

Consolidated Application for ESSA-Funded Programs – Application Review Protocol

This document is intended to inform Local Educational Agencies (LEAs) of what NYSED reviewers are required to examine prior to approving the 2025-26 Consolidated Application for ESSA-Funded Programs. The Office of ESSA-Funded Programs is providing increased technical assistance as LEAs develop their applications, with the hope that this will make the application process easier and will result in fewer application un-submissions. It is also important for LEAs to understand what is required of NYSED reviewers and why applications need to be un-submitted.

Prior to conducting the review, NYSED reviewers verify [LEA allocations, including poverty and child counts](#), and [nonpublic enrollment by district](#). Reviewers then use the Application Review Protocol to examine each of their assigned Consolidated Applications, submitted in the [NYSED Business Portal](#). Once NYSED reviewers complete an application review, they will either approve or, if necessary, un-submit the application.

If the LEA did not meet the requirements outlined in protocol, reviewers will flag items and add notes that describe next steps for the LEA before un-submitting the application. Notes will be coded in one of three colors:

Business Portal Notes

RED	The reviewer has identified an item that needs to be corrected or requires additional information. The application will be un-submitted, and the LEA will need to re-submit with corrections.
YELLOW	The reviewer is clarifying the ESSA requirement(s). While the application may not need to be un-submitted for these items, the LEA should read these notes carefully and adjust the item response and/or documentation maintained by the district, as appropriate.
BLUE	The reviewer is adding a technical assistance/informational note. The application does not need to be un-submitted for these items nor revised by the LEA.

If the Consolidated Application is un-submitted back to the LEA, the LEA must review all flagged items and notes. If the LEA has any questions related to the notes, they should contact their NYSED reviewer. The reviewer's contact information can be found in the Comments box in the bottom of the left margin of the application.

Application Section	Requirement(s)	To Meet Requirement(s)
Introduction <ul style="list-style-type: none"> Contact Information <i>Item #1</i>	The Contact Information charts should contain information for all required contacts	The Contact Information charts contain name and phone number for all listed program areas.
Assurances & Consultation <ul style="list-style-type: none"> Consultation & Collaboration <i>Item #1</i>	LEA uploads completed 2025-26 Consultation and Collaboration Documentation forms	<p>The LEA uploads consultation and collaboration forms to indicate the 2025-26 Consolidated Application for ESEA-Funded Programs was developed with timely and meaningful consultation with appropriate stakeholders, as defined under each respective Title program. Consultation/Collaboration Documentation Forms are available at Consolidated Application for ESSA-Funded Programs.</p> <p>LEAs should not upload the "LEA Affirmation of Private School Consultation 2025-26" for Equitable Services consultation in this section. The "LEA Affirmation of Private School Consultation 2025-26" form should be uploads within the Equitable Services section of the application.</p>
	Dates of stakeholder signatures and/or meeting dates match the program year	The LEA uploads consultation and collaboration forms signed by stakeholders for the 2025-26 programmatic year or that have meeting dates reflective of the programmatic year.
	Required stakeholders for each Title are represented in the submission of the consultation form.	<p>The LEA uploads Consultation and Collaboration Forms and ensures that ALL required stakeholder groups are represented for each Title program area for the 2025-26 school year.</p> <p>Please note:</p> <ul style="list-style-type: none"> Please see the "Stakeholder Group Information" on page 2 of the Consultation and collaboration documentation form for examples of each of the stakeholder groups For Title IIA and Title IVA, all stakeholders defined under each respective part must be consulted even when transferring 100% of funds to another Title. Evidence of outreach must be maintained and kept on file by the district.
ESSA Programs <ul style="list-style-type: none"> Intent to Apply <i>Item #s 1-7</i>	LEA is applying for funds for which it has an allocation	<p>If the LEA has an allocation, and wants to apply for the allocation, it has selected a response of 'Yes' and clicked 'Save' to access the pages dedicated to this program area. Allocations may be found at Allocations, Poverty Data, and Student Counts.</p> <p>If the LEA does not have an allocation in a program area, it has selected a response of "No, the LEA did not receive an allocation for Title XX funding for the 2025-26 school year."</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Program Information (1 of 6) <i>Item #1</i>	The LEA regularly evaluates the content and effectiveness of their Title programs and policies to better assist in improving the academic quality of all schools.	The LEA has selected “Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.”
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Program Information (1 of 6) <i>Item #s 2-3</i>	LEAs describe BOTH identified needs and goals of the 2025-26 program. The needs, goals, and program are aligned.	<p>The LEA describes, using data where applicable, the needs that the LEA has identified for the 2025-26 school year and explain how the program addresses the needs.</p> <p>The LEA also describes the alignment between the identified needs and the program goals.</p>
	All program activities supported by Title I, Part A funding should be explicitly aligned with the proposed expenditures represented in the FS-10 Budget.	There is alignment between the Title I, Part A identified needs and program goals and the proposed expenditures in the FS-10 Budget/Budget Narrative.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Program Information (1 of 6) Schoolwide Programs (SWPs) <i>Items #s 4-5</i>	The LEA is seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School.	<p>The waiver is only necessary for schools with less than 40% poverty and will only be granted if the school has a Schoolwide Program plan in place. The LEA had indicated that it has a Schoolwide Program plan in place and has uploaded the “Title I Schoolwide Program Eligibility Waiver” form with sections D (school's poverty percentage) and E (statement of assurances) completed. Please submit a form for each school requesting a waiver.</p> <p>The Title I status of each school requesting a waiver must be appropriately labeled in the Title I, Part A: Distribution of Funds (5 of 6) section.</p>
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Fiscal Information (2 of 6) <i>Item #1</i>	Allocation amount entered in Item #1 reflects NYSED-posted allocation	<p>The LEA enters in the first column its 2025-26 Title I, Part A allocation posted at Allocations, Poverty Data, and Student Counts.</p> <p>Please note: Carryover, Excess, and/or Transferability funds should not be included in this figure. The input should only reflect the posted allocation.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Fiscal Information (2 of 6) <i>Item #2</i>	Number of K-12 Resident Students Enrolled in PUBLIC Schools and Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools match totals from the Distribution of Funds to Eligible Public School Attendance Areas chart in Part 5 of 6.	The LEA ensures that the student count information provided for total enrollment and/or low-income student count aligns with building specific information from Part 5 of 6. The low-income count should match the count of low-income students in Title I buildings. The LEA ensures that the total enrollment matches the aggregate total enrollment of all buildings, and the low-income student count matches the aggregate count of all Title I buildings PLUS the count of students served at a Neglected Facility.
	Enrollment data for the neglected facilities is correct based on the student count located on allocation page.	The LEA ensures that it has entered the correct number of students served (Child Count) in Neglected Facilities located within the attendance area of the LEA. Child counts may be found at Allocations, Poverty Data, and Student Counts .
	Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) AND (out-of-district) match totals from "LEA Affirmation of Private School Consultation 2025-26" forms	The LEA ensures that the private school student count information provided for low-income students aligns with the private school specific information located on the "LEA Affirmation of Private School Consultation 2025-26" forms. The LEA has reviewed the information to ensure the low-income student count matches the aggregate count of all eligible private school students.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #3</i>	If the LEA has a Title I, Part A allocation greater than \$500,000, the LEA correctly answers "Yes" to #3 "Does the LEA have a Title I allocation greater than \$500,000?"	A LEA with a Title I allocation greater than \$500,000 selects "Yes, the LEA has a Title I Part A allocation greater than \$500,000" and answers the questions that follow related to the required set asides.

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #4</i>	Administrative reserves from the public-school share amount are reasonable and necessary and do not exceed 2-5% of the total allocation amount.	<p>The salaries of public school administrative and clerical staff should normally be treated as indirect (Facilities and Administrative-F&A) costs. Direct charging of these costs may be appropriate, only if all of the following conditions are met:</p> <ol style="list-style-type: none"> (1) Administrative or clerical services are integral to a project or activity; (2) Individuals involved can be specifically identified with the project or activity; (3) Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and (4) The costs are not also recovered as indirect costs. <p>For each professional level administrative position, the LEA completes a Funded Administrative Position Description Form, along with the FS-10 Budget and Budget Narrative.</p>
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #4 (related to Item #1)</i>	A homeless reserve amount is provided	<p>The LEA provides the required Title I, Part A reservation for services to homeless students within the funding reserve chart (and all other funding charts and associated items as applicable).</p> <p>The LEA has set aside a per pupil amount that is sufficient to provide services to homeless children and youth to support the enrollment, attendance, and success of these students (section 1113(c)(3)(A)).</p> <p>Guidance on set aside determinations can be found in the Consolidated Application Document Library.</p>
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #4 (related to Item #2)</i>	Neglected Facility Reserve MATCHES the amount calculated in Chart #2 on this page.	<p>A LEA with Neglected Facilities inside their attendance area reserve the required funds from Title I, Part A for services for youth at neglected facilities based on the reported Child Count multiplied by the LEA's per pupil amount. The LEA has included the reserve in the funding reserve chart (and in any other funding charts and associated items as applicable).</p> <p>Child counts may be found at Allocations, Poverty Data, and Student Counts.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #4 (related to Item #3)</i>	If the LEA has a Title I, Part A allocation greater than \$500,000, the Parent and Family Engagement reserve MATCHES OR EXCEEDS the amount calculated in the LEA SHARE line of question #3a on this page.	A LEA with an allocation greater than \$500,000 reserves the required amount of at least 1% of these funds for Parent and Family Engagement activities (and ensures that the reserve is included in other funding charts and associated items as applicable). The LEA ensures that the amount shown is equal or greater than the required 1% set-aside of the LEA SHARE amount. Please note: At least 90 percent of the Parent and Family Engagement Reserve must be utilized in Title I Schools; up to 10 percent of the Parent and Family Engagement Reserve may be utilized at the district level. The LEA ensures that these funds and their uses are clearly outlined in the FS-10 for Title IA.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – LEA Reserves (3 of 6) <i>Item #4</i>	All reserves have a corresponding line item in the FS-10 and Budget Narrative.	The LEA ensures that all reserves are reflected in the FS-10 and budget narrative under the appropriate code(s).
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution Processes (4 of 6) <i>Item #1</i>	<u>For K-12 Administrative Option:</u> The LEA must have less than 1,000 students.	The LEA only selects the K-12 Administrative option if it has less than 1,000 students. See Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution of Funds (5 of 6) <i>Item #2</i>	For schools with poverty less than 35% All schools' Per Pupil Amounts (PPAs) are AT LEAST the 125% PPA rate	If the LEA is distributing funds to schools with poverty LESS THAN 35% poverty, the LEA ensures that each school's PPA reflects AT LEAST 125% of the original PPA rate (until funds are exhausted). See Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution of Funds (5 of 6) <i>Item #4</i>	Distribution of Funds Chart is completed	The LEA provides enrollment, poverty data, and Title I status for all buildings listed in the Distribution of Funds chart. This information is required for both Title I buildings and non-Title I buildings. Please note: A school should only be identified as a Targeted Assistance or Schoolwide Program if it has a corresponding allocation amount. If a school building has a \$0 allocation amount it should be identified as Non-Title I.

Application Section	Requirement(s)	To Meet Requirement(s)
	The Title I Status column correctly identified the status of each school building.	The LEA ensures that the Title I status for each building listed is correct, and that a building allocation has been provided. If the LEA does not wish to allocate funds to a building, the LEA will change the Title I status of that building to Non-Title I. (A school building with \$0 in the School Bldg. Allocation column should be identified as non-Title I.) If the LEA wishes to provide a building with an allocation, the LEA must ensure that the building's Title I status is listed as either a Targeted Assistance program or a Schoolwide program.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution Processes (5 of 6) <i>Item #4 (related to Item #2)</i>	<p>For schools with poverty less than 35%</p> <p>All schools' PPAs are AT LEAST the 125% PPA rate</p>	<p>If the LEA is distributing funds to schools with poverty LESS THAN 35% poverty, the LEA ensures that each school's PPA reflects AT LEAST 125% of the original PPA rate (until funds are exhausted).</p> <p>See Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.</p>
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution Processes (4 of 6) AND Title I, Part A – Distribution of Funds (5 of 6) <p><i>Part 5 of 6 Item #4: Method of fund distribution is appropriate and allowable. The requirements are different based upon the method of distribution the LEA chooses in Part 4 of 6 Item #1.</i></p>	<p><u>For Rank Order:</u> All schools with greater than 75% poverty are served first.</p> <p>Schools are served in rank-order from highest to lowest poverty buildings.</p>	<p><i>In Part 5 of 6, Item #4 Distribution of Funds Chart:</i></p> <p>LEA ensures that all schools with a poverty rate greater than 75% are served first. The building distribution of funds chart reflects the Title I-A funds for the LEA's buildings with a poverty % greater than 75%. Please see Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.</p> <p>The LEA ensures that it has distributed its Title I, Part A funds in rank order of poverty. The LEA ensures that the Per Pupil Amounts (PPA) and Building Title I Allocations (\$) reflect distribution in rank order starting with the highest poverty buildings down to the lowest poverty buildings. If the LEA is differentiating the per pupil, it ensures that the higher poverty schools are receiving the higher per pupil rates. See Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.</p>

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	<p><u>For Grade Span Grouping:</u> A LEA selecting the grade span grouping option will serve only eligible schools within each grade span.</p> <p>An eligible school is one that is:</p> <ul style="list-style-type: none"> • At or above the district poverty average, OR • At or above the grade span poverty average, OR • At or above 35% poverty 	<p><i>In Part 5 of 6, Item #4 Distribution of Funds Chart.</i></p> <p>The LEA ensures that it is only serving schools within the grade span that are (1) at or above the district-wide poverty average or (2) at or above the district-wide grade span poverty averages for the relevant grade span grouping or (3) at or above the 35% poverty rate. The LEA has confirmed that the list of schools served under Title I, Part A are meeting these conditions.</p> <p>The LEA may use different PPAs for each grade span, if those PPAs do not exceed the amount allocated to any school above 75% poverty. Per-child amounts within grade spans may also vary so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.</p> <p>See Identification and Selection of Public Attendance Areas and Allocation of Title I Funds to Those Schools and Areas for additional guidance.</p>
<p>ESSA Programs</p> <ul style="list-style-type: none"> • Title I, Part A – Distribution of Funds (5 of 6) <p><i>Item #4</i></p>	<p>The amount of funds listed for each school should correspond to the amount of funds listed in the budget and/or budget narrative.</p>	<p>The LEA ensures that the amount of funds listed in the Distribution of Funds Chart for each school clearly and directly corresponds to the amount of funds allocated to each school in the budget narrative. For example, if a Title I School shows an allocation of \$100,000 in the Distribution of Funds Chart, the budget narrative includes details of corresponding amounts of allowable activities. The LEA has provided a budget narrative that includes sufficient detail on how the funds for each Title I school have been allocated for allowable activities.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution of Funds (5 of 6) <i>Item #4</i>	Schools operating a schoolwide program have at least 40% poverty indicated in the "Poverty %" column in the school allocation chart.	<p>The LEA ensures that each building identified as a Schoolwide Program (SWP) has a poverty percentage of at least 40% and has a schoolwide plan in place for the 2025-26 school year that is compliant with all of the requirements of ESEA section 1114 unless the LEA is applying for and receives a waiver to Title I, Part A – Program Information (1 of 6).</p> <p>Please note: In Schoolwide programs (SWP), Title I, Part A funds are used to upgrade the entire educational program in a school, and all students in the school may benefit from the use of Title I, Part A funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment. In addition to supplemental services, SWPs may provide elective courses to prepare or support low-achieving students to take advanced courses, preschool enrichment programs, and programs to improve outcomes for students with disabilities and English learners. For more information, see the ESSA Schoolwide guidance regarding use of funds in a Schoolwide Program or contact our office for additional guidance on this topic.</p>
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Distribution of Funds (5 of 6) <i>Item #5</i>	Amount remaining to be identified is less than \$1000	The LEA ensures that the amount remaining to be identified is as close to zero as possible. The LEA ensures that it has not over-allocated or under-allocated funds. If the LEA has under-allocated by choice, the LEA provides a justification for the choice.
ESSA Programs <ul style="list-style-type: none"> Title I, Part A – Neglected Facilities (6 of 6) <i>Item #1</i>	All neglected facilities within a district are listed.	<p>The LEA ensures that it includes all Neglected Facilities within its boundaries, and adds rows as needed to ensure that all facilities are included.</p> <p>See Allocations, Poverty Data, and Student Counts.</p>
	Each neglected facility correctly identifies the number of children counted in October 2024.	The LEA ensures that the correct neglected count is entered. The LEA ensures that the correct count is provided using the child counts located at Allocations, Poverty Data, and Student Counts . The LEA verifies the enrollment data input for Neglected Facilities under Title I Part A – Fiscal Information (Part 2 of 6) aligns with the data provided in this section.
	Facility allocation is determined by the neglected child count multiplied by the district per pupil amount.	The LEA ensures that the total facility allocation is equal to the neglected child count multiplied by the district per pupil amount.

Application Section	Requirement(s)	To Meet Requirement(s)
	LEA has a formal written agreement with each Neglected facility.	The LEA indicates that it has the required formal written agreement with each Neglected Facility located within their geographic attendance areas. The agreement is kept on file at the LEA for record-keeping.
	LEA uploads Written Affirmation of LEA Consultation with Neglected Facilities for each facility.	The LEA ensures that the Written Affirmation of LEA Consultation with Neglected and Delinquent Facilities is complete and uploads for each facility.
ESSA Programs <ul style="list-style-type: none"> Title I, Part D – Program/Fiscal Information <i>Item #1</i>	The LEA regularly evaluates the content and effectiveness of their Title I, Part D program(s).	The LEA has selected “Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.”
ESSA Programs <ul style="list-style-type: none"> Title I, Part D – Program/Fiscal Information <i>Item #s 2-3</i>	LEA describes BOTH identified needs and goals of the 2025-26 program for each facility. The needs, goals, and program are aligned.	<p>The LEA describes, using data where applicable, the needs for each facility, that the LEA has identified for the 2025-26 school year and explain how the program addresses the needs.</p> <p>The LEA also describes the alignment between the identified needs and the program goals.</p>
	All program activities supported by Title I, Part D funding should be explicitly aligned with the proposed expenditures represented in the FS-10 Budget.	There is alignment between the Title I, Part D identified needs and program goals and the proposed expenditures in the FS-10 Budget/Budget Narrative.
ESSA Programs <ul style="list-style-type: none"> Title I, Part D – Program/Fiscal Information <i>Item #5</i>	Delinquent facilities are allocated the correct amount of funding for Title I, Part D programs and services (as per delinquent allocation page).	<p>The LEA ensures that the allocation provided is correct, and that Carryover, Excess, and/or Transferability funds are not included in this section. Please see the child counts and allocations posted at Allocations, Poverty Data, and Student Counts.</p> <p>Please note: If facility closed, or facility does not have a 2025-26 allocation, but could serve students with remaining 2024-25 funds, <u>consult with the Title I, Part D team</u>.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
	LEA indicates they have a formal written agreement with each Delinquent facility.	The LEA ensures that it has entered into a formal written agreement with each Delinquent Facility located within the geographic attendance areas and are kept on file at the LEA.
	LEA uploads Written Affirmation of LEA Consultation with Neglected and Delinquent Facilities and completed Budget Expenditure Form for each facility.	The LEA uploads completed Written Affirmation of LEA Consultation with Neglected and Delinquent Facilities form for each facility, along with Budget Expenditure Forms.
	Separate Title I, Part D Budget and Title I, Part D Budget Narrative are submitted with NO CARRYOVER.	The LEA uploads a separate Title I, Part D Budget and Title I, Part D Budget Narrative. The LEA ensures that the budget does not include carryover. <i>Please note:</i> No carryover funds should be included in the initial 2025-26 Consolidated Application. However, these funds can be applied for at a later date with an FS-10A/Budget Amendment.
ESSA Programs <ul style="list-style-type: none"> Title I, Part D – Program/Fiscal Information <i>Item #6</i>	Amount remaining to be identified.	The LEA ensures that the remaining balance is as close to zero as possible. The LEA ensures that it has not over-allocated or under-allocated funds. If the LEA has under-allocated by choice, the LEA provides a justification for the choice.
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Program/Fiscal Information <i>Item #1</i>	The LEA regularly evaluates the content and effectiveness of their Title programs and policies to better assist in improving the academic quality of all schools.	The LEA has selected "Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year."

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Program/Fiscal Information <i>Item #s 2-3</i>	LEA describes BOTH identified needs and goals of the 2025-26 program. The needs, goals, and program are aligned.	<p>The LEA describes, using data where applicable, the needs that the LEA has identified for the 2025-26 school year and explain how the program addresses the needs.</p> <p>The LEA also describes the alignment between the identified needs and the program goals. If LEA has transferred funds in or out of Title II, it describes how the transferability contributes to a program that addresses the identified needs of the LEA.</p>
	All program activities supported by Title II, Part A funding should be explicitly aligned with the proposed expenditures represented in the FS-10 Budget.	There is alignment between the Title II, Part A identified needs and program goals and the proposed expenditures in the FS-10 Budget/Budget Narrative.
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Program/Fiscal Information <i>Item #4</i>	Allocation amount entered in Item #4 reflects NYSED-posted allocation	<p>The LEA enters in the first column an amount that is the same as its 2025-26 Title II, Part A allocation posted at Allocations, Poverty Data, and Student Counts.</p> <p>Please note: Carryover, Excess, and/or Transferability funds should not be included in this figure. The input should only reflect the posted allocation.</p>
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Program/Fiscal Information <i>Item #5</i>	Title II, Part A Program Administration Costs are reasonable and necessary and do not exceed 2-5% of the total allocation amount.	<p>The salaries of public school administrative and clerical staff should normally be treated as indirect (F&A) costs. Direct charging of these costs may be appropriate, only if all of the following conditions are met:</p> <ol style="list-style-type: none"> (1) Administrative or clerical services are integral to a project or activity; (2) Individuals involved can be specifically identified with the project or activity; (3) Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and (4) The costs are not also recovered as indirect costs. <p>For each professional level administrative position, the LEA completes a Funded Administrative Position Description Form, along with the FS-10 Budget and Budget Narrative.</p>
	Enrollment data for the participating private schools matches the enrollment data captured in the "LEA Affirmation of Private School Consultation 2025-26" forms.	The LEA ensures that the private school student count information provided for total enrollment aligns with building specific information from "LEA Affirmation of Private School Consultation 2025-26" forms. The LEA ensures that the total enrollment matches the aggregate total enrollment of all participating private schools' buildings.

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Use of Funds <i>Item #s 2-26</i>	Items listed in the FS-10 align with the Uses of Funds selected in the application.	<p>The LEA clearly aligns the information provided in the Uses of Funds section with the activities described in the FS-10 and the budget narrative for Title IIA. The LEA ensures that all activities described in the FS-10 and budget narrative are allowable and is able to explain how each activity meets the criteria for one of the allowable uses of funds. For more information, please see the Allowable/Unallowable Expenses for this program under the Fiscal Info tab at Consolidated Application for ESSA-Funded Programs.</p> <p>If the LEA has a mentoring program, the LEA provides information on how the mentoring described is supplemental to activities required by federal, state, or local law. In particular, the LEA describes how the mentoring program goes above and beyond the Commissioner's Regulation (Part 100.2 (dd)(2)(iv)) concerning mentoring programs for new teachers during their first year of service.</p>
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Use of Funds <i>Item #s 8 and 26</i>	Items listed as “other personalized professional development” or “other class size reduction” meet the evidence-based requirements under ESSA.	<p>The LEA ensures that any items listed as “other personalized professional development” or “other class size reduction” meet the evidence-based requirements under ESSA. This is done through submission of a complete Logic Model and/or Evidence Tool, which include descriptions of how the chosen activity meets one of the four evidence levels under ESSA.</p> <p>The Logic Model and/or Evidence Tool is available at Title II, Part A - Supporting Effective Instruction.</p> <p>For Guidance on Evidence-Based Requirements, please see Title II, Part A - Supporting Effective Instruction.</p> <p>The LEA ensures that the professional development listed meets the ESSA definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused professional development. The LEA provides an explanation of how the professional development aligns with the LEA’s professional development plan or is part of a larger, more sustained, system-wide effort to improve teacher performance, such as a specific teacher improvement plan or school/district improvement plan.</p> <p>The LEA provides a detailed description of the professional development, with individual topics connected to the allowable uses of IIA funds, which are located in the Document Library. For more information, please see the Allowable/Unallowable Expenses for this program under the Fiscal Info tab at Consolidated Application for ESSA-Funded Programs.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title II, Part A – Use of Funds <i>Item #s 1 and 27</i>	Amount remaining to be identified	The LEA ensures that the remaining balance is as close to zero as possible. The LEA ensures that it has not over-allocated or under-allocated funds. If the LEA has under-allocated by choice, the LEA provides a justification for the choice.
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Program/Fiscal Information <i>Item #1</i>	The LEA regularly evaluates the content and effectiveness of their Title programs and policies to better assist in improving the academic quality of all schools.	The LEA has selected "Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year."
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Program/Fiscal Information <i>Item #2</i>	The LEA appropriately responds to Item #2 regarding allocation equal to or over \$30,000.	The LEA correctly indicates whether the 2025-26 Title IV allocation is equal to or greater than \$30,000.
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Program/Fiscal Information <i>Item #2 subsections</i>	LEA describes BOTH identified needs and goals of the 2025-26 program. The needs, goals, and program are aligned.	<p>The LEA describes, using data where applicable, the needs that the LEA has identified for the 2025-26 school year and explain how the program addresses the needs.</p> <p>The LEA also describes the alignment between the identified needs and the program goals. If LEA has transferred funds in or out of Title IV, it describes how the transferability contributes to a program that addresses the identified needs of the LEA.</p>
	All program activities supported by Title IV, Part A funding should be explicitly aligned with the proposed expenditures represented in the FS-10 Budget.	There is alignment between the Title IV, Part A identified needs and program goals and the proposed expenditures in the FS-10 Budget/Budget Narrative.
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Program/Fiscal Information <i>Item #4</i>	Allocation amount entered in Item #4 reflects NYSED-posted allocation	<p>The LEA enters in the first column an amount that is the same as its 2025-26 Title IV, Part A allocation posted at Allocations, Poverty Data, and Student Counts.</p> <p>Please note: Carryover, Excess, and/or Transferability funds should not be included in this figure. The input should only reflect the posted allocation.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Program/Fiscal Information <i>Item #5</i>	Administrative costs CANNOT EXCEED 2% the LEA's Title IV allocation.	The LEA ensures that its Title IV administrative costs do not exceed 2% of the LEA's Title IV allocation.
	Enrollment data for the participating private schools matches the enrollment data captured in the "LEA Affirmation of Private School Consultation 2025-26" forms.	The LEA ensures that the private school student count information provided for total enrollment aligns with building specific information from "LEA Affirmation of Private School Consultation 2025-26" forms. The LEA ensures that the total enrollment matches the aggregate total enrollment of all private schools' buildings.
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Use of Funds <i>Item #s 2-4 Well-Rounded Educational Opportunities, Safe and Healthy Students, Effective Use of Technology Charts</i>	Items listed in the FS-10 align with the Uses of Funds selected in the application.	The LEA clearly aligns the information provided in the Uses of Funds section with the activities described in the FS-10 and the budget narrative for Title IV. The LEA labels the activities according to the Title IV categories of Well-Rounded Education (WRE), Safe and Healthy Students (SHS), and/or Effective Use of Technology (EUT).
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Use of Funds <i>Please check Item #s 5 and 6 – Item #5 calculates the totals for each content area, based on the amounts the LEA has entered in the charts (Item #s 2-4).</i> <i>Item #6 calculates the 20% minimum for WRE and SHS.</i>	If total amount of Title IV funds available is equal to or more than \$30,000, the LEA must comply with use of funds breakdown.	<p>If amount of Title IV funds available is equal to/greater than \$30,000, including transferability:</p> <p>The LEA ensures that it follows the requirements set forth for the distribution of Title IV allocations that are equal to or larger than \$30,000.</p> <ul style="list-style-type: none"> At least 20% of total funds must be allocated to Well-Rounded Educational Opportunities (WRE) At least 20% of total funds must be allocated to Safe and Healthy Students (SHS) A portion of funds must be used to support Effective Use of Technology (EUT); but not more than 15% of the amount allocated to EUT can be used for devices and infrastructure.

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Use of Funds <i>Item #5 calculates 15% of the total amount the LEA has entered in the Effective Use of Technology chart (Item #4).</i>	Up to 15% of funds allocated for EUT may be used for infrastructure.	The LEA ensures that no more than 15% of the Effective Use of Technology funds allocated are being used for infrastructure purchases (e.g. equipment, software, digital instructional resources and other one-time IT purchases).
ESSA Programs <ul style="list-style-type: none"> Title IV, Part A – Use of Funds <i>Item #1</i>	Amount remaining to be identified	The LEA ensures that the remaining balance is as close to zero as possible. The LEA ensures that it has not over-allocated or under-allocated funds. If the LEA has under-allocated by choice, the LEA provides a justification for the choice.
ESSA Programs Title V-RLIS – Program/Fiscal Information <i>Item #1</i>	The LEA regularly evaluates the content and effectiveness of their Title programs and policies to better assist in improving the academic quality of all schools.	The LEA has selected “Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.”
ESSA Programs <ul style="list-style-type: none"> Title V-RLIS – Program/Fiscal Information <i>Item #s 2-3</i>	LEA describes BOTH identified needs and goals of the 2025-26 program. The needs, goals, and program are aligned.	The LEA describes, using data where applicable, the needs that the LEA has identified for the 2025-26 school year and explain how the program addresses the needs. The LEA also describes the alignment between the identified needs and the program goals. If LEA has transferred funds in or out of Title IV, it describes how the transferability contributes to a program that addresses the identified needs of the LEA.
	All program activities supported by Title V, Part B funding should be explicitly aligned with the proposed expenditures represented in the FS-10 Budget.	There is alignment between the Title V, Part B identified needs and program goals and the proposed expenditures in the FS-10 Budget/Budget Narrative.

Application Section	Requirement(s)	To Meet Requirement(s)
ESSA Programs <ul style="list-style-type: none"> Title V-RLIS – Program/Fiscal Information <i>Item #4</i>	Allocation amount entered in Item #4 reflects NYSED-posted allocation	<p>The LEA enters in the first column an amount that is the same as its 2025-26 Title V, Part B allocation posted at Allocations, Poverty Data, and Student Counts.</p> <p>Please note: Carryover, Excess, and/or Transferability funds should not be included in this figure. The input should only reflect the posted allocation.</p>
	If a LEA is TRANSFERRING its Title II or IV funds to Title V	The LEA understands that the transfer may impact Equitable Services to in-district private schools and is subject to consultation with private schools.
Equitable Services <ul style="list-style-type: none"> Equitable Services <i>Item #1</i>	The LEA indicates if it has resident students attending private schools that are located either within the district's geographic boundaries or in another LEA.	<p>The LEA confirms that it does or does not have private schools within and/or outside of its geographic area that may have students attending who reside in the district.</p> <p>If the LEA selects Yes, an additional page appears that allows the LEA to input the names of the schools and the evidence of consultation/collaboration outreach.</p> <p>The LEA can refer to the "2025-26 Private School Equitable Services Consultation Resource" found in the <i>Documents</i> panel of the application, or visit our website at Equitable Services for Nonpublic Schools.</p> <p>Please note: LEAs are responsible for providing equitable services to all eligible private school students. A BEDS Code is not required for a private school to participate in ESSA-funded programs subject to equitable participation.</p>
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <i>Item #s 3 and 4 In-District and Out-of-District Charts</i>	For private schools marked as non-responsive, the district has provided evidence of multiple attempts to consult.	<p>For each private school marked as non-responsive, the LEA provides documentation of its attempted consultation with private school representatives in lieu of a "LEA Affirmation of Private School Consultation 2025-26" form, and uploads documentation (e.g. email communication, phone logs, certified mail receipts, etc.).</p> <p>Please note: NYSED recommends that LEAs begin initial outreach to determine private schools' intent to participate prior to the end of the school year, ideally between March and May. As part of the ongoing consultation efforts, NYSED expects LEAs to conduct additional outreach to each private school that was previously non-responsive. An LEA may set a reasonable time limit for submission of requests for services by private school officials but must first consult with private school officials about any deadline, provide clear and sufficient notice of the deadline, identify potential consequences for not meeting the deadline, and give adequate time for private school officials to gather the data and respond.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
	The LEA has completed the private school participation chart.	<p>The LEA has correctly identified the private school participation status.</p> <p>For participating private schools, the LEA has completed the chart with the correct allocations for each Title program the private school is participating in.</p>
	LEA uploads "LEA Affirmation of Private School Consultation 2025-26" forms for both accepting and declining services private schools.	<p>The LEA contacts all private schools within its geographic boundaries and all private schools (in and out of district) that it has reason to believe enroll students eligible to participate in Title I programs—i.e., students who live in a participating Title I public school attendance area in the LEA.</p> <p>The LEA uploads the "LEA Affirmation of Private School Consultation 2025-26" form for each school (declining and accepting) into the application.</p> <p>The LEA maintains evidence of continued and/or additional outreach on file by the district.</p> <p>Please refer to the "2025-26 Private School Equitable Services Consultation Resource" found in the Documents panel of the application, or visit our website at Equitable Services for Nonpublic Schools.</p>
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <p><i>"LEA Affirmation of Private School Consultation 2025-26" Forms</i></p>	Each form signed by both parties.	<p>The LEA ensures that the form for each private school is signed by the nonpublic school representative and the LEA representative.</p> <p>Please note: The LEA should ensure that it has a process for reviewing and signing all "LEA Affirmation of Private School Consultation 2025-26" forms.</p>

Application Section	Requirement(s)	To Meet Requirement(s)
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <i>"LEA Affirmation of Private School Consultation 2025-26" Forms</i> <i>AND Item #s 10, 12, and 14</i>	All "2025-26 Written Affirmation of LEA Consultation with Private School Official" forms for Participating Schools include: <ul style="list-style-type: none"> Per pupil amount Total amounts Total amounts on forms match total amounts of Item #s 10, 12, and 14 in this section Describes the expenditure for each private school, including service provider.	<p>The LEA ensures that the LEA Affirmation of Private School Consultation 2025-26 forms for all participating private schools includes the correct per pupil amount, the total school allocation, and that consultation with the nonpublic school included discussion of per-pupil amount.</p> <p>The LEA ensures that the total amounts for each Title on "LEA Affirmation of Private School Consultation 2025-26" form match Items #10, #12, and #14 totals.</p> <p>The LEA ensures that the "LEA Affirmation of Private School Consultation 2025-26" form for all participating private schools includes the type of expenditure (e.g., service and/or materials) and the provider.</p> <p>The LEA ensures that the private student count information provided for total enrollment and/or low-income student count in the program fiscal calculations aligns to the information on the "LEA Affirmation of Private School Consultation 2025-26" forms.</p> <p>The LEA ensures that the total enrollment matches the aggregate total enrollment of all private schools' buildings, and the low-income student count matches the aggregate count of all eligible private school students.</p>
	FS-10 budget for each Title correctly reflects the expenditures described on the "LEA Affirmation of Private School Consultation 2025-26" forms.	<p>The LEA ensures that the FS-10 and Budget Narrative for each Title with participating private schools clearly states the equitable services provided to each nonpublic school under the corresponding code(s).</p> <p>In addition, the amounts entered for Items #10, #12, and #14 should align with the amounts and services on the "LEA Affirmation of Private School Consultation 2025-26" forms and the FS-10s.</p>
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <i>Item #s 5-8</i>	The LEA indicates if it is pooling equitable services within the LEA or across LEAs	The LEA correctly indicates if it is providing equitable services to eligible children by pooling funds (across LEAs or within an LEA). If pooling, it has provided the private school names or LEA names.

Application Section	Requirement(s)	To Meet Requirement(s)
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <i>Item #10 (related to Item #9)</i>	For LEAs with a > \$500,000 Title I, Part A allocation, there is a parent & family engagement set-aside for the private school (in other words, 1% of the Title I, Part A nonpublic school's allocation).	All LEAs with an allocation greater than \$500,000 reserve the required 1% of Title I, Part A funds for Parent and Family Engagement activities. The amount shown is equal to or exceeds the 1% required amount.
	The amount of funds listed for Parent and Family Engagement in Item #10 matches the amount shown in Item # 9 above	The LEA ensures that the dollar amount shown in Item #10 "Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) matches the LEAs obligation as calculated in Item #9 above.
Equitable Services <ul style="list-style-type: none"> Equitable Services Details <i>Item #s 11, 13, 15</i>	Remaining balance for each program area is less than \$1000	The LEA ensures that the remaining balance is as close to zero as possible. The LEA ensures that it has not over-allocated or under-allocated funds. If the LEA has under-allocated by choice, the LEA provides a justification for the choice.
Budgets/Narratives <i>Item #s 2, 5, 8, 17, 20</i>	FS-10 uploads for every Title program the LEA is applying for, even if using Transferability.	<p>The LEA uploads an FS-10 for each program regardless of transferability.</p> <p>The LEA ensures that all revisions to allocations/per pupil amounts/student counts or programs based on requested changes from the reviewer are reflected in FS-10.</p>
Budgets/Narratives <i>Item #2</i>	Each Title I, Part A reserve is reflected in the FS-10 and/or budget narrative.	The LEA includes all applicable Title I, Part A reserve(s) in the FS-10 and budget narrative that are identified in Title I Part A – LEA Reserves (Part 3 of 6).
Budgets/Narratives <i>Item #s 2 and 5</i>	Title IA and Title ID Budget and Narrative are separate.	The LEA provides separate FS-10s for Title I, Part A and Title I, Part D.
Budgets/Narratives <i>Item #s 3, 6, 9, 18, 21</i>	Budget Narrative uploads for every Title program the LEA is applying for, even if using Transferability and contains sufficient detail	<p>The LEA ensures that:</p> <ul style="list-style-type: none"> A budget narrative with descriptions for the items to be funded is uploads for each program regardless of transferability. The narrative provides an explanation of expenditures. All changes to programs requested by the reviewer throughout the 2025-26 Consolidated application are reflected in budget narrative.
Budgets/Narratives <i>FS-10 Budget</i>	All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget.	There is alignment between the Title programs' identified needs and program goals and the proposed expenditures in the respective FS-10 Budget.

Application Section	Requirement(s)	To Meet Requirement(s)
	FS-10 does not contain sufficient detail or contains errors	<p>The LEA ensures that the FS-10 includes sufficient detail and does not contain errors. In particular, the LEA must:</p> <ul style="list-style-type: none"> • Provide within the FS-10 a specific itemization of proposed project expenditures and ensure that the FS-10 does not have missing quantities or unit costs, or use terms such "TBD" or "Varies", as those cannot be accepted. • Per Grants Finance, detailed descriptions often cannot be accommodated on the FS-10 forms. It is appropriate to indicate in the budget "see attached" and provide an attachment which briefly and clearly describes the item and other pertinent details of the proposed expenditure. • Ensure that calculations in each column for each Code must equal the column at the far right. For example, for Code 45 Supplies and Materials, the Quantity multiplied by the Unit Cost must calculate out to the Proposed Expenditure. • Ensure that items with a per unit cost of \$5,000 or greater are listed within the Equipment code (per Grants Finance guidelines). Equipment items with a per unit cost of under \$5,000 should be budgeted under Supplies and Materials, Code 45.
	FS-10 contains allowable expenditures	<p>The LEA must ensure that program budgets contain items that are allowable under the program guidelines.</p> <p>For more information, please see the Allowable/Unallowable Expenses for each program under the Fiscal Info tab at Consolidated Application for ESSA-Funded Programs.</p>
	<u>For all programs except Title I, A:</u> All costs meet applicable Supplement Not Supplant Requirements	The LEA ensures that all uses of funds for Titles II, III, IV, and V are not in violation of supplement not supplant requirements.
	All school building level allocations are explicitly represented in the Title I FS-10 budget.	The LEA identifies the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts according to the Title I, Part A: Distribution of Funds (5 of 6) section.
	FS-10 dates are for current program year (9/1/2025–8/31/2026)	The LEA ensures that the correct program dates are listed on the FS-10 and budget narrative.

Application Section	Requirement(s)	To Meet Requirement(s)
	FS-10 Budget total for each Title fund match posted SED amounts.	<p>The LEA provides an FS-10 budget total that is less than or equal to the 2025-26 allocation for this program area, and that total does not include carryover, excess, or transferability. If the LEA provides a budget total less than the allocation, a justification is provided.</p> <p>Allocations may be found at Allocations, Poverty Data, and Student Counts.</p>
	<p>No more than \$25,000 of each vendor contract attributed to the modified cost base when calculating Indirect Costs (Code 40-Purchased Services).</p> <p>The indirect cost base is comprised of the Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)</p>	The LEA ensures that no more than \$25,000 of a vendor contract (Code 40-Purchased Services) is attributed to Indirect Costs.
	Indirect cost rates (Code 90 on FS-10) do not exceed current year restricted allowable rate.	The LEA ensures that the official indirect cost rate utilized in the FS-10 (Code 90) is equal to or less than the rate approved for the LEA.
	FS-10's with original signature and two hardcopies for every Title program mailed to the office.	<p>LEAs meet the REQUIREMENT to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:</p> <p>Office of ESSA-Funded Programs – Rm 320 EB RE: 2025-26 Consolidated Application for ESSA-Funded Programs New York State Education Department 89 Washington Avenue Albany, NY 12234</p> <p>If the LEA makes significant changes to the FS-10 (i.e. allocation amount, transferability and/or equitable shares) it will mail a new, signed original to the office.</p>
	FS-10s with signature uploads to the portal	The LEA ensures that the uploaded budgets are signed.