

2024-25 Consolidated Application for ESSA-Funded Programs - 2024Introduction - Executive Summary

Executive Summary

WILLIAM FLOYD UFSD - 580232030000

The New York State Education Department (NYSED) has developed the online *2024-25 Consolidated Application for ESSA-Funded Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state. The application is streamlined to focus on the required assurances from Section 8306 of ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with an *LEA Affirmation of Private School Consultation* form, will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2024-25 Consolidated Application for ESSA-Funded Programs* may be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at conappta@nysed.gov. Please visit [our web-site](#) for funding allocations, student counts, and technical assistance resources.

2024-25 Consolidated Application for ESSA-Funded Programs - 2024Introduction - Submission Instructions

Submission Instructions

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Directions for Completing the Application:

- LEAs must complete all sections of the application and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.
- FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses with program narratives and use of funds charts. (Please click here to view a brief instructional video about completing an FS-10 for the Consolidated Application.)

Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs are NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB**RE: 2024-25 Consolidated Application for ESSA-Funded Programs**New York State Education Department**89 Washington Avenue**Albany, NY 12234.*

- Applications cannot be fully approved without hard copies of the FS-10.

Deadline for Submitting the Applications:

- The *2024-25 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2024.
- Signed Budget documents must be postmarked by no later than August 31, 2024.

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Introduction - Point of Contact Information

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Point of Contact Information

WILLIAM FLOYD UFSD - 580232030000

- Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.**

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Maryann Siano	631-874-1507	msiano@wfsd.k12.ny.us
McKinney-Vento Homeless Liaison	Emilie Larson	631-874-1889	elarson@wfsd.k12.ny.us
Neglected/Delinquent Transition Liaison	Deborah Gurney	631-874-1653	dgurney@wfsd.k12.ny.us
Foster Care Student Point of Contact	Emilie Larson	631-874-1889	elarson@wfsd.k12.ny.us
Migrant Student Data Point of Contact	Deborah Gurney	631-874-1653	dgurney@wfsd.k12.ny.us

2024-25 Consolidated Application for ESSA-Funded Programs - 2024Assurances & Consultation - Section 8306 Assurances

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Section 8306 Assurances

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

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

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Assurances & Consultation - Section 8306 Assurances

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9. The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)

YES, the LEA provides the above assurance.

10. The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)

YES, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

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State and Federal Assurances (Part 1 of 8)

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, ESEA:

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

- ESEA Assurances
- School Prayer Certification

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

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Yes, the LEA provides the above assurance.

3. ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Yes, the LEA provides the above assurance.

4. ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Yes, the LEA provides the above assurance.

5. ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Yes, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

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6. **ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.**

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

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

 YES, the LEA provides the above assurances.

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

 YES, the LEA provides the above assurance.

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

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

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

 YES, the LEA provides the above assurance.
Title II Assurances (Part 4 of 8)

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

 YES, the LEA provides the above assurances.

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

YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 8)

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

YES, the LEA provides the above assurances.

Title IV Assurances (Part 6 of 8)

14. ESSA Section 4001(a)(1)(A) requires that an LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.

Yes, the LEA provides the above assurance.

15. ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Yes, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

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16. **ESSA Section 4106(e)(2) requires the LEA to assure that it will:**
- (A) prioritize the distribution of funds to schools served by the LEA that:**
- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- (B) comply with section 8501 (regarding equitable participation by private school children and teachers);**
- (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;**
- (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;**
- (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and**
- (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).**
- SPECIAL RULE - Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)..**

 Yes, the LEA provides the above assurances.
McKinney-Vento Assurances (Part 7 of 8)

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

 YES, the LEA provides the above assurance.
Migrant Education Program Assurances (Part 8 of 8)

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

 YES, the LEA provides the above assurances.

2024-25 Consolidated Application for ESSA-Funded Programs - 2024Assurances & Consultation - Consultation & Collaboration

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Consultation & Collaboration

WILLIAM FLOYD UFSD - 580232030000

1. **The Every Student Succeeds Act (ESSA) contains several provisions requiring local educational agencies (LEAs) to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate stakeholder groups listed below using the "**2024-25 Consultation and Collaboration Documentation Form**" and upload completed forms with original signatures. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).**

In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district.

LEAs must:

- Identify individuals from the required stakeholder group using the "**2024-25 Consultation and Collaboration Documentation Form**" and upload multiple forms as needed to accommodate all stakeholders involved; and
- Verify that *all* required stakeholder groups have been included for *each* program area - please clearly label the professional title and stakeholder group represented for each individual listed.

The "**2024-25 Consultation and Collaboration Documentation Form**" may be found in the *Documents* panel to the left.

WF Consultation and Collaboration Sign in Sheets.pdf

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ESSA Programs - Intent to Apply

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Intent to Apply

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1. **Does the LEA intend to apply for Title I, Part A funding for the 2024-25 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2024-25 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2024-25 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2024-25 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2024-25 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2024-25 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2024-25 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2024-25 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2024-25 school year?**
Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2024-25 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2024-25 school year?**
Yes, the LEA intends to apply for Title IV, Part A funding for the 2024-25 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2024-25 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2024-25 school year.

Transferability

8. **Does the LEA intend to use Transferability for the 2024-25 school year?**
Yes, the LEA intends to use Transferability in 2024-25.

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ESSA Programs - Transferability

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Transferability

As confirmed by the United States Department of Education (USDE), an LEA opting to use *Transferability* must calculate equitable service shares based on the total amount of funds available under a program *after* a transfer (ESEA section 5103(e)(1)). Just as an LEA may not transfer funds to a particular program solely to provide equitable services, it may not retain funds solely for this purpose. Thus, if an LEA chooses to transfer 100 percent of its Title II, Part A or Title IV, Part A funds to Title I, Part A, it may not provide equitable services under Title II, Part A or Title IV, Part A.

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

	Transferring the use <i>from</i> Title II Funds (\$)	Transferring the use <i>from</i> Title IV Funds (\$)
Transferring to Title I, Part A	0	0
Transferring to Title I, Part D	0	0
Transferring to Title II, Part A	0	0
Transferring to Title III, Part A - English Language Learners (ELL)	0	0
Transferring to Title IV, Part A	77,981	(No Response)
Transferring to Title V - Rural Low Income Students (RLIS)	0	0

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*.

	<i>Transferability FROM</i> Title II, Part A - TOTAL	<i>Transferability FROM</i> Title IV, Part A - TOTAL
Funds Subject to Transferability FROM	-77,981.00	-0.00

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

	Title I, Part A	Title I, Part D	Title II, Part A	Title III - ELL	Title IV, Part A	Title V - RLIS
Funds Subject to Transferability TO	0.00	0.00	0.00	0.00	77,981.00	0.00

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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Title I Part A - Program Information (Part 1 of 6)

PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

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

- 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.

1a. To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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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, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.**

Analysis of 2023/24 data serves as a foundation for identifying student needs. Data reviewed determined areas where 2023/24 programs helped move the LEA towards meeting the goals of utilizing effective teaching techniques to increase student performance and close gaps in student achievement between identified subgroups.

Utilization of the following Title I supports are showing positive results:

- 60.74% of students in grades 1-5 receiving ELA -AIS support made one or more years worth of growth according to NWEA Spring assessment data.
- Preliminary NYS assessment data for students in grades 3-5 indicate that the gap between the LEA and the region is closing and that at times individual buildings are out performing the region.
- 93% of the fifth graders exiting William Floyd Learning Center will continue in an in district grade six placement. This is evidence that work supporting the social emotional needs of this special population of students is creating scaffolds that allow them to remain in district settings.

This information provides the LEA with information that some of the programming being supported with Title I funding is effective and should continue. These programs include:

- Reading and LLI teachers at the elementary level.
- Social/ Emotional Support at William Floyd Learning Center

Data points were also evidence that some current strategies may not be having the desired impact and should no longer be supported with Title funding. Data used to measure effectiveness of these program included:

- 40.5% of students in 1-5 receiving Math AIS support made one or more years worth of growth according to NWEA spring assessment data
- Less than 40 % of students in grades 6-8 receiving Math-AIS support met growth targets set in IXL.

This information provides the LEA with information that some of the programs supported with Title I funds should be discontinued:

- AIS Interventions at the Middle School level needs to be reworked as schools migrate to MTSS-I. As buildings rebuild intervention structures, local funds will be used to test pilots.
- The pull out math intervention pilot on the elementary level did not yield evidence that out of class support closed the gap for students struggling with Math concepts. Pull out AIS Math support should not be supported in the 2024/25 school year. The Pilot program needs to be reworked and will not be funded with Title I funds this school year.

Homeless student data was also reflected upon:

- The number of number of students identified as homeless has fluctuated during the year, but a continued number of families require support/
- The LEA's *Homeless Liaison* has shared that the availability of other grant funds has resulted in her being unable to utilize all funds allocated through Title I in 2023-2024.
- There is a concern that with the removal of COVID relief funds and a McKinney Vento grant, will result in an increased need for ESSA support.

SUMMARY

Data provides the LEA with information that identified intervention in grades K-5 as a priority need since closing the gaps in these grades will reduce the needs for services in grades 6-12. Utilizing grade span targeted support will allow the LEA to provide Reading and LLI

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teachers to elementary students in need of support for the 2024/25 school year for 5 of the 6 elementary buildings. Efforts will be made to begin the work of migrating to schoolwide programs in these buildings to maximize the benefit of Title funds so they can support the needs of all students in the 2025/26 school year.

In one elementary building, William Floyd Learning Center, the work to migrate to a schoolwide assistance plan was completed as part of the required process when developing a School Comprehensive Education Plan. In this school, supporting the social emotional learning of students was identified as a need. William Floyd Learning Center houses a specialized program for special education students who are identified as having difficulties maintaining safe behaviors in a typical school setting. In 2023/24, Title I funds were used to provide targeted support by a psychologist supporting the social emotional needs of the students in this Title I school. Data indicates that the additional psychologist not only supports students while in the building but also increases the opportunity to engage families on and off campus. The LEA plans to expand the targeted positions to a schoolwide position with the shift in how Title I funds are used in this building.

NonPublic NeedsOUR LADY QUEEN OF TH APOSTLES

Our Lady Queen of the Apostles provided iReady data that was reviewed. Data shows students are progressing towards learning targets and indicate that the use of IXL as a support for students is an effective intervention in this setting. As students' levels shift, the continued use of a flexible learning platform, like IXL continues to be necessary.

CLEARY

IEP progress monitoring benchmarks indicated that students at Cleary School for the Deaf are receiving services that meet targeted student needs. Educators at Cleray have identified the need to provide students with digital programs that target the changing needs of students. In 2024/25 they have identified literacy programs, like Reading A-Z as one that would benefit the students they serve.

2024-2025 Needs

- There continues to be a need to provide AIS support in the areas of ELA elementary students in grades 1-5 following current models. Support may be pushed into the classroom or be provided in the form of a pull out service.
- There continues to be a need to support homeless students with resources they are unable to secure at home.
- There continues to be a need to support families of displaced students that may include the provision of support at the location of their temporary residence.
- There continues to be a need to provide opportunities for families to engage in their child's education.
- There continues to be a need to provide additional mental health support to students who are placed in William Floyd Learning Center and their families.
- There continues to be a need to support the targeted learning goals of students who live in the catchment area of the LEA, but who are educated in an alternate setting.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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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.**

For the 2024-2025 school year, the William Floyd School District will focus on the following goals and objectives:

Need: There continues to be a need to provide AIS support in the areas of ELA and Mathematics to ensure all students have access to rigorous grade level curricula. Support may be pushed into the classroom or be provided in the form of a pull out service

Goal: To develop a system where AIS interventions help all students access grade appropriate content that is provided through culturally responsive curricula.

Objectives:

- Objective 1: Ensure that all students engage with curricula that is aligned with grade level standards, is culturally responsive, and is grounded in the Science of Reading: All students will receive Tier one instruction that meets the standards and practices established by the New York State Board of Regents. While universal curricula will meet the needs of most learners, there will always need for support and scaffolds to be created for others.
- Objective 2: Students will learn to utilize scaffolds that allow them to access curricula: To ensure that all students are able to access materials will require that instruction utilizes Universal Design for Learning which provides students with the opportunity to utilize scaffolds that allow them to engage with content. Students also need to be taught how to independently identify when to implement supports and when they are not needed.
- Objective 3: Academic Intervention Support Teachers utilize data and evidence based instruction to close gaps in student learning and to identify when scaffolds for students need to be erected to allow them to access and/or to communicate responses to grade level curriculum.
- Objective 4: Educational decisions about how to scaffold learning for students should be driven by data: Educators must have the ability to analyze and translate data into learner centered problems that are remedied by teacher centered solutions. Having data that is valid and reliable is needed to ensure decisions have the greatest impact. This includes standardized assessments, like NWEA and iReady (Our Lady Queen of the Apostles) data as well as intervention based assessments. Action plans will be developed by AIS support personnel to support Title I students. Plans will include student support and structures that allow them to self identify which learned support is best for tackling a specific learning demand.

Targeted Measurable Outcomes: Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work. NWEA Growth Scores of students receiving Title I support will be analyzed to determine success toward this goal.

- In the William Floyd School District, the following will be analyzed: NWEA growth scores of elementary Title I students will be analyzed to determine the percentage of students meeting or exceeding growth targets. Success toward this goal will be shown by increasing the percentage of students meeting or exceeding a year's worth of growth. This indicates a reduction in learning gaps.
- At Our Lady Queen of the Apostles, iReady data scores will be analyzed to determine impact of intervention services.
- At Cleary School for the Deaf, IEP and local assessment data will measure the impact of programming.
- New York State Assessment Data in grades 3-8 will be analyzed to compare LEA achievement scores with scores from similar districts in the region. Meeting or exceeding similar schools and/or regional scores will serve as a target for success.

Need: There is an increase in the number of students identified as being homeless. There continues to be a need to support homeless students with resources. There continues to be a need to support families of displaced students at the location of their temporary residence.

Goal: To provide services that allow homeless students to receive an equitable educational experience.

- Objective 1: Displaced students need additional resources and support so they are able to participate in a well rounded learning

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experience: In order to be successful learners, students need to be engaged in school and participate in learning that connects them to instruction. All interested students need to be able to participate in events offered. This includes students who have been displaced from their homes. Funds will be used to support students who are homeless and require 1:1 or small group intervention with an educator who can support them as they navigate challenges they are encountering at home and/or school. Funds will be used to support students who are homeless and want to participate in school events that require financial obligation on the part of the family (i.e. purchasing an instrument to be a part band or a special footwear to participate in a sport).

- Objective 2: In order to increase student engagement we need to improve the ability to engage their families. Families who are displaced, or who live in a home that requires support in order to connect with schools, require educators to provide purposeful and intentional pathways that build bridges between home and school. Families will be provided transportation, resources, and other support that allows them to attend school events and/or participate in family engagement activities. At times, the provision of transportation is not the only roadblock keeping families from attending school events or engaging in support activities. Providing services that bring information and support to families at the sight of their temporary housing increases the opportunities to build supportive connections with families.

Targeted Measurable Outcomes: Student participation data will be collected and analyzed to determine success toward this goal.

- A decrease in the percentage of days homeless students are absent will indicate success toward this goal.
- An increase in the percentage of homeless students participating in school events that provide a well rounded educational experience will indicate success towards this goal.
- An increase in the percentage of families identified as needing assistance to engage in school events, attending parent engagement events and/or student centered school events will indicate success towards this goal.

Need: There continues to be a need to provide opportunities for families to engage in their child's education.

Goal: Provide opportunities for families to engage in their child's educational experience.

- Objective 1: Develop bonds with families when their child enters kindergarten. Building a positive relationship with families as their children enter kindergarten serves as a foundation for long term partnerships. All incoming kindergarten students and their families require targeted integration opportunities to ensure that they have a smooth transition into school environments. Therefore these stakeholders will be provided with an opportunity to connect with their new school and staff before the start of the school year.
- Objective 2: Parents of Title I students benefit from attending targeted workshops that help them learn how to serve as instructional partners. During the *Consultation and Collaboration process*, parents indicated that they would like to have the opportunity to attend workshops focusing on mental health, student safety, and ways to support student learning. Providing opportunities to work with Title I students and their families provides opportunities to model strategies to use at home. Providing programs executed by experts in the field ensures that parents have the opportunity to glean information about academic and social emotional challenges that could impact their child's ability to succeed. Providing resources to Title I families to use at home provides learners with opportunities to demonstrate skills learned to their families.

Targeted Measurable Outcomes: Participation at Title I Family Engagement Events will serve as a measure of success.

- An increase in the percentage of families attending Title I Family Nights will serve as evidence of success.
- Feedback from families about the utilization of materials shared will be requested. Data will be analyzed to determine application of skills taught.

Need: There continues to be a need to provide additional mental health support to students who are placed in William Floyd Learning Center (a K-5 setting) and their families.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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Goal: Provide additional mental health support to students at risk and their families to increase the likelihood that they will successfully remain enrolled in an in-district learning environment.

- Objective: Place an additional psychologist in William Floyd Learning Center, a school that is designed to keep students exhibiting behavioral manifestations on the William Floyd Campus rather than sending them to an out of district setting. An additional psychologist will provide additional mental health support to students. An additional psychologist provides opportunities for support staff to leave the building to work with families in their homes while the primary psychologist remains on site to support students..

Targeted Measurable Outcomes: The number of students who exit the William Floyd Learning Center and remain in district beyond fifth grade will be measured.

- The ability to transition to a middle school setting requires students to no longer need intensive behavioral support services.
- The percentage of students who successfully leave the William Learning Center to enter a less restrictive placement in grades K-4 will also be used to determine the impact of additional support.

Schoolwide Programs

4. **Is the LEA seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School?**

NO, the LEA is not seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School.

5. **If an LEA is seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School, does the school have a Schoolwide Program plan in place?**

N/A - Not Applicable.

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ESSA Programs - Title I Part A - Fiscal Information (2 of 6)

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Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- Please provide the LEA allocation for Title I, Part A funds for the 2024-25 school year. Do not include carryover funding from the previous year. (Please click [here](#) to view a brief instructional video about this item.)**

	Title I, Part A 2024-25 Allocation (\$)	Transferability Funds to Title I, Part A (\$)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	1,892,289	0.00	1,892,289.00

- Please complete the following chart to determine Per Pupil Amount and Private School Proportionate Share Amount for Title I, Part A funds. (Please click [here](#) to view a brief instructional video about this item.)**

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	9,438
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	0
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	199
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 (Child Count Oct. 2023) (#)	2,636
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	12

- 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. (Please click [here](#) to view a brief instructional video about this item.)**

	Title I, Part A - Per Pupil Amount (\$)	Title I, Part A - LEA Share (\$)	Title I, Part A - Private School Share (\$)
Proportionate Share Calculations	714.61	1,883,713.67	8,575.33

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

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Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- 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	498	355,876.10	49,800.00

- 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 (Child Count Oct. 2023) (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	0	0.00

- Does the LEA have a Title I allocation (including *Transferability*) greater than \$500,000?**

Yes, the LEA has a Title I, Part A allocation (including Transferability) greater than \$500,000?

- For LEAs with an allocation (including *Transferability*) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve - LEA portion. Please use this to assist in completing the chart below (Item #4).**

18,837.14

- For LEAs with an allocation (including *Transferability*) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve - *Private School portion*. These funds will be addressed in the Equitable Services portion of the application. Do not include this figure in the chart below (Item #4).**

85.75

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

- 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.)**

(PLEASE NOTE - All reserves should be clearly labeled in the FS-10 budget and budget narrative documents.)

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ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

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	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	50,000
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) - Enter LEA SHARE only, as applicable (See Item #3a Above)	18,837
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

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 - <i>LEA Share</i> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <i>Funds to be Distributed to Title I Schools</i> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	1,883,713.67	68,837.00	1,814,876.67

2024-25 Consolidated Application for ESSA-Funded Programs - 2024ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

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Title I Part A - Distribution Processes (Part 4 of 6)

1. **Please identify the ranking system used by the district.**
 - LEA-Wide (K-12)
 - Grade Span Grouping
 - K-12 Administrative Option (Applies only to LEAs with fewer than 1000 students)

2. **Are there any school building attendance areas with greater than 75 percent poverty rate?**
 - Yes, there are school building attendance areas with greater than 75 percent poverty.
 - No, there are not school building attendance areas with greater than 75 percent poverty.

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

4. **Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?**
 - Yes, the district will skip one or more eligible schools.
 - No, the district will not skip any eligible schools.

5. **Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?**
 - Yes, the LEA does intend to use the Feeder Pattern option.
 - No, the LEA does not intend to use the Feeder Pattern option.

6. **Will the LEA be using the "Grandfather" option in any of its schools?**
 - Yes, the LEA does intend to use the Grandfather option.
 - No, the LEA does not intend to use the Grandfather option.

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

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Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

- 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 #4).

688.50

- 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.

- The following student counts, indicated in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, should be used when completing the chart below (Item #4).

	K-12 Students Enrolled in the District (#)	Low-Income Students Residing in Title I School Attendance Area (#)	District Poverty Rate (%)
Title I Enrollment Figures	9,438.00	2,636.00	61.04

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the dollar amount identified in the total School Building Allocation column in the chart below.

- In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status.

PLEASE NOTE:

- If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the documents titled "Community Eligibility Provision" and "Within District Allocations" in the *Documents* panel of the application.

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
580232030008	JOHN S HOBART ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	807	563	69.76	389,450	691.74
580232030006	MORICHES ELEMENTARY	Elementary	Targeted Assistance (TA)	874	548	62.70	377,613	689.07

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ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

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School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
	ARY SCHOOL							
580232030011	NATHANIEL WOODHULL ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	816	492	60.29	333,208	677.25
580232030005	TANGIER SMITH ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	759	491	64.69	338,737	689.89
580232030004	WILLIAM FLOYD ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	777	477	61.39	326,002	683.44
580232030002	WILLIAM FLOYD HIGH SCHOOL	Senior High	Non-Title I	3,161	1,814	57.39	0	0.00
580232030014	WILLIAM FLOYD LEARNING CENTER	Elementary	School-Wide Program (SWP)	80	65	81.25	49,866	767.17
580232030010	WILLIAM FLOYD MIDDLE SCHOOL	Middle	Non-Title I	1,145	686	59.91	0	0.00
580232030012	WILLIAM PACA MIDDLE SCHOOL	Middle	Non-Title I	1,019	625	61.33	0	0.00

- As the LEA completes the school allocation chart above (Item #4), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of \$1,000.

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ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

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	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	1,814,876.67	0.67

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

ESSA Programs - Title I Part A - Neglected Facilities (6 of 6)

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Title I Part A - Neglected Facilities (Part 6 of 6)

For some LEAs, a portion of Title I, Part A funds were generated to support Neglected facilities located within the district's boundaries. Please refer to posted "Child Counts for Institutions for the Neglected" to determine if your district has a Neglected facility.

Please refer to the *Documents* panel along the left of the application for the "*Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures*" form.

PLEASE NOTE - If the LEA has no Neglected facilities within its boundaries, please skip this question group and click on "Save" or "Save & Continue".

- Identify by name each Neglected facility located in the district. Child Count figures may be found [here](#).**

Click on "Add Row" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2023) (#)	Facility Allocation (\$)	Does the LEA have a formal written agreement with this facility?	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	0	0	(No Response)	(No Response)

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ESSA Programs - Title II Part A - Program/Fiscal Information

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Title II Part A Program Information

PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

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

- 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.

1a. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

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ESSA Programs - Title II Part A - Program/Fiscal Information

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2. **In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, 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.**

The LEA reviewed local data including funding available in both the 2022-2023 and 2023-2024 school years. The availability of ESSER funds and funds rolled into Title II carry over funds impacted the LEAs ability to expend allocations. Reviewing 2023-2024 expenditures, the LEA had another year where Title II carryover funds were not expended. For this reason, the LEA reviewed whether some funding could be used to support other Title programs. It is anticipated that there will be an excess of carryover funds that will need to be utilized in the 2024/25 school year. Therefore, the decision was made to use transferability to support Title IV needs.

Transferability Need Title IV: In 2023-2024, the LEA used Title IV funds to secure Deans in the elementary schools. Data indicates that the number of disciplinary incidents decreased slightly, the severity and consequences of the actions was positive.

- Elementary school creates a foundation for learning and a system needs to be created that ensures learners remain in class even if there has been a behavioral infraction.
- Deans provide students with an adult mentor who can help them navigate social and emotional issues.
- When compared to 2022/2023 data, the average number of disciplinary incidents per elementary building showed a slight decline.
- There is data to suggest the use of Deans is decreasing the severity of the infractions and is increasing the ability for students to remain in class.
- In 2024/2025, Transferability of Funds will be used to increase Title IV available funds and secure additional Deans in the elementary buildings.

The LEA has identified 5 professional learning needs that will be given ongoing professional learning support should Title II funds be granted

Need 1: *Teacher leaders need to be able to understand assessment data so it can be used in their buildings to drive instruction and increase student achievement.*

- Middle School: In 2023/3024, the Middle Schools migrated to a new screening/progress monitoring assessment platform (IXL) for English Language Arts and Mathematics. In 2024/25 they will be expanding the use of this platform to additional content areas (Social Studies and Science). Teacher leaders in the new content areas need to learn about the reports available in this new system. Teacher leaders need to learn how to use these reports to inform instruction. Teacher leaders need to be able to support colleagues in utilizing IXL data to make decisions about classroom instruction and interventions.
- Elementary: In 2023/24 Title II funds were used to train building and teacher leaders in how to analyze NWEA data and use it to drive instruction. In 2024/25 teacher leaders will work with colleagues to teach them how to effectively use NWEA. To be successful, all teachers will be provided with a one day foundation training from NWEA NWEA will provide a one day training to all elementary teachers. This will create a foundation for them to build upon. Teacher Leaders will provide ongoing and extended learning experience throughout the year to colleagues. This work will be grounded in the work provided as a foundation for learning. Teacher leaders will serve as resources to teachers when they receive their students' data. .

Need 2: *The LEA will be hiring many new teachers in 2023/2024. All year one teachers need to receive an equitable and effective Mentoring experience.*

- The LEA needs to provide consistent guidance, information, and structures to all Mentors in order to ensure new hires (Mentees) are provided with the mentoring and induction experience they will need to be successful.
- Lead Mentors do not work directly with new teachers. They work with teachers who will serve as Mentors to the new teachers and provide them with professional learning on how to best serve newly certified teachers.

2024-25 Consolidated Application for ESSA-Funded Programs - 2024ESSA Programs - Title II Part A - Program/Fiscal Information

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- *The Lead Mentors work to ensure that our Mentors:*
- *are providing information that is current and aligned with District and State initiatives.*
- *are provided with professional learning opportunities that ensure they have the skills to support new hires with strategies that are culturally responsive, child centered, and are aligned with New York State's Teaching Standards.*
- *know how to take navigate the many roles a good mentor must take (colleague, critical friend, role model)*
- 2023-2024 data shows that Mentor training from Lead Mentors supports the retention of new hires and ensures a smooth induction period. This program needs to be continued.

Need 3: Professional Learning Gaps were created when COVID occurred during the implementation of a new mathematics program at the elementary level. Instructional Coaching is a way to reset the implementation of the program. A new mathematical program (enVisions) was purchased in the spring of 2020 for the District's elementary schools. Covid restrictions made it difficult to provide educators with hands-on training that would help them maximize their use of the program. After 4 years of implementation, it is evident that gaps in understanding on how to use the program exist. The LEA recognizes that when gaps in instructional practice exist, the best way to close them is to provide instructional coaches that will enter the classroom to observe instruction, model best practices, and support teachers in providing instruction. The LEA will secure an Instruction Coach from SAVVAS's Partnership Plus Program. She will:

- provide before/after school workshops
- enter classrooms and observe instructional practice
- model best practices
- support teachers in assessing learning and analyzing data to inform instruction
- support the creation of targeted lessons

Need 4: As the LEA begins to migrate from RTI to MTSS-I, it has begun auditing existing programs and practices. Analysis of this work has brought to light the fact that a systemic system grounded in research based practices needs to be reestablished. The LEA will use reading teachers who are trained in the components of literacy instruction as Lead Teachers in this work. Reading Teachers will be trained in several products that will be piloted in the 2024/25 school year. They will serve as Teacher Leaders and support implementation of these products with pilot classes and students. The two initiatives include:

- Supporting the implementation of NWEA MAP Fluency assessments, an online progress monitoring tool that can be used by educators providing AIS intervention.
- 95% Group products will be used with primary grade students. These products are aligned with the Science of Reading and are designed to provide targeted intervention and assessment probes.

As Teacher Leaders, with an expertise in reading instruction, Reading Teacher Leaders will work to vet products and standardize the implementation of them.

Need 5: *Middle School Teachers need to provide culturally responsive instruction that engages all learners.*

- In the Middle Schools, there is a need to improve targeted culturally responsive instructional practices
- *.In 2023-2024 Title II funds were used to support the cultivation of lead teachers who began serving as models for effective classroom instruction.*
- This program will need to continue and grow to impact a larger circle of teachers' instructional practice.

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ESSA Programs - Title II Part A - Program/Fiscal Information

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- 2a. The LEA must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d), and/or have the highest percentage of children counted under section 1124(c) (these include students from low-income households and those counted as part of Neglected and Delinquent student counts).

Please indicate below which of the following needs were prioritized for the use of Title II, Part A funds. (Click all that apply)

ESSA Section 2101 (b) (2) (c)

- Poverty Rate
- CSI/TSI
- Other (LEAs selecting this method must maintain documentation on file for review)

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ESSA Programs - Title II Part A - Program/Fiscal Information

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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/obstacles impacting student achievement.**

Need 1: Teacher leaders can support their colleagues in their ability to utilize assessment data. In order to provide their support, it is important to ensure that all learners have a common understanding of the information being taught. Creating common understandings provides a foundation for learning.

Goal: To increase the ability of educators to use standardized assessments in making decisions and in supporting teachers as they select instructional strategies and interventions.

- **Objective 1:** Provide Middle teachers with professional learning opportunities focusing on executing IXL assessments and in understanding the data reports associated with it.
- **Objective 2:** Provide Middle School Teacher Leaders with professional learning opportunities directly from the vendor to ensure they receive accurate information on: how to use IXL reports to inform instruction:how to support teachers in utilizing IXL data to make decisions about classroom instruction and interventions:
- **Objective 3:** Elementary Teacher Leaders will provide ongoing professional learning opportunities to all educators. All educators will be provided with a foundational learning experience provided directly from NWEA professional learning facilitators. District Teacher Leaders will provide additional ongoing professional learning throughout the year, building off of the training provided by NWEA.
- **Objective 4:** Securing professional learning opportunities directly from the vendor (IXL/NWEA) will ensure that consistent and accurate information is given to stakeholders.

Targeted Measurable Goals: NWEA/IXL growth data will measure growth towards meeting this goal.

Need 2: The LEA will be hiring many new teachers in 2024/2025. All year one teachers need to receive an equitable and effective Mentoring experience.

Goal: To provide new hires with a mentoring experience that helps them develop the skills they need to support students and retain their positions in the District.

- **Objective 1:** Provide consistent guidance, information, and structures to all Mentors in order to ensure new hires (Mentees) are provided with the mentoring and induction experience they will need to be successful.
- **Objective 2:** Bring Mentors together for ongoing and extended professional learning throughout the school year to ensure that they have current information and provide consistent programming to mentees.
- **Objective 3:** Secure Lead Mentors to provide professional learning to Mentors to ensure Mentees are being provided with the support they need throughout the year.

Targeted Measurable Outcome: New Teacher retention data will be used to determine the impact of this professional learning experience.

Need 3: Professional Learning GAPS that were created when the implementation of a new mathematics programs occurred during COVID restrictions. An instructional coach is needed to remedy implementation errors.

Goal: To provide classroom teachers with professional learning focused on the enVisions mathematics program to ensure that Standards Based instruction is occurring in all classrooms.

- **Objective 1:** An instructional coach will provide full group learning experiences to establish foundational knowledge.
- **Objective 2:** An instructional coach will observe classroom instruction and provide targeted professional learning to teachers.
- **Objective 3:** An instructional coach will enter classrooms and model lessons.
- **Objective 4:** An instructional coach will work with teachers, supporting data analysis and lesson development.

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ESSA Programs - Title II Part A - Program/Fiscal Information

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Targeted Measurable Outcome: Increased student achievement as measured by NWEA Mathematics Assessment Data.

Need 4: After auditing current RTI systems and practices it has become evident that a systemic research based system of support needs to be reestablished before a transition to a MTSS-I system of support can be established.

Goal: To utilize programs that are identified as an ESSA 1 Tiered Intervention and pilot them with fidelity under the support of Teacher Leaders who specialize in reading intervention.

- **Objective 1:** Reading Teachers will serve as Teacher Leaders.
- **Objective 2:** Teacher Leaders will support the implementation of a NWEA MAP Fluency (a progress monitoring program) pilot to ensure the implementation yields valid and reliable results.
- **Objective 3:** Teacher Leaders will analyze NWEA MAP Fluency data to ensure it aligns with the components reading.
- **Objective 4:** Teacher Leaders will support the implementation of 95% Group Intervention products.
- **Objective 5:** Teacher Leaders will analyze data yielded for 95% Group Intervention products to evaluate the impact of their use.

Targeted Measurable Outcome: Increase in literacy skills as measured by NWEA ELA growth scores.

Need 5: Professional Learning needs of Middle School teachers need to support the use of culturally responsive lessons that engage middle school learners.

Goal: Provide professional learning experiences that are targeted toward the needs of middle school teachers.

- **Objective 1:** A focus on developing lessons to engage Middle School Students by providing culturally responsive instructional practices.
- **Objective 2:** Teacher leaders attended professional learning experiences that were designed to develop skills needed to support all learners. These teacher leaders will provide learning opportunities as well as opportunities for peers who will observe instruction as a way of building the skills of a larger group of middle school teachers.
- **Objective 3:** Provide teachers with classroom coverage so they can observe lead teachers execute culturally responsive instruction in their content area classroom.

Targeted Measurable Outcome: Student assessment data will serve as evidence of growth towards meeting this goal.

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title II, Part A funds for the 2024-25 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2024-25 <u>Allocation</u>	<i>Transferability</i> Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	260,332	-77,981.00	182,351.00

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.

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ESSA Programs - Title II Part A - Program/Fiscal Information

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	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	9,438
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

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</u> Amount (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School</u> Share (\$)
Title II, Part A Calculations	19.32	182,351.00	0.00

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ESSA Programs - Title II Part A - Use of Funds

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Title II Part A - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

- 1. As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A LEA Proportionate Share (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title II, Part A Use of Funds	182,351.00	0.00

Title II Part A - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

- 2. Is the LEA using Title IIA funds for Instructional Coaching?

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

- A) Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- B) Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout a school; and
- C) Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

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.

- 2a. Title II, Part A funding amount for the 2024-25 school year - Instructional Coaching.

122,500

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ESSA Programs - Title II Part A - Use of Funds

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3. Is the LEA using Title IIA funds for *Professional Learning Communities*?

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

- 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.

4. Is the LEA using Title IIA funds for Principal Leadership?

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided "walk-throughs" of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- 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.

5. Is the LEA using Title IIA funds for Teacher Leadership?

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- 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.

5a. Title II, Part A funding amount for the 2024-25 school year - Teacher Leadership.

48,075

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6. Is the LEA using Title IIA funds for Induction and Mentoring?

CONDITIONS OF USE: High-quality mentoring and induction programs provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers' skills in lesson planning and analyzing student work.

- 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.

6a. Title II, Part A funding amount for the 2024-25 school year - Induction and Mentoring.

11,776

7. Is the LEA using Title IIA funds for National Board Certification?

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- 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.

8. Is the LEA using Title IIA funds for Other personalized professional development 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 professional development practice, 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.

Title II Part A - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

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9. Is the LEA using Title IIA funds to support the integration of Rigorous Academic Content?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include collaborative work or professional development to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- 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.

10. Is the LEA using Title IIA funds for Recruiting & Retaining Effective Teachers?

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of 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.

11. 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.

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ESSA Programs - Title II Part A - Use of Funds

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12. Is the LEA using Title IIA funds for Evaluation/Support Systems?

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to 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.

13. Is the LEA using Title IIA funds for Effective Teaching of ELL/MLL Students?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- 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.

14. Is the LEA using Title IIA funds for Effective Teaching of Children with Disabilities?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- 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.

15. Is the LEA using Title IIA funds for Increased Knowledge/Ability to Teach Early Childhood?

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- 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.

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ESSA Programs - Title II Part A - Use of Funds

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16. Is the LEA using Title IIA funds for High Quality Instruction of Science, Technology, Engineering and Math?

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

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.

17. Is the LEA using Title IIA funds for Implementation of Formative Assessments?

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

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.

18. Is the LEA using Title IIA funds for Supporting Students Affected by Trauma and/or Mental Illness?

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

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.

19. Is the LEA using Title IIA funds for Identification and Support of Gifted Students?

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

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.

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ESSA Programs - Title II Part A - Use of Funds

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20. Is the LEA using Title IIA funds for Instructional Services Provided by Libraries?

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- 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.

21. Is the LEA using Title IIA funds for Training to Recognize/Prevent Sexual Abuse?

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- 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.

22. Is the LEA using Title IIA funds for Feedback Mechanisms to Improve Working Conditions?

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- 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.

23. Is the LEA using Title IIA funds for Career Readiness Education?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- 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.

Title II Part A - Use of Funds - Class Size Reduction (Part 3 of 3)

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ESSA Programs - Title II Part A - Use of Funds

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24. Is the LEA using Title IIA funds for *Early Grade Class Size Reduction*?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

- A) Extend for multiple years during the early grades, with a focus on low-income and minority students;
- B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND
- C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

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.

25. Is the LEA using Title IIA funds for *Class Size Reduction for Special Populations*?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co-teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student’s IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the 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.

26. Is the LEA using Title IIA funds for Other class size reduction programs?

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.

Title II Part A - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

27.

As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the

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ESSA Programs - Title II Part A - Use of Funds

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chart below to indicate when all of the funds have been appropriately assigned.

(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	182,351.00	0.00

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

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Title III ELL - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?

- 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.

1a. To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

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2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL 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.**

When compared to the prior years, there was an increase in the number of students identified as English Language Learners enrolled in the William Floyd School District in the 2023/2024 school year. This has been the trend since 2019-2020 and is anticipated to continue into the 2024-2025 school year. As this subgroup of students increases, the LEA has reviewed past practice to see if they are still effective in meeting the needs of stakeholders.

Data reviewed included student enrollment, NWEA, student participation, and quarterly grades. NYS Assessment scores have not yet been released and were not included as a point of consideration. . In addition to academic data educator feedback was considered as a way to measure social emotional learning and family engagement.

In 2023/24 funds were used to

- provide academic extended day experiences,
- train teacher leaders provided professional learning to colleagues
- fund translation services
- fund an Administrator to support the District's growing bilingual program

Data was analyzed to determine if these continue to be the needs of the LEA.

The LEA needs to provide extended day learning experiences to Multilingual Learners that provide academic and/or social emotional support. Analysis of academic extended day programs offered in 2023/24 showed that some programs, like the Middle School Regents review programs, had strong participation and impacted student performance. However student attendance in High School and Elementary programs was inconsistent making the data for these programs unreliable. Educator and Parent Feedback obtained during the consultation and collaboration process indicated that:

- after school programs in the High School compete with other school and home commitments.
- A desire for engaging programs that focus on social/emotional, and make students feel more welcomed are desired.

As a result, the LEA plans to use funds to provide the following programs to English Language Learners:

- Continue the after school Regents preparation program at the Middle School level.
- Provide Regents preparation programs to High School students on Saturdays
- Provide after school events that focus on social emotional needs: Newcomers Club at the Middle School Level Cultural Dance Clubs at the Elementary Level to increase family engagement and student transition. Technology club at the elementary level to increase student proficiency, preparing them to complete NYS Computer Based Tests and to communicate with families abroad.

The LEA needs to support the social emotion needs of English Language Learners at the High School Level. At the High School Level, there is an increase in the percentage of Multilingual Learners who are dropping out of school and/or reporting signs of mental health problems including depression. anxiety, and suicide. The LEA has invested in bringing the program 100cameras to these students. "The 100cameras program platform provides photography and storytelling as a new access that improves emotional intelligence, well-being, resilience, and community-building skills." The LEA will secure Art Teachers and Mental Health Educators to serve as advisors to this project.

The LEA needs to provide translation services to stakeholders. The LEA has utilized ESSER funds to support the need for increased translation services. As ESSER funds sunset, the LEA will need to use Title III funds to support this need.

The LEA needs to provide support to High School students interested in attending an institute of higher learning after graduation. In addition to in-school support, the LEA will bring High School students to recruitment events at local colleges and universities to build

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student awareness of the college experience. They will learn about the skills they will need to be successful. After each school visit, students will debrief with their counselors and/or ENL provider.

The LEA needs to provide support to teachers working with Multilingual Learners. Providing educators with in-district support as well as allowing teacher leaders to attend workshops to build their expertise are needed.

The LEA continues to expand its Bilingual program. The program reaches across several buildings in the district. In order to ensure that a districtwide program is benign created based on research, an Administrator will be hired to oversee the program outside of her regularly scheduled day. This administrator will provide professional learning experiences to the teachers in the Bilingual program. She will also communicate with building leaders to ensure that they are engaged in development of the program and that the are prepared to support its growth.

The LEA uses ENL providers as teacher leaders to support their building colleagues who have English Language Learners in their classrooms. The LEA recognizes that ongoing professional learning supports teacher leads in their work. The LEA needs to send ENL Lead Teachers to professional learning experiences so they can execute local workshops for their colleagues.

The LEA needs to secure valid and reliable assessments that measure literacy skills in a student's home language. Current instructional decisions are being made based on assessments given only in English. By using assessments in a students Native Language, instructional decisions can be made based on a clearer understanding of a students strengths and needs.

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

Goal: Increase the percentage of English Language Learners who pass a NYS Regents exam.

- Outcome 1: Offer Middle School English Language Learners an opportunity to prepare for the grade eight Algebra and Earth Science Regents exam by providing them after school AIS sessions designed to prepare them to pass exams.
- Outcome 2: Provide High School English Language Learners with an opportunity to prepare for Regents Exams. Super Saturdays will be offered by teachers who will prepare students for Regents Exams during these events.

Targeted Outcome: An increased percentage of English Language Learner students passing the regents will be the targeted outcome for this program.

Goal: To create a warm and welcoming environment to students whose native country is not the United States.

- Outcome 1: Provide students new to the country with extracurricular experiences that are familiar to them.
- Outcome 2: At the elementary level, provide dance clubs that will allow students to connect traditions to their learning environment.
- Outcome 3: At the elementary level, provide a technology club that will teach students digital skills that will allow them to communicate locally and with family members abroad.
- Outcome 4: At the middle school level, provide a socialization club to students new to the country.

Targeted Outcome: Increase student/family engagement, educators cultural competency, and community connections.

Goal: Provide students new to the country, who may have experienced trauma or who are having difficulty adjusting a means to express their emotions through art (100camera Project)

- Outcome 1: Utilize Art teachers in the High School to teach students how to use digital imagery to express emotions.
- Outcome 2: Provide participating students with emotional support by adding mental health staff as advisors to the project.

Targeted Outcome: Decrease the percentage of English Language Learners who drop out of school and/or do harm to themselves.

Goal: Provide information in a language that all students and families can understand by securing translation services through BOCES.

- Outcome 1: provide resources to educators that will allow them to have phone conversations translated in real time.
- Outcome 2: Provide all written communication in students native home language.
- Outcome 3: Increase Family Engagement

Targeted Outcome: Provide all buildings with the tools they need to translate documents and conversations into the home languages of all students and their families.

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Goal: Students need to be given opportunities to develop an understanding of what learning environments beyond High School require, so they are prepared to attend and graduate from college.

- Outcome 1: Provide students with information about college and career readiness.
- Outcome 2: Identify students who are interested in attending college
- Outcome 3: Transport students to college experiences and tours.
- Outcome 4: Provide students with opportunities to debrief after their visits to help them identify the steps they will need to take to achieve their goal.

Targeted Outcome: An increased percentage in the number of English Language Learners who will enroll in college upon graduation.

Goal: Align the English as a New Language and Bilingual program to ensure that students are receiving a systematic learning experience that will be consistent as they move between buildings and programs.

- Outcome 1: Secure an Administrator who has experience and understanding on programming to work with stakeholders and align programs.
- Outcome 2: Utilize Administrator to provide professional learning to the teachers of the Bilingual program. The Administrator would also serve as the contact person who would distribute and gather information about the program from Building Leaders.
- Outcome 3: Purchase the INL, a literacy assessment program that aligns with, but does not replicate, commonly used literacy assessments. The program will be used to assess Spanish speaking students in their home language which will allow educators to more accurately evaluate their skill.
- Outcome 4: Send ENL Educators to the annual BOCES Regional Conference to learn about current practices and network with colleagues in neighboring districts.
- Outcome 5: Create ENL Ambassadors (Teacher Leaders) who will work in each building to increase the skills of classroom teachers so they can more effectively educate Multilingual Learners.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - ELL funds for the 2024-25 school year.

	Title III, ELL - 2024-25 <i>Allocation</i>	<i>Transferability</i> Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	186,173	0.00	186,173.00

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

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	1,376

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	Amount (#)
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

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

	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	135.30	186,173.00	0.00

Title III ELL - Intent to Apply

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

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

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ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

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Title III Immigrant Education - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - Immigrant funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - Immigrant Education program goals set for the previous school year?

- 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.

1a. To what degree did the LEA make progress toward achieving the Title III, Part A - Immigrant Education goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - Immigrant Education 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.

The LEA needs to continue to develop programs that address the specific needs of Immigrant students.

On the High School level, the LEA used 2023/24 Title III Immigrant funds to develop a program to support SIFE students. Students participating in this program are sharing information about trauma, anxiety, and depression. The LEA needs to support the Social.Emotional needs of students new to the country,

At the Elementary level, the LEA continues to expand its Bilingual program. 3 new Bilingual sections will be added in the 2024/25 school year. It will need to supply each classroom with materials in English and Spanish. It will also need to continue to recruit teachers as it looks to expand the program.

The LEA needs to secure resources that will allow them to communicate with families of students new to the District. It will use funds to secure translation services from Boces to provide written and oral translation services.

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ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

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

Goal: The LEA will continue to develop programs that meet the needs of students new to the country.

- Objective 1: The LEA will engage teachers in professional learning that will support their ability to meet the social emotional needs of students in an engaging way.
- Objective 2: The LEA will purchase materials to support the new Bilingual sections in the Elementary Schools.
- Objective 3: The LEA will recruit and hire teachers who are certified to educate students new to the country.

Targeted Outcome: The impact of programs designed to meet the needs of students new to the country will be measured by an increase in student growth metrics.

Goal: Provide information in a language that all students and families can understand by securing translation services through BOCES.

- Outcome 1: provide resources to educators that will allow them to have phone conversations translated in real time.
- Outcome 2: Provide all written communication in students native home language.
- Outcome 3: Increase Family Engagement

Targeted Outcome: Provide all buildings with the tools they need to translate documents and conversations into the home languages of all students and their families.

Title III Immigrant Education - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - Immigrant Education funds for the 2024-25 school year. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 Immigrant students served by each private school, regardless of the student's district of residence.

	Amounts (# or \$)
Title III, Part A Immigrant ALLOCATION(\$)	56,591
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	918
Total Number of K-12 Immigrant Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

5. 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 - Immigrant Education.

	Title III Immigrant Per Pupil Amount (\$)	Title III Immigrant LEA Share (\$)	Title III Immigrant Private School Share (\$)
Title III Immigrant Calculations	61.65	56,591.00	0.00

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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Title IV Part A - Program Information

PLEASE NOTE - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

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

- 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.

1a. To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

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

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

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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2a. 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.

All LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years. Documentation of the comprehensive needs assessment must be maintained on file by the district (and made available upon request).

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.

The LEA used data analysis and feedback from the 22/23 Title IV Needs Assessment and the Consultation and Collaboration process to determine Title IV areas of need. After this process ways to improve programming for students to ensure they receive equitable learning experiences and develop safe and healthy relationships were identified.

Well Rounded STEM:

Feedback from constituents indicated that students need to be provided with opportunities that are not only equitable on the LEA's campus, but that also prepare them for state and regional experiences that will build well rounded learning experiences. In 2023-2024, the LEA used Title IV funds to support First Inspires Robotics Teams in five of our six elementary schools. Student's who participated on these teams used the 4 Cs to tackle challenges and develop solutions to problems. Students had an opportunity to participate in regional competitions where they met unique challenges and were exposed to solutions created by teams from across the region. Student performance on NWEA MAP assessments was used to measure the impact of the programming. 62% of students who participated on a Robotics Team had literacy growth scores that exceeded one year. 84% of these students had math scores that exceeded a year of growth. This data suggests that students who participated on a Robotics Team that were provided with opportunities added to their learning program, creating a well rounded experience that had a positive impact on performance.

In 2024-2025, the LEA will utilize funds to ensure students receive a well rounded education by providing them with programs focused on Science Technology, Engineering, and Mathematics. An increased number of schools will receive resources to support a Robotics program. The final Elementary building and both Middle School buildings will participate in the upcoming school year. Robotics competitions provide students with the opportunity to engage in hands-on learning that exposes them to STEM and cultivates the 4 Cs of learning.

Well Rounded: Social Emotional Learning:

In 2023-2024 the LEA supported Girls on the Run, a program designed to build social and emotional foundation skills in girls in grades 3-8. The program was executed at the elementary level. Analysis of regional longitudinal data reviewed indicates that 85 % of participants show improvements in social skills, including confidence and character. 97% of participants learned critical life skills. 69% of the students participating on Long Island Regional Teams responded that they learned things that were important to them. 78% of parents responded that it had been a valuable experience for their child.

In 2024-2025, the LEA will use Title IV funds to support student registrations and transportation for an additional year of the

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program. Local and Regional data, as well as student feedback surveys will be used as points to measure the impact of the program to determine whether it provides a well rounded learning experience that supports the social emotional learning needs of participating students.

Well Rounded: Accelerated Learning Programs and HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools

The LEA will allocate Title IV funding to ensure that all students participating in dual enrollment learning programs are able to earn college credit upon successful completion of requirements.. Although many students are able to pay the fees associated with participating in dual enrollment courses, there is a significant number of students who do not have the financial means to do so. Paying registration fees will ensure that students are provided with well rounded educational experiences and are able to receive the benefit of earning credits towards college.

The LEA serves students with severe to moderate cognitive and/or social delays. These NYSAA identified students require hands-on, real world experiences in order to be successful when they transition out of high school. During the Consultation and Collaboration process, a request was made to support programming to prepare this population for life after High School. The following is a plan to honor this request. As a part of our community integration and socialization curriculum we will create a school store for the students in our 12:1:1 program. The simulated school store will give identified students the opportunity to participate in a real world learning opportunity. Students serve as the keeper of the store and they distribute awards earned through our special education PBIS program. The materials purchased will be used to create this simulated real life experience.

The LEA will use Title IV funds to provide support to students who are preparing for life after graduation:

- A percentage of students will go on to college after graduation. Dual Enrollment programs prepare students for college by providing coursework that emulates college rigor and grants them college credit upon successful completion of their work.
- A percentage of students will participate in a school to work program. These students require hands- on, real world experiences to ensure that they will be able to apply what is taught in school to work.
- Providing students with experiences that simulate the next stage of life (college/work) provide students with scaffolds that allow them to apply what they have learned in High School to the next phase of their life.

Safe and Healthy Students: Relationship Building Skills

In 2023-2024, the LEA used Title IV funds to fund stipends for Deans to work outside of their contractual day to provide students with skills that increased their ability to develop relationships improving their behavioral and academic performance as well as increase their attendance. Data reviewed to measure the impact of this program was attendance, discipline reports, and number of suspensions reported at each building. 2023/2024 data show that there was a decrease in the number of students receiving suspensions as a result of a disciplinary infraction and an increase in student attendance. The LEA will continue to support the use of Deans at the elementary level and will increase the number of students supported by it, by increasing the accessibility of Deans to them.

The LEA will use Title IV funds to *improve support systems in elementary schools*. The LEA is focused on increasing student attendance and decreasing discipline reports. It recognizes that student attendance increases when students feel supported and welcomed in school. Discipline reports decrease when students have developed strong relationships with staff and peers. The LEA needs to provide students with skills that teach them how to build relationships and navigate difficult situations. Funding will be used to support programs in five elementary schools:

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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- Students at the elementary level need targeted support from an adult they can meet with on a regular basis.
- Students given targeted support are provided with a safety net that helps them when they are faced with challenges. Students who can navigate through challenges they face at school feel successful and avoid disciplinary action. As a result they will want to attend class more regularly.
- Title IV and Title II (transferability) funds will be used to provide stipends to Deans who will provide Mentorship and School Counseling outside of their contractual day to students.

Effective Use of Technology:

In 2023/24, the LEA utilized Teacher Leaders to support the transition to the new Computer Science and Digital Fluency Learning Standards. The use of Teacher Leaders proved to be an effective method of supporting the effective use of technology. In 2024/25, the LEA will continue to utilize Teacher Leaders to support technology initiatives. Two targeted areas have been identified:

- The effective use of programs designed to prepare students for New York State's Computer Based Testing..
- Leveraging the use of I-Campus.

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- 2b. 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.**

Well Rounded (STEM)

Goal: Increase students' science and mathematics achievement as evidenced by a closing of the gap between current student performance on New York State Assessments and NWEA Assessments and comparable end of year data in the Spring of 2025 and the results of NYS Grade 5 Science Assessments.

- Objective 1 : In order to be successful in science and mathematics, students need to be engaged in hands-on learning experiences that require them to communicate, collaborate, and think critically. This type of programming will be offered to students.
- Objective 2: Students will be provided with elementary club experiences that will provide opportunities to unpack STEM based challenges and create solutions to them.
- Objective 3: Robotics Teams will be formed and they will engage in opportunities to unpack competitive challenges and participate in regional Robotics competitions.
- Objective 4: Students who engage in STEM programming will have increased success in mathematics and science coursework.

Targeted Measurable Outcomes: Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work. Assessment scores of students participating in STEM programs will be analyzed to determine success toward this goal.

Well Rounded (SEL)

Goal: By the close of the 2024/25 school year, there will be increases in student attendance and decreases in student discipline reports.

- Objective 1: Students need to have developed a social and emotional toolbox in order to successfully navigate the school day. The LEA will work with subgroups of students who are prone to need additional support in developing these skills.
- Objective 2: Secure a program that supports the social emotion need of girls in grades 3-5: Secure the national program Girls on the Run, designed to support Social Emotional Learning in girls at 5 elementary schools.. Select girls grades 3-5 to participate in the programExecute lessons focused on developing social emotional skills.Ensure all interested participants can be included in regional events regardless of their ability to pay participation fees.Participate in 2 regional Girls on the Run events.

Targeted Measurable Outcomes: Student and family surveys data will be used to measure the impact of this work.

Well Rounded (Accelerated Learning Programs and HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools)

Goal: To increase the number of students who earn college credits before they graduate High School.

- Objective 1: Identify students who are enrolled in Dual Enrollment Courses
- Objective 2: After tuition payment has been offered to students, identify students who are unable to enroll indue to financial barriers,
- Objective 3: Support high needs students in Dual Enrollment credit by funding their registration fees.

Goal: Increase the number of NYSAA Identified students who secure work programs when they age out of public school.

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- Objective 1: Identify students who are identified as NYSAA eligible learners who need hand-on learning experiences to prepare them for life after graduation.
- Objective 2: Provide *Real World* experience to students in the form of a simulated store.
- Objective 3: Identify students who are prepared to apply skills to community based settings and transition them into these settings.

Targeted Measurable Outcomes:

- A target of 100% for students eligible to participate in Dual Enrollment courses will be registered.
- An increased number of NYSAA eligible students will graduate from High School and transition into a work environment.

- 2c. 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.**

Safe and Healthy Students

Goal: By the close of the 2024/25 school year, there will be increases in student attendance and decreases in student discipline reports.

- Objective 1: Students will attend school and adhere to school rules when they have developed meaningful relationships with peers and adults. Create opportunities for students to develop meaningful relationships.
- Objective 2: Identify groups in need of support and the type of support they need. Students who have difficulty during the trip to school, are unready to learn when they exit the bus and are often unable to regroup and navigate the school day. Students who receive bus reports will be targeted as needing the support of a Dean.
- Objective 3: Deans will work with students who are having difficulty transitioning to schools. Deans support students by serving as trusted adults who provide Social Emotional support to students and build connections. Deans build school to home connections with caregivers and serve as a point of contact.

Targeted Measurable Outcomes: Student bus and discipline reports will be analyzed to measure the impact of these interventions.

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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- 2d. **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.**

Effective Use of Technology

Goal: To provide educators with learning experiences and information that will prepare them to teach students how to utilize learning platforms.

- Objective 1: Select EUT Teacher Leaders from each building to create and implement professional learning experiences that support their instruction on the use of technology in the classroom.
- Object 2: EUT Teacher Leaders will participate in learning experiences about tools designed to prepare students for Computer Based Testing..
- Objective 3: EUT Teacher Leaders will create resources and present them to colleagues about the use of programs designed to prepare students for Computer Based Testing.

Targeted Measurable Goal: By the end of the 2024/2025 school year, an increased number of students will be able to navigate the platform used during NYS Computer Based Assessments.

Goal: To provide educators with learning experiences about how to use reports generated in Infinite Campus to improve student grouping, instruction and data management.

- Objective 1: Select an EUT Teacher Leader who has knowledge of how to generate ad-Hoc reports in Infinite Campus.
- Objective 2: Have EUT Teacher Leader create instructional information about how to access information that can be used by building level Data Teams.
- Objective 2: Building Level Data Teams will utilize the platform to manage data, create reports that improve student grouping and instruction.

3. **The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Click all that apply) ESEA Section 4106(e)(2)(A)**

- Schools with the greatest needs as determined by such local educational agency;
- Schools with the highest percentages or numbers of children counted under Section 1124(c);
- Schools identified for Comprehensive Support and Improvement (CSI) under Section 1111(c)(4)(D)(i);
- Schools implementing Targeted Support and Improvement (TSI) plans as described in Section 1111(d)(2); or
- Schools identified as a persistently dangerous public elementary school or secondary school under Section 8532.

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for Title IV, Part A funds for the 2024-25 school year. Do not include carryover funding from the previous year.**

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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	Title IV, Part A - 2024-25 <i>Allocation</i>	<i>Transferability</i> Funds (Funds to Title IV added, Funds from Title IV deducted) (\$)	TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	140,695	77,981.00	218,676.00

5. 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) (#)	9,438
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

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 IV, Part A .

	Title IV, Part A <u>Per Pupil</u> Amount (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School</u> Share (\$)
Title IV, Part A Calculations	23.17	218,676.00	0.00

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ESSA Programs - Title IV Part A - Use of Funds

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Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than \$30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities*;
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- Some portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. 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 (\$) - Remaining Balance
Title IV, Part A Use of Funds	218,676.00	0.00

Title IV Part A - Use of Funds

Please reference the "Title IV, Part A Allowable/Unallowable Expenditures" document for allowable activities, which can be found in the *Documents* panel along the left side of the application.

(PLEASE NOTE - All expenditures must be reflected in the Title IV budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

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.

	Funding Amounts (\$)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	50,416	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Music and Arts	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
World Language Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Programs to Support Student Access to, and Success in, a Variety of Well-Rounded Education Experiences	0	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs and HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	17,534	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
College and Career Counseling	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	47,450	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Environmental Education	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

3. Please complete the chart below by identifying the funds being used to support allowable activities associated with *Safe and Healthy Students*. 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.

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills	100,211	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
School Readiness and Academic Success	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Suicide Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Human Trafficking	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Building School and Community Relationships	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Drug and Violence Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School-Based Mental Health Services	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Physical Education Activities	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Trauma-Informed Classroom Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Chronic Disease Management Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

4. Please complete the chart below by identifying the funds being used to support allowable activities associated with *Effective Use of Technology*. 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.

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning to Improve Academic Achievement	3,065	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. Please find total amounts allocated to each of the Title IV, Part A content areas - Well-Rounded Educational

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ESSA Programs - Title IV Part A - Use of Funds

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Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.

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 TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Effective Use of Technology TOTAL (\$)	Maximum for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	115,400.00	100,211.00	3,065.00	459.75

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.**

	Well-Rounded Educational Opportunities <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)	Safe & Healthy Students <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)
Content Area Minimum/Maximum	43,735.20	43,735.20

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Equitable Services - Equitable Services

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Equitable Services

LEAs should utilize the "2024-25 Private School Equitable Services Consultation Resource" in the *Documents* panel to determine private schools that served resident students during the 2024-25 school year.

PLEASE NOTE - The equitable services requirement does not apply to *Charter LEAs* or *Special Act LEAs*, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?

- Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- Not Applicable, the applicant is a Charter LEA.
- Not Applicable, the applicant is a Special Act LEA.

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Equitable Services - Equitable Services Details

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Private School Details

No direct action is required of the LEA for Item #1 and Item #2. These charts are for informational purposes only and may be used to assist the LEA in completing this portion of the application.

1.

The figures below, based on information provided in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, may be used when completing the sections below.

	Low Income Students (Participating In-District Private Schools) (#)	Low Income Students (Participating Out-of-District Private Schools) (#)	Title I, Part A Per Pupil Amount (\$)
Private School Details	0.00	12.00	714.61

2.

The figures below, based on information provided in other sections of the application, may be used when completing the sections below.

	Title II, Part A Participating Private School Students (#)	Title II, Part A Per Pupil Amount (\$)	Title III, Part A Participating Private School Students (#)	Title III, Part A Per Pupil Amount (\$)	Title IV, Part A Participating Private School Students (#)	Title IV, Part A Per Pupil Amount (\$)
Private School Details (cont.)	0.00	19.32	0.00	135.30	0.00	23.17

Private School Consultation

WILLIAM FLOYD UFSD - 580232030000

3.

For EACH private school listed below (located *inside* of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please indicate the funding amount for each program area, and upload a completed "LEA Affirmation of Private School Consultation 2024-25" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

(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	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
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

4.

Please complete the chart below detailing:

1. Private schools located *outside* of the district serving district resident students;

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Equitable Services - Equitable Services Details

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- 2. Approved 853 schools and 4201 schools serving district resident students;
- 3. Private schools located within the district that do not have a BEDS code; and/or
- 4. Any other private school otherwise not included in the chart above.

Please indicate whether the private school is participating in one or more ESSA-Funded program, and indicate the funding amount for each program area. Upload a completed "LEA Affirmation of Private School Consultation 2024-25" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

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
280515997717	AHRC Suffolk	Declining	0	0	0	0	AHRC.pdf
580801997644	Cleary School for the Deaf	Accepting	1447	(No Response)	(No Response)	(No Response)	Cleary School for the Deaf 1.pdf
580801997107	Harbor Country Day School	Declining	0	0	0	0	Harbor Country Day School Affirmation.pdf
580224175573	Holy Angels Regional School	Declining	0	0	0	0	Holy Angels .pdf
580233808755	Leonard E. Burket	Declining	0	0	0	0	LEBCS - Title 1.pdf
580501995496	MDQ Academy	Non-Responsive	0	0	0	0	mdq attempts.pdf
332000126098	Our Lady of Guadalupe	Declining	0	0	0	0	ologsscanner gmail.com_20240701_110147.pdf
580233175585	Our Lady Queen of the Apostles	Accepting	7230	(No Response)	(No Response)	(No Response)	OLQA1 1 1.pdf
580906178656 O	Our Lady of the Hamptons	Declining	0	0	0	0	Our Lady of Hamptons.pdf
580602996112	Peconic Community School	Declining	0	0	0	0	Peconic Community School .pdf
5809019995	Raynor Cuntry Day School		0	0	0	0	raynor

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Equitable Services - Equitable Services Details

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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
26		Non-Responsive					country attempts.pdf
580801808242	Smithtown Christian School	Declining	0	0	0	0	Smithtown Christain .pdf
580602996426	St John Paul II Regional School	Declining	0	0	0	0	St. John Paul II.pdf
580503175607	St. Mary's School	Declining	0	0	0	0	St. Marys School.pdf
580501175629	St Patrick School	Declining	0	0	0	0	St. Patrick School Smithtown - William Floyd UFSD.pdf
80037442	Victory Christian Day School	Declining	0	0	0	0	Victory Christian .pdf
580504806692	West Sayville Christian	Declining	0	0	0	0	LEA-Wm Floyd2024.pdf
580413996433	DDI @ Huntington	Declining	0	0	0	0	DDI .pdf
280409996453	Henry Viscardi School	Declining	0	0	0	0	Henry Viscardi.pdf
280517177171	Holy Trinity Diocesan High School	Declining	0	0	0	0	Holy Trinity .pdf
280515317093	Long Island Lutheran MHS	Non-Responsive	0	0	0	0	long island lutheran attempts.pdf
580211319411	Our Savior New American School	Declining	0	0	0	0	Our Savior New American.pdf
580413175554	St. Anthony's High School	Declining	0	0	0	0	St. Anthonys High School.pdf
580509177155	St. John the Baptist High School	Declining	0	0	0	0	St. John the Baptist Affirmation.pdf
5802019966	The Stony Brook School	Declining	0	0	0	0	Stonybrook

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Equitable Services - Equitable Services Details

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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
87							School .pdf
580203996106	Sunshine Alternative	Declining	0	0	0	0	Sunshine Alternative .pdf
280202175545	Kellenberg	Declining	0	0	0	0	Kellenberg.pdf
280404996624	Vincent Smith School	Declining	0	0	0	0	Vincent Smith School 1.pdf
33100528070	St Mark's Catholic Academy	Declining	0	0	0	0	St Mark.pdf

Equitable Services - Pooling Funds

5. **Pooling within an LEA: Is the LEA providing equitable services to eligible children attending a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the Title I funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend a private school in the group?**

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds WITHIN an LEA.
- NO, the LEA is not providing equitable services to eligible children by pooling funds WITHIN an LEA.

6. **As applicable based on the response to the item above, please complete the following chart identifying the nonpublic schools that are participating in pooling funds within an LEA.**

School Name	BEDS Code
(No Response)	(No Response)

7. **Pooling across LEAs: Is the LEA providing equitable services to children attending private schools in coordination with multiple LEAs by pooling their Title I funds generated by their private school children from low-income families who reside in a participating Title I public school attendance area to serve eligible low-achieving private school children who reside in those LEAs?**

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds ACROSS LEAs.
- NO, the LEA is not providing equitable services to eligible children by pooling funds ACROSS LEAs.

8. **As applicable based on the response to the item above, please complete the following chart identifying the LEAs that are participating in pooling funds across LEAs.**

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Equitable Services - Equitable Services Details

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LEA Name	BEDS Code
(No Response)	(No Response)

Private School Use of Funds - Title I Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

9. For LEAs with an allocation (including *Transferability*) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve for its participating private schools. Please use this to assist in completing the chart below (Item #10).

85.75

10. Please complete the following Title I, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Administration	0
Professional Development	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	86
Direct Instructional Services to Students	0
Other	8,489

11. As the LEA completes the use of funds chart above (Item #10), the remaining balance of Title I, Part A funds for Private Schools will be reflected below to indicate that all funds have been appropriately identified. (PLEASE NOTE - All expenditures must be reflected in the Title I, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

	Title I, Part A - Private School Share (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title I, Part A Private School Use of Funds	8,575.33	0.33

Private School Use of Funds - Title II Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

12. Please complete the following Title II, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Professional Development for Teachers	0
Professional Development for Administrators	0

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Equitable Services - Equitable Services Details

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	Amount (\$)
Professional Development for Other School Leaders	0

13. As the LEA completes the chart above (Item #12), the *remaining balance* of Title II, Part A funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately identified.
 (PLEASE NOTE - All expenditures must be reflected in the Title II, Part A budget. Within the FS-10 be sure to identify expenditures by participating private school.)

	Title II, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Private School Use of Funds	0.00	0.00

Private School Use of Funds - Title IV Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

14. Please complete the following Title IV, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Well-Rounded Educational Opportunities	0
Safe and Healthy Students	0
Effective Use of Technology	0

15. As the LEA completes the chart above (Item #14), the *remaining balance* of Title IV, Part A funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately identified.
 (PLEASE NOTE - All expenditures must be reflected in the Title IV, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

	Title IV, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title IV, Part A Private School Use of Funds	0.00	0.00

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Budgets/Narratives - Budgets/Narratives

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Budget/Narrative - Title I, Part A

PLEASE NOTE -

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
- 5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
- 6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 1. **The amount of funds shown in the space below reflects the LEA's 2024-25 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.**

1,892,289.00

- 2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2024-25 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.)**

24-25 Title I Budget.pdf

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

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

24-25 Title I Budget Narrative.pdf

Budget/Narrative - Title I, Part D

PLEASE NOTE -

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
- 5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 4. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

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Budgets/Narratives - Budgets/Narratives

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- 5. Upload a completed and signed copy of the **FS-10 Budget** for Title I, Part D.

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

(No Response)

- 6. Upload a completed copy of the **Budget Narrative** for Title I, Part D.

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

(No Response)

Budget/Narrative - Title II, Part A

PLEASE NOTE -

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
- 5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
- 6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.

- 7. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

260,332.00

- 8. Upload a completed and signed copy of the **FS-10 Budget** for Title II, Part A.

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

24-25 Title II Budget.pdf

- 9. Upload a completed copy of the **Budget Narrative** for Title II, Part A.

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

24-25 Title II Narrative.pdf

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

Budgets/Narratives - Budgets/Narratives

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Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE -

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
7. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

10. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

186,173.00

11. **Upload a completed and signed copy of the *FS-10 Budget* for Title III, Part A English Language Learners (ELL).**

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

24-25 Title III ELL Budget.pdf

12. **Upload a completed copy of the *Budget Narrative* for Title III, Part A English Language Learners (ELL).**

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

24-25 Title III ELL Narrative.pdf

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**

56,591.00

14. **Upload a completed and signed copy of the *FS-10 Budget* for Title III, Immigrant Education.**

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

24-25 Title III Immigrant Budget.pdf

2024-25 Consolidated Application for ESSA-Funded Programs - 2024Budgets/Narratives - Budgets/Narratives

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15. Upload a completed copy of the **Budget Narrative** for Title III, Immigrant Education.

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

24-25 Title III Immigrant Narrative.pdf

Budget/Narrative - Title IV, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

16. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.**

140,695.00

17. Upload a completed and signed copy of the **FS-10 Budget** for Title IV, Part A. (Please click [here](#) to view an instructional video about completing the FS-10 and budget narrative for Title IV Part A.)

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

24-25 Title IV Budget.pdf

18. Upload a completed copy of the **Budget Narrative** for Title IV, Part A.

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

24-25 Title IV Budget Narrative.pdf

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Budgets/Narratives - Budgets/Narratives

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Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE -

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
- 5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 19. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.**

0.00

- 20. **Upload a completed and signed copy of the *FS-10 Budget* for Title V Rural Low Income Students (RLIS).**

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

(No Response)

- 21. **Upload a completed copy of the *Budget Narrative* for Title V Rural Low Income Students (RLIS).**

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

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

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

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

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

Submission Summary - Submission Summary

Submission Summary - Title I, Part A

WILLIAM FLOYD UFSD - 580232030000

1. The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	1,892,289.00	1,892,289.00	714.61	1,883,713.67	8,575.33

2. The following represents additional Title I, Part A summary figures based on information provided in earlier sections.

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A - Summary (Cont.)	68,837.00	1,814,876.67

Submission Summary - Title I, Part D

3. The following represents a summary of Title I, Part D funding based on information provided in previous sections.

	Title I, Part D Allocation (\$)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) (\$)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

4. The following represents a summary of Title II, Part A funding based on information provided in previous sections.

	Title II, Part A Allocation (\$)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A - Summary	260,332.00	182,351.00	19.32	182,351.00	0.00

Submission Summary - Title III ELL/Immigrant

5. The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.

	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary					

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Submission Summary - Submission Summary

	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
	186,173.00	186,173.00	135.30	186,173.00	0.00

6.

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation (\$)	Title III - Immigrant Per Pupil Amount (\$)	Title III - Immigrant LEA Share (\$)	Title III - Immigrant Private School Share (\$)
Title III - Immigrant Summary	56,591.00	61.65	56,591.00	0.00

Submission Summary - Title IV, Part A

7. The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.

	Title IV, Part A Allocation (\$)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Summary	140,695.00	218,676.00	23.17	218,676.00	0.00

8. The following represents a summary of the total Title IV, Part A allocation - BOTH public and private school shares - use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	115,400.00	100,211.00	3,065.00

9. The following represents a summary of Title IV, Part A - Private School Share use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	0.00	0.00	0.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.

2024-25 Consolidated Application for ESSA-Funded Programs - 2024

Submission Summary - Submission Summary

	Title V - RLIS Allocation (\$)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) (\$)
Title V RLIS - Summary	0.00	0.00