

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

Introduction - Executive Summary

Executive Summary

--Entity Name-- - --Institution BEDS Code--

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

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

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

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

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Introduction - Submission Instructions

Submission Instructions

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Directions for Completing the Application:

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

Directions for Submitting the Application:

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

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Introduction - Point of Contact Information

Point of Contact Information

--Entity Name-- - --Institution BEDS Code--

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

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator			
McKinney-Vento Homeless Liaison			
Neglected/Delinquent Transition Liaison			
Foster Care Student Point of Contact			
Migrant Student Data Point of Contact			

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Assurances & Consultation - Section 8306 Assurances

Section 8306 Assurances

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

1. **The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**

YES, the LEA provides the above assurance.

2. **The LEA assures that the control of funds**

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Assurances & Consultation - Section 8306 Assurances

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

State and Federal Assurances (Part 1 of 8)

1.



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Assurances & Consultation - State and Federal Assurances

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

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

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Assurances & Consultation - State and Federal Assurances

7. **ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:**
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;**
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;**
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));**
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;**
 - (5) collaborate with the State or local child welfare agency to—**
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and**
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—**
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and**
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—**
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;**
 - (II) the local educational agency agrees to pay for the cost of such transportation; or**
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;**
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through D W Ltiopoint otrLnds under this p5d**

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Assurances & Consultation - State and Federal Assurances

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

YES, the LEA provides the above assurance.

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

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

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

- (i) a local educational agency-wide salary schedule;**
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and**
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.**

YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

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

YES, the LEA provides the above assurances.

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Assurances & Consultation - State and Federal Assurances

12. The LEA assures that it will comply with all applicable laws and regulations regarding professional development,



16.



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Assurances & Consultation - Consultation & Collaboration

Consultation & Collaboration

--Entity Name-- - --Institution BEDS Code--

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

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

LEAs must:

- **Identify individuals from the required stakeholder group using the "**2024-25 Consultation and Collaboration Documentation Form**" and upload multiple forms as needed to accommodate all stakeholders involved; and Verify that *all* required stakeholder groups have been included for *each***

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ESSA Programs - Intent to Apply

Intent to Apply

--Entity Name-- - --Institution BEDS Code--

1. Does the LEA intend to apply for Title I, Part A funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title I, Part A funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title I, Part A funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title I, Part A funding for the 2024-25 school year.

2. Does the LEA intend to apply for Title I, Part D funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title I, Part D funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title I, Part D funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title I, Part D funding for the 2024-25 school year.

3. Does the LEA intend to apply for Title II, Part A funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title II, Part A funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title II, Part A funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title II, Part A funding for the 2024-25 school year.

4. Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title III, Part A - ELL funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title III, Part A - ELL funding for the 2024-25 school year.

5. Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title III, Part A - Immigrant funding for the 2024-25 school year.

6. Does the LEA intend to apply for Title IV, Part A funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title IV, Part A funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title IV, Part A funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title IV, Part A funding for the 2024-25 school year.

7. Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2024-25 school year?

Yes, the LEA intends to apply for Title V, RLIS funding for the 2024-25 school year.

No, the LEA did not receive an allocation for Title V, RLIS funding for the 2024-25 school year.

No, the LEA received an allocation but does not intend to apply for Title V, RLIS funding for the 2024-25 school year.

Transferability

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ESSA Programs - Transferability

Transferability

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

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

	Transferring the use <i>from</i> Title II Funds (\$)	Transferring the use <i>from</i> Title IV Funds (\$)
Transferring to Title I, Part A		
Transferring to Title I, Part D		
Transferring to Title II, Part A		
Transferring to Title III, Part A - English Language Learners (ELL)		
Transferring to Title IV, Part A		
Transferring to Title V - Rural Low Income Students (RLIS)		

2. **The chart below summarizes funds subject to Transferability according to the program area FROM which their uses are being transferred - *Title II* or *Title IV*.**

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

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

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

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

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

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

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

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

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

2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.**

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

Schoolwide Programs

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

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

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

- YES, the school does have a Schoolwide Program plan in place.
- NO, the school does not have a Schoolwide Program plan in place.

5a. **Please complete and upload the "*Title I Schoolwide Program Eligibility Waiver*" form located in the *Documents* panel of the application.**

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

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

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

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

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

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

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (Child Count Oct. 2023) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	

3. **Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A. (Please click [here](#) to view a brief instructional video about this item.)**

	Title I, Part A - Per Pupil Amount (\$)	Title I, Part A - LEA Share (\$)	Title I, Part A - Private School Share (\$)
Proportionate Share Calculations			

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

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

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

1. **The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).**

(PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)

	Homeless Students (#)	<i>Best Practice</i> Reserve Amount (Per Pupil Am't x Student Count) (\$)	<i>Minimum</i> Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves			

2. **The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).**

(PLEASE NOTE

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

indicate no funds being reserved.)

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

	Amount (\$)
Administration	
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	
Neglected Youth Reserve (See Item #2 Above)	
Professional Development	
Capital Expense	
Pre-K Services	
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) - Enter LEA SHARE only, as applicable (See Item #3a Above)	
Improvement Reserve (OPTIONAL - funds reserved to support activities	

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

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

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

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

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

5. **Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?**
 - Yes, the LEA does intend to use the Feeder Pattern option.
 - No, the LEA does not intend to use the Feeder Pattern option.
 - 5a. **Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools, the LEA must notify its secondary schools to inform them of the option and a majority of its secondary schools must approve the use of feeder patterns.**
 - YES, the district has notified its secondary schools to inform them of the option and a majority of secondary schools have approved.
 - NO, the district has not notified its secondary schools to inform them of the option and/or a majority of secondary schools have not approved.

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

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

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

1. **The following figure represents the *After Reserve Title I, Part A Per Pupil Amount*, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #4).**

[ESSA Programs.Title I Part A _ LEA Reserves (3 of 6).Q5.R1.C3]

[ESSA Programs.Title I Part A _ Distribution of Funds (5 of 6).Q3.R1.C2]

2. **Will any school attendance area be served with a poverty percent less than 35%?**

- Yes, a school attendance area with a poverty percent less than 35% will be served.
- No, a school attendance area with a poverty percent less than 35% will not be served.

2a.



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

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
			School-Wide Program (SWP) Targeted Assistance (TA) Non-Title I					

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

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

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

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

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

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

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

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

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

Name of Facility	Type of Facility	Child Count (Oct. 2023) (#)	Facility Allocation (\$)	Does the LEA have a formal written agreement with this facility?	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
	853 School Article 81 School At-Risk Youth Shelter County Jail Drug Treatment Group Home Limited Secure Non-Secure Detention Non-Secure Place0 0 rg (Drug Treatment)Tj 0 g ET q Q ace0 0 08HmentNor-SecuL h 0 M78o8 156.26 301 Tm /F2 12 Tf ()Tj ()Tj /F2 8 Tf T				

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ESSA Programs - Title I Part D - Program/Fiscal Information

Title I Part D - Program Information

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

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

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

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

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

2. **In the space provided below, please describe for each facility (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part D program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

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

Title I Part D - Fiscal Information

4. **Please provide the LEA's Title I, Part D from the previous year.**

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ESSA Programs - Title I Part D - Program/Fiscal Information

Name of Facility	Type of Facility	Child Count (Oct. 2023) (#)	Facility Allocation (\$)	Does the LEA have a formal written agreement with this facility?	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
	School			written agreement with this facility.	
	At-Risk Youth			NO, the LEA does not have a formal written agreement with this facility.	
	Shelter				
	County Jail				
	Drug Treatment				
	Group Home				
	Limited Secure				
	Non-Secure				
	Detention				
	Non-Secure				
	Placement				
	Secure				
	Detention				
	Special Act				
	Transitional				
	Living Facility				
	Other				
	Not Applicable				

6. As the LEA completes the chart above, the *remaining balance* will be reflected in the chart below to indicate that all funds have been appropriately assigned.

(PLEASE NOTE - All expenditures must be reflected in the Title I, Part D budget. Within the FS-10, be sure to identify expenditures by facility.)

	Title I, Part D <i>TOTAL FUNDS</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
LEA Title I Part D Allocation		

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ESSA Programs - Title II Part A - Use of Funds

Title II Part A - Use of Funds

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

1. **As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**

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

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

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

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

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

CONDITIONS OF USE:

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

Common roles for coaches include:

A) Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;

B) Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout the year.



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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful



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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE: High-quality mentoring and induction programs provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors

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ESSA Programs - Title II Part A - Use of Funds

8c. Please indicate the level of evidence available to support the "Other" personalized professional development activity the LEA intends to implement.

- Strong Evidence
- Moderate Evidence
- Promising Evidence
- Demonstrates a Rationale

8d. Please upload a completed "*Title II LEA Evidence Tool*" and a logic model that supports the chosen professional development activity. A copy of the tool and a sample logic model are available in the *Documents* panel.

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

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

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

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

9a. Title II, Part A funding amount for the 2024-25 school year - Rigorous Academic Content.

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

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including



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ESSA Programs - Title II Part A - Use of Funds



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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and



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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number



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ESSA Programs - Title II Part A - Use of Funds

Title II Part A - Use of Funds

No direct a10ds

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

Title III ELL - Program Information

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

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

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

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

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

2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

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

Title III ELL - Fiscal Information

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

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

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

5. _____

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

			Title III, ELL Per Pupil Amount (\$)on		

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

Title IV Part A - Program Information

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

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

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

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

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

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

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

- 2a. **In the space provided below, please describe:**

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

- 2e. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them. If an LEA is transferring 100% of its Title IV, Part A allocation, please identify the specific needs that informed the decision to transfer.
- 2f. In the space provided below, please describe the goals, objectives and intended outcomes of the Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology content areas of the Title IV, Part A program based on the results of a recent needs assessment.
3. The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Click all that apply) *ESEA Section 4106(e)(2)(A)*

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

Title IV Part A - Calculation of Proportionate Shares

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

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

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ESSA Programs - Title IV Part A - Use of Funds

Title IV Part A - Balance

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

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

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ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
and/or Early College High Schools		<input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Civics Instruction		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
College and Career Counseling		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Social Emotional Learning		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Environmental Education		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable

3. Please complete the chart below by identifying the funds being used to support allowable activities associated with *Safe and Healthy Students*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent **BOTH** public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School Dropout Prevention		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School Readiness and Academic Success		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention		<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity



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ESSA Programs - Title IV Part A - Use of Funds

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

4. **Please complete the chart below by identifying the funds being used to support allowable activities associated with *Effective Use of Technology*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent *BOTH* public and private school funds.**

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

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ESSA Programs - Title IV Part A - Use of Funds

6.

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ESSA Programs - Title V Rural Low Income Students (RLIS) - Program/Fiscal Information

Title V Rural Low Income Students (RLIS) - Program/Fiscal Information

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

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

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

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

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

2. In the space provided below, please provide a brief description of the LEA's progress toward achieving the Title V, Part A - RLIS goals from the previous school year.

Equitable Services

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

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

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

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

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Equitable Services - Equitable Services Details

Private School Details

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

1.

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

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

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

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

Private School Consultation

--Entity Name-- - --Institution BEDS Code--

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

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

Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form

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Equitable Services - Equitable Services Details

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

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

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
		Accepting Declining Non-Responsive					

Equitable Services - Pooling Funds

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

If yes, please complete the chart below.

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

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

School Name	BEDS Code

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

If yes, please complete the chart below.

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

8. **As applicable based on the response to the item above, please complete the following chart identifying the LEAs**

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Equitable Services - Equitable Services Details

that are participating in pooling funds across LEAs.

LEA Name	BEDS Code
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Private School Use of Funds - Title I Part A

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

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



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

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

11. As the LEA completes the use of funds chart above (Item #10), the remaining balance of Title I, Part A funds for Private Schools or Students

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Equitable Services - Equitable Services Details

will be reflected in the chart below to indicate that all funds have been appropriately identified.

(PLEASE NOTE - All expenditures must be reflected in the Title II, Part A budget. Within the FS-10 be sure to identify expenditures by participating private school.)

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

Private School Use of Funds - Title IV Part A

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Budgets/Narratives - Budgets/Narratives

Budget/Narrative - Title I, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
 2. Carryover funds should not be included in the FS-10.
 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
 5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
 6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
- 1. The amount of funds shown in the space below reflects the LEA's 2024-25 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**
- [ESSA Programs.Title I Part A _ Fiscal Information (2 of 6).Q1.R1.C1]
0.0
- 2. Upload a completed and signed copy of the *FS-10 Budget* for Title I, Part A. The FS-10 should represent the 2024-25 allocation only. (*Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.*)**
- 3. Upload a completed copy of the *Budget Narrative* for Title I, Part A.**

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Budgets/Narratives - Budgets/Narratives

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

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

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

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

Budget/Narrative - Title II, Part A

PLEASE NOTE -

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

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

[ESSA Programs.Title II Part A _ Program/Fiscal Information.Q4.R1.C1]

0.0

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

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

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

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1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2024-25 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
7. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
10. **The amount of funds shown in the space below reflects the LEA's 2024-25 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

[ESSA Programs.Title III ELL _ Program/Fiscal Information.Q4.R1.C1]

0.0

19.



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

Submission Summary - Submission Summary

Submission Summary - Title I, Part A

--Entity Name-- - --Institution BEDS Code--

1.

