

CONSOLIDATED FEDERAL GRANT AGREEMENT

This Consolidated Federal Grant Agreement (“Agreement”) is made by and between the Pennsylvania Department of Education, (“Department”), and Wallingford-Swarthmore SD located at 200 S Providence Rd, Wallingford, PA 19086, (“Grantee”).

WHEREAS, the Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq.; and

WHEREAS, the Department has been appropriated funds by the General Assembly for programs under the “Every Student Succeeds Act.”(The Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. §6301 et. seq.).

NOW THEREFORE, the parties intending to be legally bound hereby agree as follows:

1. The Grantee will receive funds in the amount of \$187,455.00, and those funds shall be used to defray program costs incurred from September 3, 2025 to September 30, 2026.
2. The Grant Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2026, unless terminated earlier in accordance with the terms hereof.
3. The Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. The following Appendices are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. The Grantee acknowledges having reviewed the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

IN WITNESS WHEREOF, and intending to be bound hereby, the parties subscribe their signatures to this Agreement below:

FOR THE GRANTEE

Signature: Russell Johnston - Electronic Signature Date: 10/20/2025

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 11/11/2025

Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 12/1/2025

Department of Education

Office of General Counsel: _____ Date: _____

Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-21.0

Comptroller approved as to fiscal responsibility, budgetary appropriateness and availability of funds in the amount of \$187,455.00

Comptroller: Christine Buckley - Electronic Signature Date: 12/12/2025

Vendor Name: Wallingford-Swarthmore SD

Address: 200 S Providence Rd, Wallingford, PA 19086

Fed ID #: 231740499

Vendor #: 120565-001

Total amount of Federal funds obligated to grant recipient: \$ _____

If this is for research and development, please check here: _____

Grant Title	Funding Source	Project Number	ALN	Allocation Amount	Award Amount
Consolidated Application	Federal	FA-999-26-0458	various	\$0.00	\$187,455.00
Title I, Part A - Improving Basic Programs	Federal	FA-013-26-0458	84.010	\$124,418.00	\$124,418.00
Title IIA - Supporting Effective Instruction	Federal	FA-020-26-0458	84.367	\$53,037.00	\$53,037.00
Title IVA - Student Support and Academic Enrichment	Federal	FA-144-26-0458	84.424	\$10,000.00	\$10,000.00

**Terms and Conditions for Title I, Part A of the Every Student Succeeds Act (20 SC §6301 et seq.) (“Act”),
Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

1. If the Grantee operates a schoolwide program, it shall for such program:
 - a. conduct a comprehensive needs assessment;
 - b. develop schoolwide reform strategy opportunities for all students to reach the State’s academic standards, including subgroups;
 - c. use methods and instructional strategies that strengthen the academic program in the school;
 - d. increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education;
 - e. address the needs of all children at school, particularly those at-risk of not meeting State academic standards; and
 - f. coordinate and integrate programs, services, and resources.
2. If the Grantee operates a schoolwide program, it shall conduct an annual evaluation and appropriate revision of its schoolwide plan based on its comprehensive needs assessment.
3. If the Grantee runs a targeted assistance program, for such program it shall:
 - a. use multiple, educationally related, objective criteria to identify students that are failing, or most at risk of failing, to meet the State’s academic standards;
 - b. use Title I resources to help participating children meet the State's academic standards;
 - c. ensure that planning for students served under Title I is incorporated into existing school planning;
 - d. use effective methods and instructional strategies that rely on evidence-based research that strengthens the core academic program of the school;
 - e. provide instruction by appropriately state certified teachers;
 - f. establish strategies to hire and retain high-quality, appropriately state certified teachers;
 - g. provide opportunities for professional development using Title I and other resources to train teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel parents and other staff;
 - h. provide strategies to increase parent and family engagement, such as family literacy services; and
 - i. coordinate and integrate federal, state, and local services and programs.
4. If the Grantee uses Title I, Part A funds to provide early childhood development services to low income children below the age of compulsory school attendance, it shall 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))The Grantee shall work in consultation with schools as the schools develop and implement their plans or activities.
5. The Grantee shall comply with the requirements of Title I, Part A of the Act regarding the qualifications of

teachers and paraprofessionals and professional development.

6. The Grantee shall coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the Department and other agencies providing services to children, youth and families with respect to a school identified for improvement under section 1111 of the Act if such a school requests assistance from the local educational agency (LEA) in addressing major factors that have significantly affected student achievement in the school.
7. The Grantee shall ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
8. The Grantee shall use the results of the academic assessments required under section 1111(b)(2) of the Act, and other measure or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the school is making the progress necessary to ensure that all students meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(2) of the Act.
9. The Grantee shall ensure that the results from the academic assessments required under section 1111(b)(2) of the Act are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents understand.
10. The Grantee shall ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A of the Act are selected to receive services on the same basis as other children.
11. The Grantee shall coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
12. The Grantee shall develop the plan for the use of Title I, Part A funds in consultation with teachers, principals, administrators (including administrators of programs described in other parts of Title I), and other appropriate school personnel, and with parents of children in schools served under Title I, Part A of the Act.
13. The Grantee shall participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 303(b)(3) of the National Education Statistics Act of 1994, as amended.
14. The Grantee certifies that the LEA has no policy that prevents or otherwise denies the participation in constitutionally protected prayer in public elementary and secondary schools as set forth in the February 7, 2003, USDE guidance.
15. The Grantee shall comply with section 1117 of the Act (regarding the participation by private school children and teachers).

Terms and Conditions for Title I, Part D of the Act, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk

1. The Grantee shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three (3) years, to determine the program's impact on the ability of participants to:
 - a. maintain and improve educational achievement;
 - b. accrue school credits that meet the State requirements for grade promotion and secondary graduation;
 - c. make the transition to a regular program or other educational program operated by a LEA;
 - d. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 - e. as appropriate, participate in postsecondary education and job training programs.
2. When conducting evaluations, the Grantee shall use multiple and appropriate measures of student progress.
3. The Grantee shall submit evaluation results to the Department and use the results to plan and improve subsequent programs for participating children and youth.
4. The Grantee will ensure that low-income and minority students in Title I schools are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Terms and Conditions for Title II, Part A of the Act, Supporting Effective Instruction

1. The Grantee shall provide a description of how activities are aligned to state standards.
2. The Grantee shall provide a description of professional growth and improvement.
3. The Grantee shall provide an assurance that funds will be prioritized to its Comprehensive Support and Targeted Support schools under Section 1111(d) .
4. The Grantee shall provide an assurance that spending is data-driven.
5. The Grantee shall provide an assurance that it coordinates funds with other local, state, and federal funds.
6. The Grantee assures that appropriate stakeholder consultation occurred according to section 2103(b)(3) of the Act.
7. The Grantee shall comply with section 8501 of the Act (regarding the participation by private school children and teachers).
8. The Grantee shall comply with all requirements under section 2103 of the Act regarding local uses of funds.

Terms and Conditions for Title III, Part A of the Act, Language Instruction for English Learners and Immigrant Students

1. The Grantee shall use Title III funds to supplement, not supplant, the core English as a Second Language (ESL) program provided by the LEA with state/local tax dollars.
2. The Grantee shall comply with the Parental Notification requirements in Section 1112(e)(3)(A) of the Act.

3. The Grantee shall assess annually all English learners participating in the Title III program to determine their progress in gaining English proficiency.
4. The Grantee shall annually assess on the statewide assessment all English learners in accordance with the state plan required under the Every Student Succeeds Act (ESSA).
5. The Grantee shall base Title III programs and activities on evidence-based research on teaching English learners.
6. The Grantee shall provide programs that enable English learners to speak, read, write and comprehend the English language and meet Pennsylvania academic standards and student academic achievement standards.
7. The Grantee shall ensure that all teachers in any language instruction educational program for English learners who are funded with Title III funds are fluent in English and any other language used for instruction, including having written and oral communication skills.
8. The Grantee shall develop its plan for the use of Title III, Part A funds in consultation with teachers, researchers, school administrators, parents and, if appropriate, with education-related community groups, non-profit organizations, and institutions of higher education.
9. The Grantee shall use Title III funds in ways that shall build the LEA's capacity to continue to offer high-quality language instruction educational programs that assist English learners in meeting Pennsylvania academic content and student academic achievement standards in the event that Title III funds are no longer available.
10. The Grantee represents and warrants that the LEA is not in violation of any Pennsylvania law, including state constitutional law, regarding the education of English learners, consistent with sections 3126 (Legal Authority of State Law Superseding Federal Law) and 3127 (Civil Rights) of the Act.
11. The Grantee shall comply with section 8501 of the Act (regarding the participation by private school children and teachers).
12. The Grantee shall provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.
13. The Grantee shall provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners that include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

Terms and Conditions for Title IV, Part A of the Act, Student Support and Academic Enrichment

1. The Grantee, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart).
2. The Grantee, or consortium of such agencies, shall engage in continued consultation with the entities described in paragraph (1) to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

3. Prior to receiving an allocation under this subpart, of more than \$30,000, the Grantee shall conduct a comprehensive needs assessment of the LEA or consortium of such agencies proposed to be served under this subpart in order to examine needs for improvement of access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
4. A Grantee receiving an allocation under section 4105(a) of the Act in an amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment under paragraph (1).
5. The Grantee, or consortium of LEA, shall conduct the needs assessment described in paragraph (1) once every three (3) years.
6. The Grantee shall ensure that the LEA, or consortium of such agencies, will—
 - a. prioritize the distribution of funds to schools served by the LEA, or consortium of such agencies, and that they—
 - 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) of the Act;
 - iii. are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act;
 - iv. are implementing targeted support and improvement plans as described in section 1111(d)(2) of the Act; or
 - v. are identified as a persistently dangerous public elementary school or secondary school under section 8532 of the Act;
7. The Grantee shall comply with section 8501 of the Act (regarding equitable participation by private school children and teachers);
8. The Grantee shall use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107 of the Act;
9. The Grantee shall use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108 of the Act;
10. The Grantee shall use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a) of the Act, and shall give the Department an assurance that the LEA, or consortium of such agencies, will comply with section 4109(b) of the Act
11. The Grantee shall annually report to the Department how funds are being used under this subpart to meet the requirements of section 7, 8 and 9 of the Act.
12. A Grantee receiving an allocation under section 4105(a)(1) of the Act in an amount less than \$30,000 shall provide only one of the assurances described in paragraphs 8-10 above to the Department.

Terms and Conditions for Consolidated Local Application

1. The Grantee shall encourage greater cross-program coordination, planning and service delivery and enhanced integration of programs covered by the consolidated local application. The Program Narrative appended hereto provides for coordination and integration among the several programs consolidated hereunder. Both planning and service delivery are coordinated so as to improve teaching and learning.
2. The Grantee has adopted and shall use proper methods of administering the consolidated program hereunder, including—
 - a. the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.
3. The Grantee shall cooperate fully with evaluators during any state or federal evaluation of any program consolidated hereunder.
4. The Grantee shall ensure that the control of funds provided under each such program and title to property acquired with program funds are in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the programs provides for assistance to those entities.
5. The Grantee shall submit reports to the Department (which shall make the reports available to the Governor) and the US Secretary of Education (“Secretary”) as the Department and Secretary may require enabling the Department and the Secretary to perform their duties under each such program.
6. The Grantee shall maintain such records, provide such information and afford such access to the records as the Department (after consultation with the Governor) or the Secretary may reasonably require to carry out the Department or the Secretary’s duties.
7. The Grantee, in developing its consolidated plan, represents that it afforded a reasonable opportunity for public comment on the plan and considered such comment in finalizing its plan.
8. The Grantee shall administer each consolidated program hereunder in accordance with all federal and state statutes and regulations applicable to that program, unless the requirement of any statute or regulation has been expressly waived in writing by the Department. In addition, the Grantee shall administer its programs consistent with its consolidated plan.
9. The Grantee shall comply with each of the following requirements when implementing its programs hereunder:
 - a. maintenance of effort;
 - b. comparability of services;
 - c. equitable participation of students and professional staff in private schools;
 - d. parent and family participation and engagement;
 - e. serving eligible school attendance areas in rank order under Section 1007(3)(A) of the Act;

- f. selection of school attendance areas or schools under Title I Section 1007 of the Act.
- g. use of Federal funds to supplement, not supplant, non-Federal funds; and
- h. applicable civil rights requirements.

Terms and Conditions for Carryover

1. The Grantee may expend, any approved carryover funds from the program year immediately preceding the term of this Grant Agreement (for the costs of the programs provided under this Grant Agreement), provided that the Grantee has obtained approval from the Department and that said funds are obligated prior to the termination date of this Agreement. Any carryover funds not so obligated shall be returned to the Department within 30 days of the termination of this Agreement for return to the Federal government.

General Federal Requirements

1. The Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. The Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. The Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320, unless the Grantee has adopted a written policy to take the one year extension and follow 34 CFR Part 80.
4. The Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. The Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. The Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.
7. The Grantee shall use federal funds 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, and not to supplant such funds.
8. The Grantee shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance will ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance.
9. A Grantee that desires a waiver of any statutory or regulatory requirement of the ESSA shall submit a request containing the information described in subsection (b)(1) to the Department. An elementary or secondary school that desires a waiver of any statutory or regulatory requirement of the ESSA shall submit a request containing the information described in subsection (b)(1) to the Grantee serving the school. The Grantee may then submit the request to the Department in accordance with subparagraph (A) if the Grantee determines the waiver

appropriate.

10. The Grantee may consolidate eligible federal funds and state and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students as described in section 1501(d)(1) of the Act.

Other Federal Requirements

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, the Grantee shall clearly state:
 - a. the percentage of the total costs of the program or project that will be financed with federal money;
 - b. the dollar amount of federal funds for the project or program; and
 - c. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. The Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.

Section: Narratives - Targeted Assistance Programs

TITLE IA TARGETED ASSISTANCE PROGRAMS--OVERVIEW

Section 1115 of ESSA

**All the narratives and checkmarks must be completed in this section if your school(s)/charter is Targeted Assistance.*

A Targeted assistance program uses Title IA funds to provide services to eligible students identified as having the greatest need for special assistance because they are failing or are at risk of failing to meet state academic standards.

ESSA Flexibility

Title IA funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use methods and instructional strategies to strengthen the academic program of the school, extended learning time, early intervening services, and schoolwide tiered model of behavioral problems (Response to Intervention).

Use of Funds for Dual or Concurrent Enrollment

A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does this LEA provide Title IA Targeted Assistance programs in one or more eligible Title IA buildings?

(If YES, complete the Targeted Assistance Program questions below. If NO, scroll to the bottom and click **Mark Section Complete** to continue.)

NOTE: Please make sure that the Title IA School Building(s) have the right program model selected in the Selection of Schools/Data Entry, Step 3 and 4 sections as this affects appropriate tile names in FRCPP, queries made regarding Title IA programs, and what gets reported in order to complete the PIMs Title IA Student Participation Data Survey.

Yes

TITLE IA STAFF IN TARGETED ASSISTED PROGRAMS

Title IA funds may be used to pay for staff to provide services to Title IA identified children. If the staff are paid by Title IA funds, appropriate time and effort documentation must be maintained to support their payment from Title IA versus other funding sources.

Please list those **staff who are paid by Title IA funds** in the table below. For the prorated staff, also include a summary of the Title IA related duties/tasks and the estimated percentage of time spent on Title I activities. Positions may be grouped together if the percentage of time charged to Title IA is the same for each person.

Title IA Building Name	Position/Job Title	Number of Positions	Percentage of Time for Title IA	Time/Effort Documentation Method	Summary of Title IA Responsibilities
Nether Providence Elementary School	Reading/Literacy Specialist	2	50%	Semi Annual Certification, Split-Funded, with RC approval	Small group instruction for ELA

TITLE IA TARGETED ASSISTANCE PROGRAM DETAILS

Instructional delivery

How is the Title IA instruction provided?
(Check all that apply)

- ☐ In-Class Model (additional Title IA teacher in classroom)
- ☒ Pull Out Model (student pulled out of class for small group instruction with Title IA teacher)
- ☐ Tutoring
- ☐ Extended Day Programs
- ☐ Extended Year Programs (including Summer Programs)
- ☐ Districtwide Pre-K
- ☐ Other

If Other selected above, please describe: *Character limit 3000*

Program Resources

List the Program's resources to help eligible children meet the state's challenging academic standards necessary to provide a well-rounded education. Resources may include: programs, activities, and academic courses.

Small group instruction including Arts and Letters supplemental instruction, Heggerty, Foundations, Orton-Gillingham, and Geodes

Academic Assessments - Grades PreK - 2

Describe the high-quality academic assessments that will be used to identify students in PreK - 2 that are eligible for Title IA. Include the indicator of Title IA need (the criteria used to specify and rank eligibility for Title IA) for each academic assessment listed.

LEAs must use at a minimum two criteria, including at least one objective criteria (assessments). This may include data collected such as interviews with parents, teacher judgment, and developmentally appropriate measures of child development.

Note: **Preschool-age children only** The use of family income as one factor in determining eligibility is allowable, especially for the purpose of prioritizing when there are not sufficient Title IA funds to serve all eligible preschool-age children, but children should not be identified as eligible solely on the basis of family income.

Title IA Building Name	Target Grades	Title IA Content Area	Academic Assessment	Indicator of Need for Title IA Services
Nether Providence Elementary School	K-2	Reading	AimsWeb; MAP	Student who achieve below benchmark

If Other is selected for Title IA Content Area, please describe.

Additional Assessment Measures - Grades PreK - 2

Title IA requires multiple measures be used to identify students eligible for Title IA in a targeted assisted program. Please indicate which of the following additional measures (if any) will be used by your LEA, in addition to the academic assessments identified above, to identify those students eligible for Title IA.

Additional Assessment Measures, Grades PreK - 2: (check all that apply)

- ☒ Teacher Recommendation
- ☐ Parent Recommendation
- ☒ Developmentally Appropriate Assessments
- ☐ Family income (Preschool age children only)

If you selected Developmentally Appropriate Assessment above, please provide a description of the assessment and the grade level below:

AimsWeb and MAP

Academic Assessments - Grades 3 - 12

Describe the high-quality academic assessments that will be used to identify students in grades 3-12 that are eligible for Title IA services. Include the indicator of Title IA need (the criteria used to specify and rank eligibility for Title IA) for each academic assessment listed. LEAs must use a minimum of two criteria to identify Title IA students and all criteria must be objective (assessments).

Title IA Building Name	Target Grades	Title IA Content Area	Academic Assessment	Indicator of Need for Title IA Services
Nether Providence Elementary School	3-5	Reading	AimsWeb and MAP	Students who achieve below benchmark

If Other is selected for Title IA Content Area, please describe.

Additional Assessment Measures, Grades 3-12: (check all that apply)

- ☒ Anecdotal Records
- ☐ Attendance and Suspensions
- ☒ Report Card Grades
- ☐ Retention

Timeline

Describe the timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

At the beginning of the school year, the reading interventionists along with the classroom teachers conduct AimsWeb assessment and MAP assessment to gather the reading achievement information of all students. MAP and AimsWeb assessments are administered 3 times a year. Based on assessment results, additional information may be requested from teachers and previous year report cards and assessments to build multiple-academic selection data profile including previous year assessments and anecdotal records. Student scoring below benchmark expectations are ranked based needs evidenced in data.

Student Progress

Describe the process that will be used to review the progress necessary of eligible children and the steps taken to revise the program under this section, if necessary.

Students follow the RTII process set up in the school: Establish baseline performance levels, determine appropriate interventions in Reading. Teacher observations, ongoing summative, formative assessments throughout the year.

TITLE IA TARGETED ASSISTANCE PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Targeted Assistance Programs

Title IA funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome. LEAs can choose to use school level goals or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Targeted Assistance Program Outcome Goal

1. Audience- Identified Title IA students in grades 2-5 scoring in the 25th percentile
2. Behavior- will achieve
3. Condition- STAR Reading Assessment at BOY and EOY
4. Degree- 8 months growth
5. Goal Statement- Given the STAR Reading assessment at the beginning of school year and end of school year, identified TA students in grades 2-5 scoring in the 25th percentile will achieve 8 months growth.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--TA School Level Goal	Nether Providence Elementary School students eligible for Title I support	Increase in reading increase in achievement and oral reading fluency in light of on-going systematic interventions	on-going systematic interventions and support over the course of the academic year with local benchmarking occurring three times per year (Fall/Winter/Spring)	reading achievement will increase by 20 RIT points on MAP and/or oral reading fluency will increase by 50 words per minute on AimsWeb	Nether Providence Elementary School students eligible for Title 1 support will increase in reading achievement and/or reading fluency in light of on-going systematic intervention and support as evidenced by reading achievement increases of 20 RIT Points on MAP and increased on 50 words-per-minute on AimsWeb oral reading fluency assessments

TITLE IA TARGETED ASSISTANCE PROGRAM ASSURANCES

Each Title IA Targeted Assistance School will provide the LEA assurances that it will:

1. Use program's resources to help eligible children meet the state's challenging academic standards
2. Use methods and instructional strategies to strengthen the academic program of the school
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs
4. Provide Professional Development
5. Provide strategies to increase the involvement of parents of eligible children
6. If appropriate and applicable, coordinate with Federal, State, and local programs
7. Help provide an accelerated, high quality curriculum
8. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part

Yes

Section: Narratives - Schoolwide Programs

TITLE IA SCHOOLWIDE PROGRAMS

Section 1114 of ESSA

A Title IA schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title IA school in order to improve the achievement of the lowest-achieving students. Schoolwide includes flexibility to address the needs of the students in the school. Flexibility includes, but is not limited to providing students with the following program/services based on the needs assessment:

- Counseling and mental health programs
- Mentoring programs
- Access to advanced coursework
- Student behavioral supports
- Teacher retention and recruitment
- Professional learning
- Credit recovery programs

Schoolwide schools have the opportunity to incorporate the concept of a well-rounded education. **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

TITLE IA SCHOOLWIDE PROGRAMS--BUILDINGS

Does your district have one or more Title IA buildings served as schoolwide programs?

(If YES, complete the following question; if NO, click **Mark Section Complete** to proceed.)

NOTE: Please make sure that the Title IA School Building(s) have the right program model selected in the Selection of Schools/Data Entry, Step 3 and 4 sections as this affects appropriate tile names in FRCPP, queries made regarding Title IA programs, and what gets reported in order to complete the PIMs Title IA Student Participation Data Survey.

No

Indicate the names of the Title IA eligible buildings that will run Title IA Schoolwide program for the school year and the number of Full Time Equivalent (FTE) staff in the schoolwide buildings **paid from Title IA funds**.

Note: All Title IA expenditures must be explained in the schoolwide plan.

Title IA Building Name	Total Number of Title IA Funded FTEs

TITLE IA SCHOOLWIDE PROGRAMS PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Schoolwide Programs

Title IA funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome**. LEAs can choose to use school level goals to align with their schoolwide plans or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Schoolwide Program Outcome Goal

1. Audience- Kindergarten and 1st grade students
2. Behavior- will perform
3. Condition- Acadience Reading Assessment at BOY, MOY and EOY
4. Degree- 75% at or above benchmark
5. Goal Statement- Given the Acadience Reading Assessment administered at BOY, MOY and EOY, 75% of Kindergarten and 1st grade students will perform at or above benchmark by the EOY.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

TITLE IA SCHOOLWIDE PROGRAMS--ASSURANCES

The school/charter assures that:

**To operate a Schoolwide Program all of the following checkboxes must be checked.*

☐ The plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]

☐ The plan will be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]

☐ The school/charter is meeting the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]

☐ The plan and its implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

- Designated schools (CSI, A-TSI,TSI) Schoolwide will be completed by September 1, 2025
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1, 2025.

☐ The schoolwide school/charter developed a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

☐ The schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]

☐ All Schoolwide Title IA schools in the LEA included a description of how Title IA funds will be used in the Schoolwide Plan in the Future Ready Comprehensive Planning Portal in the Expenditures Table.

Section: Narratives - Professional Development
TITLE IA PROFESSIONAL DEVELOPMENT (PD) PLAN

Title IA funds may be used to provide professional development related to the Title IA programs in Targeted Assistance Programs in schools (to staff paid for by Title IA and/or other content area staff that may interact with Title IA students throughout the school day), and overall professional development in Schoolwide Program schools as long as it is identified as a need in the comprehensive needs assessment and addressed in the schoolwide plan.

☒ Check here if your LEA will not use Title IA funds for Professional Development. Then mark section complete.

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an ongoing, sustained professional development plan that align with specific program goals of the district.

The LEA assures that the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Yes

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Is your LEA using Title IA funds for Out-of-State Professional Development/Conferences? If no, select 'No' and mark the section complete. If yes, select 'Yes' and complete the table as applicable and the questions.

No

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Notes:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Please note, the use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Additional PD Information	Number of Staff	Total Estimated Travel Cost
							\$

Section: Narratives - Parent and Family Engagement

TITLE IA PARENT AND FAMILY ENGAGEMENT

Section 1116 of the Every Student Succeeds Act (ESSA) requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title IA program. An LEA may receive funds under Title IA only if:

- the LEA conducts outreach to all parents and family members;
- the LEA implements programs, activities, and procedures for the involvement of parents and family members; and
- the LEA planned and implemented the Title IA program with expectations and objectives for meaningful parent and family engagement.

TITLE IA LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

The LEA assures the LEA Parent and Family Engagement Policy will be revised annually with parent and family input and disseminated to parents and family members.

Yes

Provide the URL link to the LEA's most current Parent and Family Engagement Policy. If the policy is revised during the February/March funding adjustment period, you may update the URL at that time. If a URL is not available, please upload the Parent and Family Engagement policy document in the Upload Section of the Consolidated Application.

https://drive.google.com/file/d/19cYDjcJYrRjXGW8N4J9O-f_0n4HiTisD/view?usp=sharing WSSD Policy 918

The LEA assures an annual evaluation was conducted with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, and used the results of the evaluation to design evidence-based strategies for more effective parental involvement.

Yes

Parents and family members are required to have input on the Consolidated Application. If the application is not satisfactory to the parents of participating children, please include them in the box below. If parents and family members are satisfied with the plan, please mark N/A.

N/A

TITLE IA PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

Does the LEA receive more than \$500,000 in Title IA funds (including transfer of funds)?

No: LEA chooses To Set-Aside PFE Funds

If an LEA receives a Title IA allocation of greater than \$500,000 in Title IA funds (including post transfer), it must set aside at least 1% of that money for parent and family engagement activities. Of that required 1%, at least 90% must go directly to schools, with priority given to schools with the greatest need. LEAs are allowed to set aside more than 1% if they choose, but only the required 1% is subject to this 90% rule. **Parents and family members must have input on how the funds are allotted for parent and family engagement activities.**

If any funds remain at the LEA level for Parent and Family engagement activities, please describe below how the funds will be used. If all funds are distributed to the schools, please type N/A. *Character limit 3000*

N/A

At least 90% of the 1% set-aside funds must be distributed to Title IA schools. Briefly describe how the funds will be used at the school level. *Character limit 3000*

N/A

Funds reserved by the LEA shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below. Please check all that apply.

Any item checked below must be included in the LEA Parent and Family Engagement Policy.

- ☒ Professional Development for school and LEA personnel on parent and family engagement strategies
- ☐ Supporting programs that reach parents and family members at home, in the community, and at school
- ☒ Disseminating information on best practices
- ☐ Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement
- ☐ Engaging in other activities that are described in the LEA/school Parent and Family Engagement Policy
- ☐ N/A - LEA does not receive more than \$500,000 in Title IA funds (including transfer of funds)

Did parents and family members have input on how the funds are allotted for parent and family engagement activities?

Yes

TITLE IA PARENT AND FAMILY ENGAGEMENT PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Does the LEA receive \$500,000 or more in Title IA funds, requiring a 1% reservation for parent and family engagement?

- **If yes:** Program goals **are required**.
- **If no:** Program goals are **only required if the LEA voluntarily sets aside funds**.

No

Creating Program Goals for Title IA Parent and Family Engagement

The intent of Title IA is to increase the achievement levels of the lowest achieving students in your Title IA schools and recognizes that parent and family engagement is a critical component to support student success. Program goals for parent and family engagement are required to be **outcome** goals.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition—The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Parent and Family Engagement Outcome Goal

1. Audience— Parents/ guardians
2. Behavior— Spring 2025 participation
3. Condition— Title IA family engagement events
4. Degree— 1% from the Spring 2024 participation rate
5. Goal Statement— Parent/guardian participation in Spring 2025 Title IA family engagement events will increase by 1% over Spring 2024 participation rates.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Parent and Family Engagement	Parents/Guardians	Fall 2025 and Spring 2026 participation	Title 1A Family Engagement Events	75% of parents/guardians whose children receive Title 1 services	75% of parents/guardians whose children receive Title 1 services will participate in either a Fall 2025 or Spring 2026 engagement event

TITLE IA SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT ASSURANCES

Each Title IA school is responsible for following parent and family engagement requirements. Title IA law requires documentation that Title IA parents and family members are involved in the planning, implementation, and evaluation of these components.

At the beginning of the school year the LEA assures that it will notify parents of each student attending all Title IA schools that the parents may request the qualifications of the teachers and paraprofessionals.

Yes

The LEA assures that each Title IA school will develop and revise annually with parent and family input the School Parent and Family Engagement Policy. The policy will be disseminated to parents and family members in a language they can understand.

Yes

The LEA assures that each Title IA school will develop and revise annually with parent and family input a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family members and teachers.

Yes

The LEA assures that each Title IA school will inform parents and family members of State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.

Yes

The LEA assures each Title IA school will provide training materials for parents and family members.

Yes

The LEA assures that each Title IA school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.

Yes

The LEA assures each Title IA school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.

Yes

The LEA assures each Title IA school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.

Yes

The LEA assures that each Title IA school will hold an annual Title IA parent and family member meeting to provide timely information to Title IA parents about the purpose of Title IA.

For details regarding requirements, click here: [Parent and Family Engagement — SPAC Home](#)

Yes

Section: Narratives - Transitions and Coordination

TRANSITIONS AND COORDINATION--IDENTIFICATION OF ORGANIZATIONS

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Complete the sections below only if it applies to served Title IA buildings. For example, if the middle and high school are not served, do not complete questions on transition for those grade spans.

Describe transition activities for children from early education programs to elementary programs. Include details on coordination efforts with Head Start and/or other early education providers. *Character limit 3000*

The Director of Special Education coordinate transition meetings with the Delaware County Intermediate Unit (DCIU) to assist parents with supporting early intervention student transitions to elementary schools. The Registrar collects Head Starts information. The district communicates with the local Head Start agency (DCIU). Elementary school principals participate in meetings with parents from early intervention programs. Kindergarten orientation for parents of incoming Kindergarten students takes place in the Spring of the year prior to Kindergarten. Reading Specialists and related service specialists provide parent information to incoming K students.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education. *Character limit 3000*

N/A

Indicate which agencies for coordination efforts.

- ☐ Institutions of Higher Education
- ☐ Employers
- ☐ Other Local Partners

Indicate which services will be coordinated with the agencies selected above.

- ☐ Access to Early College High School
- ☐ Dual or Concurrent Enrollment Options
- ☐ Career Counseling to Identify Student Interests and Skills
- ☐ Academic and Career & Technical Education Content through Coordinated Instructional Strategies
- ☐ Work-based Learning Opportunities with in-depth interaction with Industry Professionals

LEA assures 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.

Yes

TRANSITIONS AND COORDINATION--MEMORANDUM OF UNDERSTANDING (MOU)

The LEA must develop an MOU with the county Head Start agency. The purpose is to establish collaborations with Head Start and develop a plan stating how the LEA will transition children who have attended a Head Start program or other early learning program. The MOU must have all five of the required activities and must be inclusive of Head Start.

- Establish channels of communication between school staff and Head Start staff;
- Receive and transfer children's records, enrollment, parent communication;
- Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Link LEA educational services with Head Start agency services.

The MOU must be uploaded to this application.

☐ Some LEAs are exempt from creating and uploading the MOU. If your LEA falls in these two categories, please check this box and mark N/A in the question below.

- Cyber Charter Schools
- Charter School that has an address and children go to the school daily but NO kindergarten

The LEA assures the MOU is uploaded in the Consolidated Application Upload Section, not in the Title IA Upload Section.

- ☒ Yes
- ☐ N/A

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

Students under any of these categories are considered "homeless":

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- "Migratory children" who qualify as homeless under federal law because the children are living in circumstances described in the first three bullets above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian". This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Title IA funds must only be used as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.

What type of services will be provided to homeless children and youth?
The list below is not limited to these items. Check all that apply.

- ☐ Items of clothing if necessary to meet a school's dress or uniform requirement
- ☒ Clothing and shoes necessary to participate in physical education classes
- ☐ Student fees that are necessary to participate in the general education program
- ☒ Personal school supplies such as backpacks and notebooks
- ☐ Birth certificates necessary to enroll in school
- ☐ Immunizations
- ☐ Medical and dental services
- ☐ Eyeglasses and hearing aids
- ☐ Counseling services to address anxiety related to homelessness that is impeding learning
- ☐ Outreach services to students living in shelters, motels, and other temporary residences
- ☐ Extended learning time (before and after school, summer school, Saturday classes) to compensate for lack of quiet time in shelters or other living conditions
- ☐ Tutoring services, especially in shelters or other locations where homeless students live
- ☐ Parental involvement specifically oriented to reaching out to parents of homeless students
- ☐ Fees for AP and IB testing
- ☐ Fees for college entrance exams such as SAT or ACT
- ☐ GED testing for school-age students
- ☐ Other, please explain below:

If Other selected above, please describe below:

Character limit 1000

Describe the method used for determining the amount set aside to support homeless children and youth. Optional methods to determine set aside include:

- Needs Assessment
- Past homeless student enrollment and support service cost data
- Reserving a flat percentage based on the LEA's overall poverty rate
- Reserving an amount per homeless child equal to the LEA's Title IA per-pupil allocation

The Director of Student Services and the homeless liaison was consulted about past enrollment and students. Based on the requirements to exhaust all other resources before using Title I funds, the minimal set aside amount is sufficient.

Section: Narratives - Foster Care

FOSTER CARE

Every Student Succeeds Act (ESSA) Assurance Requirements for Local Education Agencies (LEAs).

TRANSPORTATION PROCEDURE ASSURANCES

Read statements carefully and choose "yes" to indicate that you have reviewed and agree to implement the requirements.

LEA assures they will collaborate with local **County Children and Youth Agency (CCYA)** to:

Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Yes

Procedures must ensure that children will properly receive transportation in a cost-effective manner in accordance with the *Fostering Connections Act*.

Yes

Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:

- The local CCYA agrees to reimburse the LEA;
- The LEA agrees to pay the cost;
- The LEA and local CCYA agree to share the cost; or
- The LEA of origin, LEA of residence, and the placing CCYA agree to share the cost.

Yes

In collaboration with child welfare agencies, will provide school of origin transportation to students in foster care that is age- and developmentally appropriate.

Yes

BEST INTEREST DETERMINATION (BID) ASSURANCE

Definition: What is a BID? A BID is a process through which educational agencies and child welfare agencies partner with important people in a student's life to determine whether it is in a student's best interest to remain at their school of origin or change schools (See ESEA section 1111(g)(1)(E)(i)).

LEAs will ensure that they collaborate with the local/placing County Children and Youth Agency (CCYA) to establish a process for completing BIDs.

Yes

LEAs will ensure that a Best Interest Determination (BID) is completed at the time of foster care placement or when student changes foster care placement.

Yes

IMMEDIATE ENROLLMENT AND RECORD TRANSFER

When a BID process indicates that it is not in a student's best interest to remain at their school of origin, LEAs must ensure that a student in foster care is immediately enrolled in their new school even if the student does not have the documentation typically required for enrollment (ESEA section 1111(g)(1)(E)(ii)-(iii)). LEAs will ensure immediate enrollment.

Yes

Once a student is enrolled, the LEA enrolling the student must contact the student's school of origin for relevant records (ESEA section 1111(g)(1)(E)(ii)-(iii)). LEAs will ensure timely records transfers.

Yes

A student is not fully enrolled if a student is not attending school or fully participating in classes. LEAs ensure that students in foster care are immediately enrolled in school, attending school, and fully participating in classes as soon as practicable to avoid educational discontinuity.

Yes

POINT OF CONTACT REQUIREMENT (POC)

LEAs will designate a POC for the corresponding CCYA, if the CCYA notified the LEA, in writing, that it has designated a POC.

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address
Shaynae Young	District Social Worker	syoung1@wssd.org

Section: Narratives - Equity Plan

EQUITY PLAN

Describe how low-income and minority children enrolled in Title IA schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Character limit 3000

Wallingford-Swarthmore School District EQUITY PLAN July 2025 1. Identify schools where possible inequities exist based on minority or poverty status of students. There is no disparity between our Title I school and our non- Title I schools. 2. Brief description of strategies the LEA is implementing to ensure low-income and minority children enrolled In Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Our district allocates money based on needs for each school as part of the budget process. Schools with more low-income students receive additional staff. For example, NPE receives an additional Reading Specialist due to its Title I status. 3. How will the LEA determine whether or not the strategies are effective in addressing disparities? We look at growth scores for MAP testing. We also recruit and retain highly qualified teachers for all students in all schools. Below is information regarding how LEA assigns teachers to educate its minority and poverty students: School Name – Nether Providence Elementary School, Targeted support and improvement Poverty percentage at NPE vs. District 24.22% 17.31% Minority percentage at NPE vs. District 26.07% 26.24% List of schools (indicate Title I schools with *) School Improvement Status Number and percent of poverty children taught by Appropriately certified teachers Number and percent of minority children taught by Appropriately certified teachers Number and percent of poverty children taught by out of field teachers Number and percentage of minority children taught by out of field teachers Number and percent of poverty children taught by new teachers Number and percent of minority children taught by new teachers Number and percent of poverty children taught by ineffective teachers Number and percent of minority children taught by ineffective teachers *NPE Targeted 100% 100% 0 0 0 0 0 SRS NA 100% 100% 0 0 92:8/8.69% 92:22/23.91% 0 0 WES NA 100% 100% 0 0 26:0 26:5/19.23% 0 0 SHMS NA 100% 100% 0 0 368:65/17.66% 368:93/25.27% 0 0 SHHS NA 100% 100% 0 0 113:25/22.12% 113:29/25.66% 0 0 Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools for 1 Category? NO, the data suggests that our Title I school has all students being instructed by experienced teachers. For example, 8.69% of our low-income students at SRS elementary School are being instructed by a new teacher, whereas 0% of low-income students are being instructed by a new teacher at NPE elementary school (Our Title I school). All our teachers are appropriately certified and evaluated as effective in all five buildings.

The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.

Yes

Section: Narratives - Supplement Not Supplant Methodology

SUPPLEMENT, NOT SUPPLANT METHODOLOGY

Check the box to claim exemption from written methodology if your LEA satisfies one or more of the following criteria:

- LEA has only one school (Charter School or K-12 Building)
- LEA has no overlapping gradespans
- ☐ • All schools within your LEA are served by Title IA funds

The LEA shall demonstrate that the methodology used to allocate state and local funds to each Title IA school ensures that the school receives all the state and local funds it would otherwise receive if it were not receiving Title IA funds. In other words, an LEA's school level budgeting methodology must be "Title I neutral." This requirement ensures that Title IA funds will be supplemental to the school's budget.

Please provide your LEA's methodology below (5,000 character limit):

In the Wallingford-Swarthmore School District, each school has an operating budget based on a per-pupil allocation, with additional weighting for Special Education Students and/or Low-Income Students. Staffing components of the budget are based on zero-based budgeting with the number of students per grade or course driving the total number of staffing needed each year.

Neglected Institutions

There are no Neglected Institutions for Wallingford-Swarthmore SD

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Carryover is the portion of a federal allocation that is not expended by the end of the grant period. Funds not expended are available for use the following fiscal year. LEAs with Title IA allocations greater than \$50,000 per year cannot carry over more than 15% of their total allocation (LEA and Nonpublic equitable share combined) from one year to the next unless PDE waives the limitation. Division of Federal Programs staff will verify the input amounts. Enter appropriate LEA and Nonpublic carryover values in the tables below. A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2026 or within 30 days of funds being expended.

Example: TOTAL LEA carryover is \$100,000 and remaining share to provide equitable services to nonpublic students is \$10,000.

Enter \$90,000 in the Public LEA Carryover Amount field.

Enter \$10,000 in Nonpublic Carryover Amount field.

***Nonpublic Carryover will be tracked separately by the LEA.**

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

PUBLIC LEA CARRYOVER

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
Wallingford-Swarthmore SD	\$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation 130,936

Carryover Percentage % Carryover amount cannot exceed 15%
0.00

Note: Carryover amount cannot exceed 15% of the previous year's allocation without an approved waiver on file from the Division of Federal Programs.

Important: Do not include the Nonpublic Carryover amount in the Public LEA Carryover value.

REDISTRIBUTED CARRYOVER

Redistributed carryover is used consistent with plans developed for use during the carryover period.

If there is carryover, will the LEA be redistributing the carryover among schools?

No

If yes, the **redistributed carryover** funds must be tracked separately. Please complete the table below with how you plan to spend redistributed carryover funds. (This total should match the Carryover Funds line item entered in the Selection of Schools Reservation of Funds section). For Totals, the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School Building	Function Code	Object Code	Amount	Description
			\$	
			\$0.00	

NONPUBLIC CARRYOVER (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))

The Nonpublic Carryover value is informational ONLY. If you elect to redistribute carryover funds in Selection of Schools – Data Entry, the nonpublic amount entered below will not be included in the Redistribution of Title IA Carryover Funds.

Enter the amount of nonpublic carryover remaining from the previous year's nonpublic equitable share.

	Amount
Nonpublic Carryover	

*For Consortium Lead use only.

List each LEA member of the Consortium that has nonpublic carryover funds in the table below.

LEA Name	Nonpublic Carryover Amount
	\$
	\$0.00

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IA below. The total value will then need to be entered on Reservation of Funds within the Data Entry Wizard. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds. The Nonpublic Equitable Share is calculated post transfer.

LEA Name	Title IIA into Title IA	Title IVA into Title IA	Total Funds Transferred into Title IA (*Calculated - leave blank)	Describe Use of Funds
Wallingford-Swarthmore School District	53,037	10,000	63,037	Transferred Funds to Title I for partial salary and benefits for 1.0 Reading Specialist salary at Nether Providence Elementary School
	53,037.00	10,000.00	63,037.00	

Section: Non Public Organizations - Nonpublic Assurances

TITLE IA NONPUBLIC ASSURANCES

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), nonpublic school students and teachers have been eligible to participate in programs under Title IA.

To ensure local educational agencies, in consultation with appropriate nonpublic school officials, are providing eligible children attending nonpublic elementary and secondary schools, their teachers, and their families with Title IA services that are equitable to those provided to eligible public school children **please read and complete each assurance below.**



If there are NO eligible nonpublic school students in your public school attendance area, or you are a Charter School select N/A in each assurance, SAVE, and mark the section complete.

LEA ensures timely and meaningful, consultation has occurred prior to the design and development of programs and the obligation of funds. This takes place before the LEA makes any decision that affects the opportunity for eligible nonpublic school children, their teachers, and their families to participate in Title IA programs. (ESEA section 1117(b) (3)).

Yes

If 'No' was selected, please explain.

Funds allocated to an LEA for educational services and other benefits to eligible nonpublic school participants will be obligated in the fiscal year for which the funds are received by the LEA.

Yes

If 'No' was selected, please explain.

The LEA will follow their procurement procedures if contracting with third-party providers for services to nonpublic school children and educational personnel.

Yes

If 'No' was selected, please explain.

The results of agreement following consultation have been transmitted to the equitable services ombudsman. (via Affirmation of Consultation upload to eGrants) Affirmation of Consultation form: <https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/EquitableServices/Pages/default.aspx>

Yes

If 'No' was selected, please explain.

Nonpublic Institutions

Agency: Wallingford-Swarthmore SD

Nonpublic Institution: Mother of Providence Regional Catholic School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title IA schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title IA buildings, if enrolled in public school.

5

If this Nonpublic participates in CEP please follow the below steps to calculate the CEP student count:

Using Selection of Schools: School Building Enrollment Data Step 2

For each LEA building where you have CEP low Income Students for this Nonpublic Organization-- Multiple each CEP Low-Income Nonpublic Student Count by 1.6 and round to the nearest whole number (do this for each building with Nonpublic CEP participants that attend this nonpublic school)

Combined all calculated numbers to determine the CEP adjusted income eligible students

CEP Student Count:

Number of students (participants) attending this Nonpublic school that are eligible for Title IA services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

3

Total Nonpublic Title IA Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5) If the Nonpublic school is CEP participating, use the CEP calculated number and multiply that by the per pupil amount to determine the nonpublic equitable share.

9,281

Total Nonpublic Title IA Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

0

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
Phone Calls	06-17-2025	Message Left: Initial Contact with Principal Demsey to plan for 2025-2026
Phone Calls	06-19-2025	Phone conversation re: structures we could put in place for meaningful consultation 2025-2026
Letters	06-18-2025	Letters regarding intent to participate 2025-2026 mailed
Phone Calls	07-14-2025	Phone Call Re: Generators with Joan O'Brien

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs

- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	45	Minutes	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☐ Other

If other, please explain:

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☐ Local Assessment
- ☐ Curriculum Based Assessment
- ☐ Other

If other, please explain:

Use the table below to enter the Nonpublic School contact name, title, email address and phone number.

Nonpublic School Contact	Title/Position	Email Address	Phone Number
Sara Dempey	Principal	sdempsey@mpregional.org	610-876-7110

Nonpublic Institutions

Agency: Wallingford-Swarthmore SD

Nonpublic Institution: St James Regional Catholic School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title IA schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title IA buildings, if enrolled in public school.

1

If this Nonpublic participates in CEP please follow the below steps to calculate the CEP student count:

Using Selection of Schools: School Building Enrollment Data Step 2

For each LEA building where you have CEP low Income Students for this Nonpublic Organization-- Multiple each CEP Low-Income Nonpublic Student Count by 1.6 and round to the nearest whole number (do this for each building with Nonpublic CEP participants that attend this nonpublic school)

Combined all calculated numbers to determine the CEP adjusted income eligible students

CEP Student Count:

Number of students (participants) attending this Nonpublic school that are eligible for Title IA services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

2

Total Nonpublic Title IA Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5) If the Nonpublic school is CEP participating, use the CEP calculated number and multiply that by the per pupil amount to determine the nonpublic equitable share.

1,856

Total Nonpublic Title IA Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

0

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
Phone Calls	06-18-2025	Message Left: Initial Contact with Colleen Mcmanus to plan for 2025-2026
Letters	06-18-2025	Letter Re; Intent to Participate, Generators, and Plan for Meaningful Consultation

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs

- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	45	Minutes	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☐ Other

If other, please explain:

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☐ Local Assessment
- ☐ Curriculum Based Assessment
- ☐ Other

If other, please explain:

Use the table below to enter the Nonpublic School contact name, title, email address and phone number.

Nonpublic School Contact	Title/Position	Email Address	Phone Number
Colleen McManus	Principal	cmcmanus@stjamesregional.com	610-583-3662

Section: Non Public Organizations - Nonpublic Organizations Summary

Nonpublic Organizations Summary

The following table compares the totals of the figures entered on the individual nonpublic narratives in the Nonpublic Organizations section to the Selection of Schools (SOS) Data Entry section. The Nonpublic Organizations Section Values reflect the Total Nonpublic Equitable Share Funds entered in the narratives, which includes funds transferred into Title IA. The Selection of Schools Values reflect the total Low Income Nonpublic Students from SOS Step 3 and the total Nonpublic Equitable Share Title I Instruction Funds in SOS Step 5.

IMPORTANT! You should not mark this section complete until you have :

- completed all the individual nonpublic narratives in the Nonpublic Organizations section
- completed the Data Entry section
- verified totals match Selection of Schools Step 5 and Selection of Schools Values in table
- verified totals in Nonpublic Organizations Narratives matches the Nonpublic Organizations Section Values in table

	Nonpublic Organizations Section Values	Selection of Schools Values
Nonpublic Low Income Students	6	6
Total Nonpublic Equitable Share Funds / Title I Equitable Share Funds	\$11,137.00	\$7,392.00
Nonpublic Title I Parent and Family Engagement Funds	\$0.00	\$0.00

Nonpublic Organizations Narrative(s)

Summary of information that was entered in the individual nonpublic narratives.

	AUN	Completed	Nonpublic Low Income Students	Title I Participants	Nonpublic Equitable Share(s)	Nonpublic Title I PFE Funds
Wallingford-Swarthmore SD						
Mother of Providence Regional Catholic School	225238052	☒	5	3	\$9,281.00	\$0.00
St James Regional Catholic School	225238552	☒	1	2	\$1,856.00	\$0.00

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Nonpublic Programs

The intent of Title IA is to increase the achievement levels of the lowest achieving students through supplemental educational services including eligible nonpublic students who attend nonpublic schools and are served through an equitable share portion of the LEA's allocation. Therefore, when completing this section, **you must have at least one program goal that targets student achievement as the outcome**.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Nonpublic Program Outcome Goal

1. Audience—K-12 students who score below the 50th %ile
2. Behavior—Score
3. Condition—STAR Math assessment—BOY and EOY
4. Degree—Decrease by 50% the number of students who score below the 50th %ile
5. Goal Statement—The number of students scoring below the 50th %ile on the BOY STAR Math assessment will decrease by 50% on the EOY STAR Math assessment.

Goal completion

Through consultation the LEA and Nonpublic Officials should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Nonpublic Goal	Students in Grades 1-5 at non-public schools in Delaware County who demonstrate a need for reading intervention support	Will grow literacy skills to enable them to demonstrate proficient achievement based on Acadience standardized measure	Acadience Spring 2026 standardized measure	Increase to proficiency or increase by 10% from baseline if scoring below proficient	By June 2026, given the Spring Acadience Benchmark Task, students will increase to proficiency or increase 10% from their baseline score

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$124,418.00
Allocation \$124,418.00

Budget Over(Under) Allocation \$0.00

Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$114,426.00	Partial Salary for 1.0 reading specialist at NPE (divided 0.50 for one specialist and 0.50 for another specialist)
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$1,250.00	Supplemental instructional materials for Title I Reading Intervention and Support
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$7,392.00	Contracted Title I Reading Services Provided to identified non-public school students by DCIU
		\$123,068.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget	\$124,418.00
Allocation	\$124,418.00

Budget Over(Under) Allocation	\$0.00
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Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$124,418.00
Allocation \$124,418.00

Budget Over(Under) Allocation \$0.00

Other Expenditures

Function	Object	Amount	Description
3300 - Community Services	300 - Purchased Professional and Technical Services	\$1,250.00	Family Engagement Professional Learning for NPE Staff and/or Learning Engagement Opportunities for NPE Parents
3300 - Community Services	600 - Supplies	\$100.00	Homeless allocation (as required by Title program)
		\$1,350.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$124,418.00
Allocation \$124,418.00

Budget Over(Under) Allocation \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$114,426.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,250.00	\$0.00	\$115,676.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$7,392.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,392.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$100.00	\$0.00	\$1,350.00
	\$114,426.00	\$0.00	\$8,642.00	\$0.00	\$0.00	\$1,350.00	\$0.00	\$124,418.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$124,418.00

Section: Narratives - Assurances

ASSURANCES

The answers to the questions below will be verified during your LEA's monitoring visit.

Read all statements carefully and respond with assurance by clicking "Yes."

NOTE: All assurances must be completed for grant approval.

LEA assures that the Title IIA activities are aligned to state standards.

N/A – LEA transferring all Title IIA funds

The LEA assures the prioritization of the distribution of Title IIA activities to schools based on one or more of several factors, including schools that:

- Are identified as CSI/ATSI under section 1111(d) of ESSA;
- Have the highest numbers of students from low-income families counted under 1124(c)

N/A – LEA transferring all Title IIA funds

The LEA assures Title IIA activities are used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

N/A – LEA transferring all Title IIA funds

The LEA assures that Title IIA activities in the areas of class-size reduction and professional development are evidence-based, and are expected to improve student achievement.

N/A – LEA transferring all Title IIA funds

LEAs has consulted [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions.

N/A – LEA transferring all Title IIA funds.

For professional development activities, the LEA assures that activities align with the statutory definition, specifically noting that professional development is "sustained, intensive, collaborative, data-driven, job-embedded and classroom-focused." (ESSA, Section 8101(42))

N/A – LEA not using funds for Professional Development

For Class Size Reduction (CSR), the LEA assures it has a clearly defined role of having a qualified supervisor or individual to perform classroom evaluations and provide feedback to the CSR teacher being hired.

N/A – LEA transferring all Title IIA funds

The LEA assures that it has engaged stakeholders in the development of this application in accordance with ESSA, Section 2102(a).

N/A – LEA transferring all Title IIA funds

The LEA assures that all costs paid with Title IIA funds must be reasonable, necessary, and allocable (2 CFR 200.405).

N/A – LEA transferring all Title IIA funds

Section: Narratives - Program Description

PROGRAM DESCRIPTION

Please indicate the allowable activities your LEA is supporting with Title IIA funds.

- ☐ Professional development in the area of improved teaching and student learning and achievement
- ☐ Professional development in the area of technology integration
- ☐ Professional development in the area of data usage
- ☐ Professional development in the area of parent engagement
- ☐ Professional development in the area of IEP development and implementation
- ☐ Professional development in the area of English Learners
- ☐ Professional development in the area of early learning activities
- ☐ Professional development in the area of selecting and implementing assessments
- ☐ Professional development in the area of identification of trauma, mental illness, and interventions
- ☐ Professional development in the area of safety, alcohol, and drug abuse, and chronic absenteeism
- ☐ Professional development in the area of gifted learning
- ☐ Professional development in the area of sexual abuse prevention
- ☐ Professional development in the area of STEM activities
- ☐ Professional development in the area of improving staff working conditions
- ☐ Professional development in the area of career and technical education integration and work-based learning
- ☐ Professional development by library programs for improving instructional services
- ☐ Class-Size Reduction
- ☐ Supplemental Teacher and Principal Evaluation Systems
- ☐ Recruitment and Retention including principals
- ☐ Other uses that meet the intent of Title IIA (please contact your Regional Coordinator)
- ☒ Other – LEA is transferring all Title IIA funds.

EVIDENCE BASIS

Do the Title IIA professional development activities align with Tier 1, 2 or 3 of the ESSA Tiers of Evidence?

Note:

- LEAs must consult [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this [USDE resource page](#).
- **Monitoring note:** If utilizing strategies that align with Tier 4 of the ESSA Tiers of Evidence, LEAs are required to provide either a Logic Model or citations to research supporting the evidence-basis of activities. (Refer to [PAFPC website](#) for video training support in developing Logic Models.)

N/A - transferring funds

If Title IIA professional development activities align with Tier 4 of the ESSA Tiers of Evidence, please explain how the activities are evidence-based (e.g. utilization of Logic Models, citations to research supporting activities).

Optional: Providing additional information for instructional coaching

If using Title IIA funds for instructional coaching, identify and describe the strategies in which the coaches utilize and the ESSA Tiers of Evidence with which the strategies align.

PRIORITIZATION OF HIGHEST NEEDS SCHOOLS

Describe how the LEA will **identify and prioritize** the schools of students with the highest needs, including students in CSI, A-TSI and low-income schools and neglected and delinquent institutions.

Note:

- If LEA is a charter school, please type "N/A."

Describe the supports that will be given to the prioritized schools.

1-DAY OR SHORT-TERM CONFERENCES OR WORKSHOPS

Describe how the conferences or workshops are part of an **ongoing, sustained professional development plan** that align with specific program goals of the district.

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY.

Note:

- Out-of-state travel, including nonpublic travel, requires **prior written approval** from Regional Coordinator.
- If Professional Development activity is available in-state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Number of Staff	Additional PD Information	Total Estimated Travel Cost
							\$

ALIGNMENT WITH STATUTORY DEFINITION

Describe how the professional development aligns with the statutory definition of "professional development." ESEA, section 8101(42) defines "professional development" as **"sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused"**.

Note:

- If using funds for Class-Size Reduction or transferring funds, type "N/A".

MEASURING EFFECTIVENESS OF ACTIVITIES

Describe how the LEA plans to **measure the effectiveness** of the professional development activities or Class Size Reduction teacher(s).

Note:

- Sample template for [measuring effectiveness of professional development](#)
- Sample template for [evaluating effectiveness of classroom teacher](#) (requirement when using Title IIA funds for Class Size Reduction teacher)
 - Class Size Reduction reminders:
 - LEA must have a qualified supervisor or individual to perform teacher evaluations that are classroom-focused and provide ongoing feedback to the CSR teacher being hired.
 - LEA must submit student achievement data with the performance output report.

CLASS-SIZE REDUCTION (CSR)

If using Title IIA funds for class-size reduction, complete the table below.

Note:

- CSR may not be used for nonpublic equitable services.
- CSR requirements:
 - LEA must assure that it has a clearly defined role of having a qualified supervisor or individual to perform teacher evaluations that are classroom-focused and provide ongoing feedback to the CSR teacher being hired.
 - LEA is required to submit student achievement data with the performance output report.
 - LEAs is required to develop program goals related to student achievement outcomes.

Grade Level (for middle school or high school, indicate subject area if applicable)	Each class size without CSR teacher	Each class size with CSR teacher	Number of class sections	Teacher:Student Ratio	Number of FTEs paid from Title IIA funds

If using funds for CSR, enter the total amount budgeted.

TITLE IIA PAID STAFF

Title IIA funds may be used to pay for staff to provide professional development or to reduce class-size. If the staff are paid by Title IIA, appropriate time and effort documentation must be maintained to support their payment from Title IIA versus other funding sources.

Please list those staff who are paid by Title IIA. For the prorated staff, also include a summary of the Title IIA related duties/tasks, and the estimated percentage of time spent on Title IIA activities. Positions may be grouped together if the percentage of time charged to Title IIA is the same for each person.

Position/Job Title	Number of positions	Percentage of time spent on Title IIA	Time/Effort Documentation Method	Summary of Title IIA Responsibilities

TITLE IIA PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating program goals for Title IIA

The intent of Title IIA is to prepare, train, and recruit high-quality teachers, principals and other school leaders by supporting effective instruction and ensuring students, especially those most at-risk of not achieving the state's rigorous academic standards access to high quality instruction, including class-size reduction strategies.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete all cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example Class Size Reduction Goal:

1. Audience— Students in grades K–3 at Title I-served schools
2. Behavior— Score
3. Condition— EOY Acadience Oral Reading Fluency Assessment
4. Degree— At least 70% of students will score above the 25th %ile
5. Goal Statement— By the end of the 2025–2026 school year, at least 70% of students will score above the 25th%ile on the Acadience Oral Reading Fluency assessment.

Example Professional Development Goal:

1. Audience— Teacher participants attending PD
2. Behavior— Will give
3. Condition— Post-PD survey with the question "This PD opportunity will positively impact my classroom practice."
4. Degree— 80% of participants, an average rating of '4' on a 5-point Likert scale
5. Goal Statement— Given a post-PD survey with the question "This PD opportunity will positively impact my classroom practice", 80% of teacher participants attending PD will give an average rating of '4' on a 5-point Likert scale.?

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program.

Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Narratives - Supplement Not Supplant
SUPPLEMENT, NOT SUPPLANT

The goal of SNS for Title IIA, is to be sure that federal funds are spent in addition to and do not replace services that eligible students would otherwise receive. Unlike for Title IA, the test is an expense-by-expense measure.

Supplanting is presumed if *any* of the following is TRUE, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district uses federal funds to provide services that the district would otherwise provide without federal funds.

If funds are supplemental, select yes.

Yes

These presumptions may be overcome if the LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

To demonstrate, LEAs must provide written documentation (for example, state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the Title IIA funds. Please contact your Regional Coordinator if you are rebutting the three presumptions above.

If 'No' is selected above, please provide an explanation below.

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Carryover is the portion of a federal allocation that is not expended by the end of the grant period. Funds not expended are available for use the following fiscal year. Enter appropriate LEA and Nonpublic carryover values in the tables below. A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2026, or within 30 days of funds being expended.



Check here if your LEA has no nonpublic schools within the boundary of your district attendance area or all nonpublic schools have declined to participate in Title IIA.

If the LEA provided equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds are considered additional and should be used for the public and nonpublic services.

Will you be using funds from the previous year?

No

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

Enter your Title IIA Project Number from the previous year.

Enter your Title IIA Allocation from the previous year.

Enter the amount of carryover from previous year.

Carryover Percentage

(calculated automatically after 'Mark Complete' button is clicked)

If the LEA did NOT provide equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds should be used ONLY for nonpublic services.

If applicable, enter the amount of nonpublic carryover from previous year.



Nonpublic Equitable Services have occurred as agreed upon and any remaining funds will be redistributed equitably between the LEA and Nonpublic schools located in the LEA geographic boundary.

Section: Carryover - Transferability
TRANSFERABILITY

Please identify the amount of funds you intend to transfer into, and from Title IIA below. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds.

LEA Name	Title IVA into Title IIA	Title IIA into Title IA	Title IIA into Title IIIA	Title IIA into Title IVA	Describe Use of Funds
Wallingford-Swarthmore	\$	\$53,037	\$	\$	Transfer to Title I
	\$0.00	\$53,037.00	\$0.00	\$0.00	

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IIA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IIA Nonpublic Programs

The intent of Title IIA is to prepare, train, and recruit high-quality teachers, principals and other school leaders by supporting effective instruction and ensuring students, especially those most at-risk of not achieving the state's rigorous academic standards access to high quality instruction including students attending nonpublic schools within an LEA's geographic boundary.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by outcomes in the tables below.

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Nonpublic Program Outcome Goal

1. Audience— Nonpublic school teachers
2. Behavior— Give a rating
3. Condition— Post-professional development survey of PD selected to address identified student needs which includes the question "This PD opportunity will positively impact my classroom practice"
4. Degree— At least 80% of teachers give a rating of a 4 or 5 on a 5-point Likert scale.
5. Goal Statement— Given a post-professional development survey of PD selected to address identified student needs which includes the question "This PD opportunity will positively impact my classroom practice", at least 80% of the nonpublic school teachers participating will give a rating of either 4 or 5 on a 5-point Likert scale.

Goal completion

Through consultation the LEA and Nonpublic Official(s) should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$53,037.00

Allocation

\$53,037.00

Budget Over(Under) Allocation

\$0.00

Administration and Indirect Cost Expenditures

An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)).

Administrative costs exceeding 10% of Title IIA allocation may be flagged for follow-up.

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equitable Nonpublic Share
NONPUBLIC EQUITABLE SHARE STATUS



Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IIA. If checked, mark this section complete at the bottom and proceed to the next section.



Check here if your LEA has decided to transfer 100% of your Title IIA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, Title IA, Title IVA, etc. to include the amount transferred into that program from Title IIA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)

If checked, where is the nonpublic equitable share budgeted?

Title IIA allocations are subject to a nonpublic equitable share requirement for all nonpublic schools located within your district's geographic boundary. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.

If this is a consortium, list each member separately.

Total Allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title IIA, complete the transfer first and then enter the remaining amount to stay in Title IIA in the Total Allocation cell below. If you are transferring funds in to Title II, Part A include those funds in the Total Allocation cell below.

LEA ADMINISTRATIVE COSTS (OPTIONAL): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IIA nonpublic equitable share.

Total combined LEA and Nonpublic enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total Nonpublic enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

Nonpublic Ratio, Nonpublic Share of Total Allocation, Public Allocation, and Nonpublic Per Pupil Amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IIA funds for the benefit of private school participants must:

- Be an allowable local use of Title IIA funds under the authorizing statute. (ESEA section 2103(b)(3))
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IIA funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)
- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an

individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Professional Development can include areas covered under the ESSA definition of a well-rounded education.

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Describe the intended use of the Title IIA Nonpublic funds.

Please describe the use of funds for each Nonpublic Title IIA program in the space provided below.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$53,037.00

Allocation

\$53,037.00

Budget Over(Under) Allocation

\$0.00

Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$49,886.00	Benefits of Title I staff
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,151.00	Equitable Share
		\$53,037.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$53,037.00

Allocation

\$53,037.00

Budget Over(Under) Allocation

\$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$53,037.00

Allocation

\$53,037.00

Budget Over(Under) Allocation

\$0.00

Other Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$53,037.00

Allocation

\$53,037.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$0.00	\$49,886.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,886.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$3,151.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,151.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$49,886.00	\$3,151.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,037.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate:				\$0.00
				Final				\$53,037.00

Section: Narratives - Assurances

TITLE IVA-STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Purpose: To provide all students access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

TITLE IVA ASSURANCES

LEAs receiving at least \$30,000 in Title IVA funding must complete the assurances below as it applies to your LEA.

LEAs receiving less than \$30,000 in Title IVA funding only need to mark Yes for one of the assurances below as it applies to your LEA.

The LEA assures that at least 20% of its allocation is spent on activities to support well-rounded educational opportunities.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

N/A - transferring funds

The LEA assures that at least 20% of its allocation is spent on activities to support safe and healthy students.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

N/A - transferring funds

The LEA assures that some of its allocation is spent on activities to support the effective use of technology.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

N/A - transferring funds

The LEA assures that it will comply with ESSA Sections 8501-8504, regarding equitable participation of Nonpublic school children and teachers.

Yes

The LEA or consortium assures the prioritization of the distribution of funds to schools based on one or more of several factors, including schools that:

- Are among those with the greatest needs, as determined by the LEA or consortium;
- Have the highest numbers of students from low-income families under section 1124(c) of the ESEA;
- Are identified as CSI/A-TSI;
- Are identified as persistently dangerous public school under section 8532.

Yes

The LEA assures that Title IVA activities are evidence-based and expected to improve student outcomes.

N/A

The LEA has consulted [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions.

N/A - transferring funds

The LEA assures that the Title IVA activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that professional development activities are sustained, intensive, collaborative, data-driven, job-embedded and classroom-focused.

N/A - transferring funds

The LEA assures that all costs paid with Title IVA funds must be reasonable, necessary, and allocable (2 CFR 200.405).

N/A - transferring funds

Section: Narratives - Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT

Section 4106(1-3) of Title IVA requires LEAs that receive an allocation greater than \$30,000 to utilize data from a Comprehensive Needs Assessment that is conducted at least once every three years to determine how Title IVA funds are spent at the district and/or school level. LEAs in Phase 1 or 2 of the Comprehensive Planning Cycle may use their District Comprehensive Plan or School Level Plans (if targeting funds to schools) submitted through PDE's Future Ready Comprehensive Planning Portal (FRCPP) as their needs assessment and evidence of using Title IVA funds for priority needs. Phase 3 LEAs requiring a comprehensive needs assessment may use a locally developed needs assessment until their plans are updated and submitted in the FRCPP.

If an LEA receives less than \$30,000, the needs assessment is not required and this section can be marked complete.

If an LEA received more than \$30,000 and are transferring Title IVA funds, the needs assessment is still required. Please complete the questions below.

Is your 2025-26 Title IVA allocation greater than \$30,000?

No

Did your LEA conduct a Comprehensive Needs Assessment at least once during the past three years to determine how Title IVA funds are prioritized?

N/A

If your LEA is transferring all or part of Title IVA to be used in another ESSA program, the decision to transfer the funds is supported by the needs assessment and has been discussed with the stakeholder group prior to submitting this application.

N/A

Is your LEA using the District Comprehensive Plan in PDE's Future Ready Comprehensive Planning Portal and associated needs assessment and goals identified through that process to determine how Title IVA funds are targeted?

No

If not using the Comprehensive Needs Assessment through the Future Ready Comprehensive Planning Portal, describe what your LEA has used to determine priority needs for Title IVA:

Not required.

Summarize your LEA/school priorities for Title IVA programs based on the data collected from your Comprehensive Needs Assessment in each of the Title IVA targeted areas.

.

Title IVA Targeted Area	District Level or School Level	Describe Priority Need

☒ LEA will maintain a copy of the Comprehensive Needs Assessment and data for review by monitors during the next Consolidated Application monitoring visit.

Section: Narratives - Stakeholder Engagement

STAKEHOLDER ENGAGEMENT

LEAs receiving Title IVA funds are required to involve a stakeholder group in decisions on how to prioritize Title IVA implementation programs prior to submitting an application for funds to PDE and during the life of the grant.

Stakeholders include, but are not limited to, the following: parents, teachers, principles, other school leaders, specialized instructional support personnel, nonpublic schools, community partners/ organizations, others with relevant experience (i.e. behavioral health specialist).

Has your LEA consulted with a stakeholder group prior to submitting this application regarding the use of Title IVA funds for the upcoming school year?

Yes

If no is selected above, please provide an explanation. If yes is selected above, please write in N/A.

N/A

Please write in the estimated date of the second stakeholder meeting (recommended December). Please note: if your LEA transferred all of your Title IVA funds the second stakeholder meeting is not required. Please write in "N/A, all Title IVA funds are transferred."

N/A, all Title IVA funds are transferred

Section: Narratives - Well-Rounded Educational Opportunities

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - PROGRAM DETAILS

The tables below are not required if the LEA meets one of the following criteria. If applicable, please select the appropriate option and mark this section as complete.

- ☐ LEA received less than \$30,000 for Title IVA allocation and will not be spending on Well Rounded Education.
- ☒ LEA is transferring 100% of Title IVA funds to another program.

Title IVA requires that any LEA receiving more than \$30,000 must allocate a minimum of 20% for the Well Rounded Education area of the grant.

In the following table, select from the Well Rounded Education category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note:

- If LEAs receive less than \$30,000, LEAs do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.
- LEAs must consider consulting [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this [USDE resource page](#).

Well Rounded Education Category	Amount Budgeted for this Category
	\$
	\$0.00

If 'other activities' was selected above, please describe. *Character limit 3000*

Describe the well-rounded educational opportunities program in your school(s) based on the items checked above. *Character limit 3000*

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IVA-Well Rounded Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide well rounded educational activities.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

- Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
- Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
- Condition—The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
- Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example:

- Audience—Students in grades 6-8 enrolled in a school music program
- Behavior—Achieve a Proficiency rating
- Condition—End of year music performance assessment
- Degree—At least 80% will achieve a proficiency rating of "Proficient" or higher
- Goal Statement—By the EOY, at least 80% of students in grades 6-8 enrolled in the school music program will achieve a rating of 'Proficient' or higher on the end-of-year music performance assessment.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
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Section: Narratives - Safe and Healthy Students

SAFE AND HEALTHY STUDENTS - PROGRAM DETAILS

The tables below are not required if the LEA meets one of the following criteria. If applicable, please select the appropriate option and mark this section as complete.

- ☐ LEA received less than \$30,000 for Title IVA allocation and will not be spending on Safe and Healthy Students.
- ☒ LEA is transferring 100% of Title IVA funds to another program.

Title IVA requires that any LEA receiving more than \$30,000 must allocate a minimum of 20% for the Safe and Healthy Students area of the grant.

In the following table, select from the Safe and Healthy Students category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note:

- If LEAs receive less than \$30,000, LEAs do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.
- LEAs must consider consulting [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this [USDE resource page](#).

Safe and Healthy Student Categories	Amount Budgeted to Support this Category
	\$
	\$0.00

If 'other activities' was selected above, please describe. *Character limit 3000*

Describe the safe and healthy students program in your school(s) based on the items checked above. *Character limit 3000*

SAFE AND HEALTHY STUDENTS - PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IVA-Safe and Healthy Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to promote safe and healthy students.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

- Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
- Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
- Condition—The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
- Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example:

- Audience—Students in grades 6-8 enrolled in a physical wellness course
- Behavior—Score a 4 or higher
- Condition—End of course wellness knowledge assessment
- Degree—At least 75%
- Goal Statement—
At least 75% of students in grades 6-8 enrolled in a physical wellness course will achieve a score of 4 or higher on the end-of-course wellness knowledge assessment.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Narratives - Effective Use of Technology

EFFECTIVE USE OF TECHNOLOGY - PROGRAM DETAILS

The tables below are not required if the LEA meets one of the following criteria. If applicable, please select the appropriate option and mark this section as complete.

- ☐ LEA received less than \$30,000 for Title IVA allocation and will not be spending on Effective Use of Technology.
- ☒ LEA is transferring 100% of Title IVA funds to another program.

The LEA assures that no more than **15%** of the amount allocated for Effective Use of Technology will be used to purchase "infrastructure" as describe in ESSA, section 4109(b).

N/A

Title IVA requires that any LEA receiving more than \$30,000 must allocate something (greater than \$0 but no minimum) to the Effective Uses of Technology portion of the grant.

In the following table, select from the Effective Use of Technology catetory(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. **The Title IVA law limits the amount spent on "infrastructure" (including devices, equipment, software applications, platforms, digital instructional resources, and/or other one time IT purchases) to 15% of the amount budgeted for Effective Use of Technology.**

Note:

- If LEA receives less than \$30,000, LEAs do not need to allocate funds in this category. You must still indicate the dollar amount being allocated to each option you select (if any).
- LEAs must consider consulting [Evidence for PA](#), [What Works Clearinghouse](#), [Best Practices Clearinghouse](#), [PaTTAN](#) and [Evidence for ESSA](#) when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this [USDE resource page](#).

Effective Use of Technology Categories	Amount to be allocated to this Category
	\$
	\$0.00

Describe the program in your school(s) based on the items checked above.

Note: Spending on purchasing technology infrastructure is limited to 15% of the amount budgeted for Effective Use of Technology.

EFFECTIVE USE OF TECHNOLOGY - PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IVA-Effective Use of Technology Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide support for the effective use of technology.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete **all** cells focusing exclusively on **outcome goals**. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree). Examples below.

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example:

1. Audience— Teachers participating in blended learning professional development
2. Behavior— Receive a Proficient rating
3. Condition— Post-training lesson plan evaluation rubric
4. Degree— At least 85%
5. Goal Statement—

At least 85% of teachers completing blended learning professional development will achieve a Proficient rating on their post-training lesson plan evaluation.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Narratives - Professional Development

Is the LEA using Title IVA funds for Professional Development/Conferences (in-state/out-of-state)? If no, select No and mark the section complete. If yes, select yes and complete the applicable table below.

No

MEASURING EFFECTIVENESS OF ACTIVITIES

Describe how the LEA plans to **measure the effectiveness** of the professional development activities.

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an **ongoing, sustained** professional development plan that align with specific program goals of the district.

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Note:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Use of funds for out of state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Additional PD Information	Number of Staff	Justify cost as reasonable and necessary (2 CFR §200.403)	Total Estimated Travel Cost
							\$

ALIGNMENT TO STATUTORY DEFINITION

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Section: Narratives - Title IVA Paid Staff

TITLE IVA STAFF

If staff are paid by Title IVA, appropriate time and effort documentation must be maintained to support their payment from Title IVA versus other funding sources.

Please list those staff who are paid by Title IVA. For the prorated staff, also include a summary of the Title IVA related duties/tasks, and the estimated percentage of time spent on Title IVA activities. Positions may be grouped together if the percentage of time charged to Title IVA is the same for each person.

Position/Job Title	Number of positions	Percentage of time spent on Title IVA	TIVA Category	Time/Effort Documentation Method	Summary of TIVA Responsibilities

Section: Narratives - Supplement, Not Supplant

SUPPLEMENT, NOT SUPPLANT

The goal of SNS for Title IVA, is to be sure that federal funds are spent in addition to and do not replace services that eligible students would otherwise receive. Unlike for Title IA, the test is an expense-by-expense measure.

Supplanting is presumed if *any* of the following is TRUE, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district uses federal funds to provide services that the district would otherwise provide without federal funds.

If funds are supplemental, select yes.

Yes

These presumptions may be overcome if the LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

To demonstrate, LEAs must provide written documentation (for example, state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the Title IVA funds. Please contact your Regional Coordinator if you are rebutting the three presumptions above.

If 'No' is selected above, please provide an explanation below.

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Carryover is the portion of a federal allocation that is not expended by the end of the grant period. Funds not expended are available for use the following fiscal year. Enter appropriate LEA and Nonpublic carryover values in the tables below. A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2026, or within 30 days of funds being expended.



Check here if your LEA has no nonpublic schools within the boundary of your district attendance area or all nonpublic schools have declined to participate in Title IVA - Student Support and Academic Enrichment.

Will you be using funds from the previous year?

No

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

Enter Title IVA Project Number from your previous year.

Enter your Title IVA Allocation from the previous year.

Enter the amount of carryover from previous year.

Carryover Percentage

(calculated automatically after 'Mark Complete' button is clicked)

If the LEA did NOT provide equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds should be used ONLY for nonpublic services.

If applicable, enter the amount of nonpublic carryover from previous year.



Nonpublic Equitable Services have occurred as agreed upon and any remaining funds will be redistributed equitably between the LEA and Nonpublic schools located in the LEA geographic boundary.

Section: Carryover - Administrative Costs

ADMINISTRATIVE COSTS

Title IVA statute imposes a 2% limit in your budget of your total allocation for administrative costs.

The following types of activities are considered to be examples of administrative tasks. They are provided as a guideline for LEAs to use when determining the amount of time a federally-funded employee spends on administration. This list is not exhaustive. If there are other activities needing consideration, please contact a regional coordinator.

Examples of administrative tasks include

- Helps develop plans and application;
- Supervises staff;
- Oversees budget;
- Monitors implementation;
- Understands and informs staff of legal requirements;
- Helps develop strategies;
- Monitors program evaluation; and
- Maintains required documentation.

Explain below which administrative tasks, if any, you will allocate 2% of Title IVA funding to:

(Max character length 3000)

N/A. No administrative task will be funded by Title IVA.

Input your 2025-26 Title IVA allocation (from blue heading at the top of this screen) here:

10,000

The 2% cap on Administrative Costs for 2025-26 is:

The LEA assures that it has not budgeted more than 2% of the 2025-26 Title IVA allocation for administrative costs.

N/A (Select only if LEA has transferred 100% of Title IV into another program.)

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IVA below. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds.

LEA Name	Title IIA into Title IVA	Title IVA into Title IA	Title IVA and into Title IIA	Title IVA and into Title IIIA	Describe Use of Funds
Wallingford-Swarthmore	\$	10,000			Transfer to Title I
	\$0.00	10,000.00			

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IVA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IVA Nonpublic Programs

The intent of Title IVA is to provide student support and academic enrichment including supports for students attending nonpublic schools that lie in an LEA's geographical boundaries. Funding can provide supports for a well-rounded education, promote safe and healthy students, and encourage the effective use of technology. **Program goals for Title IVA activities must include an outcome goal for each narrative in which funds are budgeted.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals that align with the intent of each federally funded Title program. Each Title program has its own unique areas to measure performance (program goals). In the table below, please complete all cells focusing exclusively on outcome goals. (Output goals are no longer being used for performance measures.)

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—What the audience will know or do—Action Verbs (Must be Specific, Measurable, Observable, Attainable, Relevant, and Equitable)
3. Condition— The test, tool, or setting where the behavior will be performed (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Example: Nonpublic Program Outcome Goal

1. Audience— Eligible nonpublic school children participating in the STEM related well-rounded program -
2. Behavior— rate their experience as a 3 or higher
3. Condition— 4-point Likert scale end of year assessment (1 is least positive and 4 most positive)
4. Degree— At least 70% of the participants
5. Goal Statement— By the end of the school year, at least 70% of Nonpublic school students participating in the Stem related well-rounded program will rate their experience as a 3 or higher on a 4-point Likert scale where 1 is least positive and 4 is most positive.

Goal completion

Through consultation the LEA and Nonpublic Official(s) should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

ESSA, Section 4105(c) specifies that an LEA **may not spend more than 2 percent** of its SSAE funds on direct administrative costs.

Budget	\$10,000.00
Allocation	\$10,000.00

Budget Over(Under) Allocation	\$0.00
--------------------------------------	--------

Administration and Indirect Cost Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equitable Nonpublic Share

NONPUBLIC EQUITABLE SHARE--OVERVIEW

Please note: Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.



Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IV, Part A. If checked, mark this section complete at the bottom and proceed to the next section.



Check here if your LEA has decided to transfer 100% of your Title IVA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, Title IA, Title IIA, etc. to include the amount transferred into that program from Title IVA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)

If yes, where is the nonpublic equitable share budgeted?

NONPUBLIC EQUITABLE SHARE--PROGRAM DETAILS

Title IVA Allocations are subject to a nonpublic equitable share requirement. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

If this is a consortium, list each member separately.

Total allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title IVA, complete the transfer first and then enter the remaining amount to stay in Title IVA in the Total Allocation cell below. If you are transferring funds in to Title IVA include those funds in the Total Allocation cell below.

LEA Administrative Costs (Optional): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IVA nonpublic share. (Title IVA statute imposes a 2% limit of your total allocation for administrative costs.)

Total combined LEA and NONPUBLIC enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total NONPUBLIC enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

NONPUBLIC ratio, NONPUBLIC share of total allocation, PUBLIC allocation, and NONPUBLIC per pupil amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Title IV/Nonpublic Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Share of Total Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IVA funds for the benefit of private school participants must:

- Be an allowable local use of Title IVA funds under the authorizing statute.
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IVA funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)
- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Please contact your regional coordinator if planned activities are not listed here. You'll need to contact your participating nonpublic schools to engage in consultation before

completing this section.

If, after consultation you and your nonpublic schools agree that services will be contracted out by a third party, all applicable Uniform Grants Guidance requirements will apply.

Section: Budget - Instruction Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget \$10,000.00
Allocation \$10,000.00

Budget Over(Under) Allocation \$0.00

Instruction Expenditures

Function	Object	Program Area	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	N/A - Transferring Funds	\$9,406.00	Transfer to Title I
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	N/A - Transferring Funds	\$594.00	Equitable Non-Public Share
			\$10,000.00	

Section: Budget - Equipment Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget \$10,000.00
Allocation \$10,000.00

Budget Over(Under) Allocation \$0.00

Equipment Expenditures

Function	Object	Program Area	Number of Items	Cost Per Item	Amount	Description
					\$	
					\$0.00	

Section: Budget - Other Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget	\$10,000.00
Allocation	\$10,000.00

Budget Over(Under) Allocation	\$0.00
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Other Expenditures

Function	Object	Program Area	Amount	Description
			\$	
			\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$10,000.00
Allocation \$10,000.00

Budget Over(Under) Allocation \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$9,406.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,406.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1490 Other Instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$594.00	\$0.00	\$0.00	\$0.00	\$0.00	\$594.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$9,406.00	\$0.00	\$594.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$10,000.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Department in managing this contract is:

Susan McCrone
Email Address: smccrone@pa.gov
Phone number: 717-783-6910

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. The Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, the Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
 - i. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
 - ii. Final Expenditure Report.
- d. The Grantee shall conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **FUNDING LEVEL**

- a. **THE TOTAL COST TO THE DEPARTMENT UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Federal and State Program funds and State Legislative appropriations sufficient to pay the total costs.

Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- b. **FUNDING INCREASE** – If the Department determines that additional Federal or State program funds are available for use under this Agreement, the Department may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 4 ("Funding Adjustments").

- c. **FUNDING DECREASE** – The Department reserves the right, at its sole discretion, to reduce the total cost of this Agreement when:
- i. during any quarter of the agreement period, the Grantee spends less than the total amount planned on the approved Program Budget of this Agreement for such quarter; or
 - ii. the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Department after Execution of this Agreement hereunder; or
 - iii. the funds appropriated are later unavailable due to a reduction or reservation in the appropriation.

Such decreases will be made in accordance with paragraph 4 (“Funding Adjustments”).

4. **UNEXPENDED FUNDS** – The Grantee understands and agrees that unexpended funds that are subject to the Tydings Amendment (20 U.S.C. §1225) may be carried over into the school year following the term of this Agreement. Regarding funds that are not subject to Tydings and remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the program or project’s ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
5. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Department shall have the right to withhold the funding granted under this Grant Agreement, in whole or in part, for any of the following reasons, without limitation:
- a. failure of the Grantee to fulfill in a timely and proper manner its obligations hereunder;
 - b. violation of laws, regulations or policies applicable to the grant or to the implementation of the program or project funded under this Grant Agreement; and
 - c. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

6. **FUNDING ADJUSTMENTS**

Funding Adjustments may be made for the following reasons and in the following manner:

a. **Funding Increase:**

- i. The Department shall notify the Grantee in writing of any funding increases under this Agreement.
- ii. Upon receipt of this notice the Grantee shall revise and submit to the Department a revised Program Summary Budget and if necessary, any revised pages of the Narrative that shall reflect the increase of funds.
- iii. Funding increases will take effect upon Department's receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.

b. **Funding Decrease:**

- i. The Department shall notify the Grantee in writing of any funding decreases.
- ii. Funding decreases will be effective upon receipt by the Grantee of the Department's funding

decrease notice.

iii. Funding decrease notices shall be incorporated in and made part of this Agreement.

c. Transfer of funds among cost categories and/or object codes:

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.

7. REDUCTION UPON PROGRAM CESSATION

The funds awarded hereunder are intended to support program purposes during the full term of the Agreement. In the event that the Grantee ceases operating the approved program or programs funded hereunder prior to the end of the term of this Agreement the award shall be automatically reduced on a prorated basis for the actual number of days of operation of the program. Without limitation of any other remedies to which it is entitled hereunder, in the event of such program cessation or in anticipation of any expected cessation, the Department shall be permitted, in its sole discretion, to terminate the monthly payments to the Grantee and withhold any of the remaining funding granted under this Agreement until the Department has been provided appropriate documentation concerning any claimed program expenses through the last date of program operation.