

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

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

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

Title IIA – Fiscal Information

- Applicants are asked to input their 2019-20 Title IIA 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 IIA 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 <u>to</u> Title II added, Funds <u>from</u> 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 funds.

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.

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 - 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



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

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.

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

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

Title III - English Language Learners (ELL)

- Applicants are asked to input their 2019-20 Title III allocation to calculate the *Total Funds* amount.
- Additionally, applicants must complete a second chart asking for public and private school student counts, using the most current data.
- Calculations are made in real-time to provide the Title III 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.

<input type="checkbox"/>	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	<input type="text" value="24,222"/>	<input type="text" value="0.00"/>	<input type="text" value="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.

<input type="checkbox"/>	Amount (#) *
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	<input type="text" value="3,400"/>
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	<input type="text" value="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.

<input type="checkbox"/>	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	<input type="text" value="7.10"/>	<input type="text" value="24,136.81"/>	<input type="text" value="85.19"/>

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

Applicants are asked to identify how the LEA intends to apply for Title III ELL funds – SINGLE applicant, MEMBER of a consortium, or LEAD applicant of a consortium.

- 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.

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 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.

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 of a consortium.
- 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 must 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.')

Choose File No file chosen

Add Another Upload

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 Immigrant fiscal chart, using their most current data.

Calculations are made in real-time to provide Title III 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 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.

e 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.

All applicants are asked to discuss specific student needs impacting academic achievement and how the Title IV program will address them.

If the LEA's allocation for the current school year is less than \$30,000, applicants are asked to describe goals, objectives and outcomes for the *Well-Rounded, Safe & Healthy, and Effect Use of Technology* content areas collectively.

f 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*.


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.

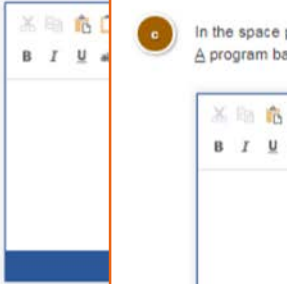
a Conducting a needs assessment is an important and required aspect of the Title IV, Part A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy 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.

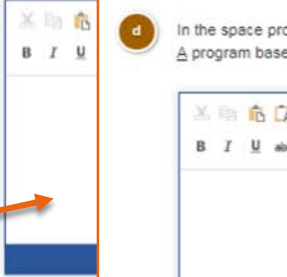


The applicant is asked to discuss specific student needs impacting academic achievement and how the Title IV program will address them.


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.



The applicant is then asked to describe goals, objectives and outcomes for the *Well-Rounded*, *Safe & Healthy*, and *Effect Use of Technology* content areas – each separately.

Title IV - Fiscal Information

Applicants are asked to input the 2020-21 Title IVA 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.

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

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 <u>Per Pupil Amount</u> (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School Share</u> (\$)
Title IV, Part A Calculations	50.57	19,521.84	2,478.16

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

Title IV – Use of Funds

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 *
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.

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>
Title IV, Part A Use of Funds	22,000.00	0

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

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 with an allocation (including Transferability) equal to or *greater than* \$30,000, 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 allocation 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	8,500	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



(Please Note - 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.)

Title V - Program/Fiscal Information

	Title V Allocation (\$)	Transferability Funds <u>to</u> Title V (\$)	TOTAL FUNDS for Title V Purposes (Allocation + Transferability) (\$)
Title V Calculations	12,000	0.00	12,000.00

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

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 are typically disadvantaged in education such as students in poverty, minority students, English Language Learners and students with disabilities.

- An applicant should consider the use of Title V 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 briefly describe activities (as applicable).

(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

Private School Consultation/Collaboration

For private schools located within the district, a 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]

[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]

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.

(Please Note - 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/Collaboration

LEA and the private school staff should carefully read the background information in its entirety.

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

BACKGROUND INFORMATION

CONSULTATION REQUIREMENT:
Sections 1117(b) and §501(c) of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation be conducted between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities for school children, teachers, and other educational personnel to participate 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 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 students regarding Title I Part A – Improving Basic Programs Operated by Local Educational Agencies.

Section §501 requires that LEAs consult with appropriate private school officials from any private school located in the 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 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 §501(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 consultation is to reach an agreement between an LEA and appropriate private school officials in a timely, meaningful, and open communication and the private school officials on key issues that are relevant to the equitable participation of eligible private school children 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 be heard, and to discuss viable options for ensuring equitable participation of eligible private school students, teachers, and families. Consultation for all programs must be conducted before the LEA has made any final decisions that will impact the participation of private school students and teachers in applicable programs and shall continue through the implementation of services provided. Additionally, with respect to Title I, Part A programs, consultation must also include design and development of the LEA's Title I, Part A programs. An LEA should consult with private school officials before implementing any ESSA program. Consultation and provide adequate notice of such consultation to ensure meaningful consultation and the likelihood of implementation of services, establishes positive and productive working relationships, makes planning easier, and ensures that the needs of private school students and teachers are met.

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

LEA Name _____

LEA Contact Person _____

Private School Name _____

Street Address _____

City/Town, Zip Code _____

BEDS Code¹ _____

Contact Person / Title _____

Contact Telephone _____

Contact Email _____

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 below.

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 educational services to succeed in Title I public school attendance areas. Title I, Part A supports supplementary instruction by public school teachers, paraprofessionals, or third-party contractor to students who are educationally disadvantaged and failing, or most at risk of failing, to meet high academic standards.

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.

Regardless of the whether the private school intends to participate in one or more of the federal programs or not, it should complete the contact information portion of the document before signing and returning it to the LEA.

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/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	<input type="text"/>	<input type="text"/>
• What services will be offered	<input type="text"/>	<input type="text"/>
• How, where, and by whom the services will be provided	<input type="text"/>	<input type="text"/>
• How the services will be academically assessed and how the results of that assessment will be used to improve those services	<input type="text"/>	<input type="text"/>
• 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	<input type="text"/>	<input type="text"/>
• 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	<input type="text"/>	<input type="text"/>
• 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	<input type="text"/>	<input type="text"/>
• 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	<input type="text"/>	<input type="text"/>
• Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor	<input type="text"/>	<input type="text"/>
• Whether to provide equitable services to eligible private school children by creating a pool or pools	<input type="text"/>	<input type="text"/>

**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	<input type="text"/> # of Low-Income Students Living in Title I Attendance Areas	\$ <input type="text"/>	\$ <input type="text"/>	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students	<input type="text"/>
Title I Part A Parent and Family Engagement	<input type="text"/> # of Low-Income Students Living in Title I Attendance Areas	\$ <input type="text"/>	\$ <input type="text"/>	<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	<input type="text"/>
Title II Part A	<input type="text"/> # of Students in Grades K-12, Regardless of LEA of Residence	\$ <input type="text"/>	\$ <input type="text"/>	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> Out of District Private School	<input type="text"/>
Title III	<input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	<input type="checkbox"/> Receiving Services	<input type="text"/>

- 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.

Private School Consultation/Collaboration

- ▶ Applicants are asked to upload completed consultation forms for each private school, and to indicate if they are accepting or declining funds.
- ▶ In addition, LEAs are asked to identify funds for each private school by program area.

Click on ["Add Row"](#) as needed so that each private school which meets the criteria listed above is represented in the chart below.

(PLEASE NOTE - The column titled "Title I Private Sch (\$)" should reflect the total proportionate share of the Title I, Part A allocation and the Title I, Part A Parent and Family Engagement allocation.)

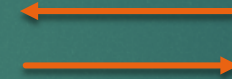
Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form	Delete Row (Will be Deleted on Save)
12345678912	Old Trafford	Acceptin ▼	500	500	500	500	<p>Petit Sablon.png Uploaded: 5/15/2020 03:23:03 PM</p> <p>View File Delete</p> <p>Choose File No file chosen</p> <p>Add Another Upload</p>	<input type="checkbox"/>

[Add Row](#)

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 image shows two pages of the FS-10 budget form. The left page is titled 'Local Agency Information' and includes fields for 'Funding Source', 'Request Prepared By', 'Agency Name', 'Mailing Address', 'City', 'State', 'Zip Code', 'Telephone #', 'Facsimile #', 'E-Mail Address', and 'Project Operation Dates'. Below this is the 'INSTRUCTIONS' section with several bullet points. The right page is titled 'BUDGET FOR PROFESSIONAL STAFF' and includes a table with columns: 'Specific Position Title', 'Full Time Equivalent', 'Annualized Rate of Pay', and 'Project Salary'. Below this table is another section for 'BUDGET FOR SUPPORT STAFF' with a similar table structure.



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	

- 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 provide sufficient information to appropriately describe proposed budget expenditures.

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.



(Please Note - This amount should not include any Transferability or carryover figures.)

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.

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

Next Steps....

- The "*Consolidated Application for ESSA-Funded Programs*" has been 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 application is 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

➤ 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.

➤ 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.

Thank You for Your
Continued
Collaboration!

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

