



2024-25
Title
Consultation and
Collaboration

During the video you will have an opportunity to read the use of funds document attached to the email you received.

At the end of the video you will be asked to respond to a Google survey.

You will be asked to identify programs to continue and to suggest new programming to introduce.

Title Funding

- Title I, Part A: Improving Basic Programs
- Title II: Supporting Effective Instruction
- Title III English Language Learners: Language Instruction for English Language Learners
- Title III Immigrant: Supporting Immigrant Students
- Title IV: Student Support and Academic Enrichment

Title I Requirements

- Non- public schools have the opportunity to secure funds for high needs students enrolled in their program.
- Funds must be allocated to support students who have been identified as homeless.
- Funds must be allocated to support Family Engagement activities at each Title I school.
- Remaining funds must be distributed based in manner where the per pupil allocation is changes based on the poverty level of the building.

Distribution of Funds

2023-2024

- William Floyd Learning Center
- Tangier Smith
- William Paca Middle School
- John S. Hobart
- Moriches Elementary School
- William Floyd Elementary School
- William Floyd Middle School
- Nathaniel Woodhull Elementary School

2024-2025

- William Floyd Learning Center
- John S. Hobart Elementary School
- Tangier Smith Elementary School
- Moriches Elementary School
- William Floyd Elementary School
- Nathaniel Woodhull Elementary School

All Title I Funding will be distributed to students in grades K-5. Therefore William Floyd High School, William Floyd Middle School and William Paca Middle School will not receive Title I Funding in 2024/2025.

Stop and review the 2023-2024 Title I use of funds section of the supporting document.



What programs should continue?

Do you have any suggestions about the utilization of these funds?

Title II

Under ESSA, the Title II, Part A provides funds to all NYS local education agencies (LEAs) for the purposes of:

- Increasing student achievement consistent with NYS academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;
- Increasing the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Stop and review the 2023-2024 Title II use of funds section of the supporting document.

What programs should continue?

Do you have any suggestions about the utilization of these funds?



Title III ELLs and Immigrant

Funds are provided to local educational agencies (LEAs) to provide high-quality language instruction, educational programs, and high-quality professional development by carrying out one or more of the following activities:

- Language instruction programs and academic content instruction programs.
- Locally designed activities to expand or enhance existing language instruction
- Implementing, within an individual school school-wide programs for restructuring, reforming, and upgrading academic content instruction.
- Implementing, within the entire LEAs, district wide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

Title III ELLs and Immigrant

LEAs must use the immigrant subgrant to provide enhanced supplemental instructional opportunities for immigrant children and youth.

Activities may include:

- Support for the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Supplemental instructional services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other supplemental instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services; and
- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children

Stop and review the 2023-2024 Title III ELLs and Title III Immigrant use of funds section of the supporting document.



What programs should continue?

Do you have any suggestions about the utilization of these funds?

Title IV: Three Sub Categories:

- Well Rounded: minimum of 20% of funding
- Safe and Secure: minimum of 20% of funding
- Technology: a portion of funds must be allocated to support the effective **use of technology**.
(professional learning)

Activities to Support a Well-Rounded Education (WRE)

- STEM
- Music and arts
- Accelerated learning programs
- Civics instruction
- Career and college counseling/guidance
- Social and Emotional Learning (SEL)
- Environmental Education

Activities to Support Safe and Healthy Students (SHS) Safe and Supportive Schools

- Preventing bullying and harassment
- Relationship-building skills
- School dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Child sexual abuse awareness and prevention
- Suicide prevention
- Violence Prevention, Crisis Management and Conflict Resolution
- Building school and community relationships
- Culturally responsive teaching and professional development of implicit bias

Student Physical and Mental Health

- Drug and violence prevention
- Health and safety practices in school or athletic programs
- School-based health and mental health services
- Physical education activities

Stop and review the 2024-2024 Title IV use of funds section of the supporting document.



What programs should continue?

Do you have any suggestions about the utilization of these funds?

We need your help in preparing the 2024/2025 Consolidated (Title) application.

Complete the following survey and let us know your ideas about the items that should be included in this year's plan.





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