

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Introduction - Executive Summary

Executive Summary**2018-19 Consolidated Application for ESSA-Funded Programs****Background Information:**

NYSED has developed the online *2018-19 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state. Consistent with federal requirements, the new online application for the 2018-19 school year has replaced the traditional NYSED Consolidated Application process. The application will be made available to LEAs through the NYSED Business Portal before the end of the 2017-2018 school year.

The application is streamlined to focus on the required assurances from Section 8306 of the 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 a *Written Affirmation of LEA Consultation with Private School Officials 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 Title I School and Community Services Office 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 *2018-19 Consolidated Application for ESSA-Funded Programs* can be directed to the Title I School and Community Services Office at 518-473-0295 or via email at conappta@nysed.gov.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Introduction - Submission Instructions

Submission Instructions**Submission Instructions**

SUBMISSION INSTRUCTIONS

LEAs must complete all sections 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.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and 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 REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to: *Grants Management, RE: 2018-19 Consolidated Application for ESSA-Funded Programs, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.*

LEAs are NOT REQUIRED to send hard copies of general application materials to the Department.

Deadline for the completed application - "2018-19 Consolidated Application for ESSA-Funded Programs" - is August 31, 2018. The Business Portal will close at midnight of this date. Signed Budget documents must be post-marked by no later than August 31, 2018.

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Introduction - Point of Contact Information

Point of Contact Information

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	Lauren Barkan	(347) 642-4306	barkan@gugcs.org
McKinney-Vento Homeless Liaison	Massomeh Spahr	(347) 642-4306	spahr@gugcs.org
Neglected/Delinquent Transition Liaison	Massomeh Spahr	(347) 642-4306	spahr@gugcs.org
Foster Care Student Point of Contact	Massomeh Spahr	(347) 642-4306	spahr@gugcs.org
Migrant Student Data Point of Contact	Massomeh Spahr	(347) 642-4306	spahr@gugcs.org

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

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Assurances & Consultation - State and Federal Assurances

State and Federal Assurances (Part 1 of 7)

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, ESEA:

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

- ESEA Assurances
- School Prayer Certification

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

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 7)

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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 7)

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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 alternative routes to certification; and
 - (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

YES, the LEA provides the above assurances.

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.

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Assurances & Consultation - State and Federal Assurances

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 7)

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.

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

YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 7)

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

YES, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 6 of 7)

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

YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 7 of 7)

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Assurances & Consultation - State and Federal Assurances

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

YES, the LEA provides the above assurances.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Assurances & Consultation - Consultation & Collaboration

Consultation & Collaboration

Please refer to the *Documents* panel along the left of the application for additional information and access to forms and worksheets. Specific to this section, please refer to the "*2018-19 Consultation and Collaboration Documentation*" form for additional information.

- 1. The Every Student Succeeds Act (ESSA) contains several provisions requiring 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 constituency groups using the 2018-19 Consultation/Collaboration Form(s), and upload completed forms with original signatures. PLEASE NOTE: Multiple forms may be uploaded as needed to accommodate all stakeholders involved in the consultation and collaboration process.**

(No Response)

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ESSA Programs - Intent to Apply

Intent to Apply

1. **Does the LEA intend to apply for Title I, Part A funding for the 2018-19 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2018-19 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2018-19 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2018-19 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2018-19 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2018-19 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2018-19 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2018-19 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2018-19 school year?**
No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2018-19 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2018-19 school year?**
PLEASE NOTE - This is a new federal program funding allocation available to all LEAs for the 2018-19 school year. An LEA may apply for Title IV, Part A funds as (1) a Single Applicant; (2) the Lead Applicant of a consortium; or (3) a Member of a consortium.
Yes, the LEA intends to apply as a SINGLE APPLICANT.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2018-19 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2018-19 school year.

Transferability

8. **Does the LEA intend to use Transferability for the 2018-19 school year?**
Yes, the LEA intends to use Transferability in 2018-19.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Transferability Information

Transferability Detail

1. Complete the following Transferability Funding chart to indicate how the LEA intends to use Transferability during the 2018-19 school year.

PLEASE NOTE - Transferability refers to the transferred use of funds. No funds are actually transferred between program area budgets. LEA's must clearly identify the specific use of Transferability Funding in the Budget Narrative for the fund source from which the use of funds are being transferred. For example, an LEA using Title II Part A funds for Title I Part A purposes must clearly identify which activities listed in the Title II Part A budget narrative will be used for Title I Part A purposes.

Transfer FROM	Transfer TO	Funding Amount (\$)
Title IV, Part A - Student Support and Academic Enrichment	Title II, Part A - Supporting Effective Instruction	11,671

2. Total Amount of Funds to be used by way of Transferability during the 2018-19 school year.

11,671.00

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

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

1. **In the space provided below, please describe your Title I, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

As a small charter school LEA, Growing Up Green Charter School (GUGCS) conducts regular reviews of student needs through our ongoing analysis of student data and other performance data. We also meet regularly to talk about other identified needs in the school community, including all possible behavioral or social-emotional concerns.

Academic needs and areas of weakness for our students are primarily determined through assessment data. By analyzing data schoolwide to identify trends, assessments are used to monitor continuous student growth and to inform instructional planning, program evaluations and revisions, as needed. At the individual student level, a series of diagnostic, formative, benchmark and summative assessments enable us to identify students at risk of academic failure and those having difficulty reading. These assessment used include an internally created six week assessment called Looking Forward, Looking Back (LFLB) tied to specific exit standards as well Fountas and Pinnell and FastBridge

Through this ongoing assessment of needs at the schoolwide and individual level, GUGCS has determined that our at-risk students continue to require supplemental support in Reading and Math. In Spring 2018, only 55.21% of Grade 1-8 GUGCS students performed at or above grade level on the FastBridge Learning Reading test. In this same period, only 46.08% of these students performed at or above grade level on the FastBridge Math test. Additionally, students in grades K, 3, 4 and 5 did not make an average of at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System.

To alleviate these needs, the school implements a tiered Response to Intervention program with specialized curricula. Through the RTI program, the school uses a process defined in three tiers to deliver differentiation strategies and interventions to struggling students:

- Tier 1: Students receive differentiated instruction and extra support within the classroom environment, where progress is monitored classroom teachers weekly.
- Tier 2: Students receive small group instructional support (push-in or Pull-out) from an intervention teacher, where progress is documented on a weekly basis.
- Tier 3: Students receive small group or individualized support from a special education certified learning specialist on an at-risk basis. Students who continue to require this level of support over a period of time may be considered for an evaluation for special education services.

Specialized curricula involves implementing different approaches to reading and math material. Reading approaches include using research-based reading programs, such as: Wilson Reading System, Foundations, Fountas and Pinnell Leveled Literacy Intervention, and Lindamood Bell Visualizing and Verbalizing as well as Seeing Stars. Math support will come from using the principles of Stern mathematics for greater foundational skills and number sense.

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

GUGCS's student progress is measure by attainment of the following charter goals relevant to our Title I program:

- The school will show progress towards achieving 75% of students at or above Level 3 on the NYS ELA and Math exams
- 75% of all students will perform at or above grade level on the FastBridge Reading and Math tests
- 75% of all students will perform at or above grade level on the Fountas and Pinnell Benchmark System
- 50% of Grade 8 students will pass the Integrated Algebra I NYS Regents Exam with at least a score of 70%
- 75% of 4th and 8th graders will perform at or above Level 3 on the NYS Science exam

Title I, Part A - Fiscal Information - Per Pupil Calculation (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.

3. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title I, Part A funds. **(Chart 1A)**

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

	Amount (# or \$)
Total Title I, Part A Allocation + Funds Transferred for Title I Purposes (\$)	165,165
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	819
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	0
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	0
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 (#)	491
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (out-of-district) (#)	0

4. Based on the information provided above, please find below the Title I, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share. (**Chart 1B**)

	Title I, Part A - <u>Per Pupil Amount</u> (\$)	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Private School Share</u> (\$)
Title I Calculations	336.38	165,165.00	0.00

Title I Part A - Fiscal Information - 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.

5. The following should be used to assist the LEA in calculating appropriate Homeless Reserve figures for the chart below. (**Chart 2A**)

PLEASE NOTE: ALL LEAs are required to reserve funds for homeless youth.

	Title I Per Pupil Amount (\$)	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve (Student Count x \$100) (\$)
Calculating Homeless Reserves	336.38	1	336.38	100.00

6. When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiple the established per pupil amount by the student count. The following calculator should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for the chart below. (**Chart 2B**)

	Title I Per Pupil Amount (\$)	Neglected Youth Count (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	336.38	0	0.00

7. Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share, before funds are distributed to schools. (**Chart 2C**)

	Amount (\$)
Administration	0
Homeless Reserve (See Chart 2A - REQUIRED FOR ALL LEAs)	1,000
Neglected Youth Reserve (See Chart 2B)	0
Professional Development	

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

	Amount (\$)
	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	0
Improvement Reserve (Optional for FOCUS LEAs, and includes optional Public School Choice)	0

8. Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas. **(Chart 2D)**

	Title I, Part A - <u>LEA Share</u> (\$)	Total Title I, Part A - <u>Total Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed</u> (LEA Share minus Funds Reserved) (\$)
Title I Funds to be Distributed	165,165.00	1,000.00	164,165.00

Title I, Part A - Fiscal Information - Distribution of Funds to Eligible Public School Attendance Areas (Part 4 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.

9. In the chart below, please identify ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status, and provide the requested information for each. If no funds are allocated to a school, please indicate this with a response of "0". Click on "Add Row" for additional schools. **(Chart 3A)**

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
Growing Up Green Charter School	343000860952	K-8	Targeted Assistance (TA)	819	491	59.95	164,165

10. 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. **(Chart 3B)**

	LEA Title I, Part A - <u>Funds to Distribute</u> (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
School-Level Title I, Part A Funds	164,165.00	0.00

Title I Part A - Fiscal Information - Distribution of Funds Processes (Part 5 of 6)

11. 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 one building per grade span)

12. Are there any school building attendance areas with greater than 75% poverty rate?

- Yes, there are school building attendance areas with greater than 75% poverty.
- No, there are not school building attendance areas with greater than 75% poverty.

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

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

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

PLEASE NOTE - 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 (see <http://www.p12.nysed.gov/accountability/allocations/home.html>) to determine if your district has a neglected facility. If the LEA has no NEGLECTED facilities within its boundaries, please skip this question and click on "Save" or "Save & Continue".

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

18. Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2017) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
		0	0	

19. Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area?

- Yes, the LEA has a formal written agreement with each Neglected facility.
- No, the LEA does not have a formal written agreement with each Neglected facility.

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

Title II, Part A Program Information

- In the space provided below, please describe your Title II, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

GUGCS' ongoing assessment of student needs is also conducted through the lens of the instructional strengths and weaknesses of our teaching staff. To do so, GUGCS relies on student performance data as well as classroom observations and feedback gathered from our internal coaches and teachers themselves, and the results of our needs assessment is used to determine how best to support effective instruction. Most often this is done through extensive, ongoing and embedded professional development. Following the needs assessment, plans for professional development are formed between the school's instructional leaders, specialists and teachers and aligned to a rubric established to gauge teacher effectiveness. The school has identified our ongoing professional development needs to be providing training focused on the implementation of the school's ELA and Math curricula, the use of data, and classroom management.

In response, GUGCS implements collaborative professional development through coaching, classroom demonstrations, formal internal and external trainings and workshops, and a summer institute. This work is managed by Instructional Coaches, under the supervision of the elementary and middle school leaders.

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

The ultimate goal at GUGCS is to provide a well-balanced and rigorous foundation of learning that meets diverse student learning needs and promotes student achievement. As such, the school's efforts to foster effective instruction through professional development are embedded in all elements of the school's programming. The success of this endeavor will be measured by the attainment of the school's achievement goals:

- The school will show progress towards achieving 75% of students at or above Level 3 on the NYS ELA and Math exams
- 75% of all students will perform at or above grade level on the FastBridge Reading and Math tests
- 75% of all students will perform at or above grade level on the Fountas and Pinnell Benchmark System
- 50% of Grade 8 students will pass the Integrated Algebra I NYS Regents Exam with at least a score of 70%
- 75% of 4th and 8th graders will perform at or above Level 3 on the NYS Science exam

Title II, Part A - Fiscal Information - Distribution of Funds

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

- Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds:

	Amount (\$ or #)
Total Title II, Part A Allocation +/- Funds Subject to Transferability (\$)	23,793
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	819
Total Number of K-12 Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	0

- Based on the information provided above, please find in the chart below the Title II, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

	Title II, Part A <u>Per Pupil Amount</u> (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School Share</u> (\$)
Title II Calculations	29.05	23,793.00	0.00

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ESSA Programs - Title II Part A - Use of Funds

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

1. 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.[1]. Common roles for coaches include:

- **Instructional:** Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- **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; and
- **Data:** Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

[1] Matthew A. Kraft, David Blazar, Dylan Hogan. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, November 2016.

- 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.

1a. Title II, Part A funding amount for the 2018-19 school year - Instructional Coaching.

23,793

2. 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 weekly 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[1]. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature[2].

[1] Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza. Effective Teacher Professional Development. Learning Policy Institute. 2017, p. 17. Available at https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

[2] Rhonda Barton and Jennifer Stepanek. The Impact of Professional Learning Communities. Principal's Research Review, a publication of the National Association of Secondary School Principals. Volume 7, Issue 4, July 2012.

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

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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning[1]. Effective pre-service and in-service principal training programs[2] should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

[1] Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al., Learning from Leadership: Investigating the Links to Improved Student Learning, Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 2010, 9. Available at www.wallacefoundation.org

[2] Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, Margaret Orr. Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs – Final Report, Stanford, 2007. Available at <http://www.wallacefoundation.org/knowledge-center/pages/preparing-school-leaders.aspx>

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

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

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms[1]. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

[1] Benjamin Backes and Michael Hansen. Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative, National Center for Analysis of longitudinal Data in Education Research, January 2018. Available at <https://caldercenter.org/publications/reaching-further-and-learning-more-evaluating-public-impacts-opportunity-culture>

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

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

CONDITIONS OF USE: High-quality mentoring and induction programs[1] provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers' skills in lesson planning and analyzing student work.

[1] Rebecca Schmidt, Viki Young, Lauren Cassidy, Haiwen Wang, & Katrina Laguarda. Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students, SRI Education, 2017. Available at https://www.sri.com/sites/default/files/publications/ntci3val_execsumm_2017.pdf

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

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ESSA Programs - Title II Part A - Use of Funds

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

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance[1],[2]. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning[3].

[1] Cowan, J., & Goldhaber, D. National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell, 2015.

[2] The Proven Impact of Board Certified Teachers on Student Achievement. National Board for Professional Standards Impact Brief. Available at http://nbpts.org/wp-content/uploads/impact_brief_final.pdf

[3] Information about National Board Certification available on their website at <http://www.nbpts.org/practice-policy/policy/>

- 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.

7. Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

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

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

8. 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 screening candidates and enabling early hiring; B), offering differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas; C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

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

9. Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

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

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ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

CONDITIONS OF USE:

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

- Extend for multiple years during the early grades[1], with a focus on low-income and minority students[2];
- Reduce class sizes to 15-18 students or fewer [3] (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan[4].

[1] Krasnoff, B. (2014). What the Research Says About Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers: A Compendium of the Evidence on Title II, Program-Funded Strategies. Education Northwest, Northwest Comprehensive Center. <https://eric.ed.gov/?id=ED558138>

[2] Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. NCPEA Policy Brief, 1(2), 1-9. <https://eric.ed.gov/?id=ED540485>

[3] Darling-Hammond, L., Lam, L., Mercer, C., and Podolsky, A. (2016) Evidence-Based Interventions: A Guide for States. Learning Policy Institute. <https://learningpolicyinstitute.org/product/evidence-based-interventions>

[4] Center for Public Education's page about class size reduction: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

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

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

CONDITIONS OF USE:

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

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

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

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

24. Is the LEA using Title IIA funds for Other class size reduction activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

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

Title IIA - Use of Funds - Funds to Zero

25. As the LEA completes the questions on this page, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title II, Part A <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title II, Part A Use of Funds	23,793.00	0.00

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

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

Title III ELL - Program Information

- In the space provided below, please describe your Title III, Part A - ELL program in terms of specific English Language Learner (ELL) needs and/or obstacles confronting the LEA that impact ELL student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

GUGCS uses a number of assessments to monitor student growth and development toward English language proficiency. The ELL team meets regularly to review student data on the acquisition of reading and comprehension skills generated through internal rubrics as well as other internal assessments. Based on this ongoing communication and use of data, the team is able to revise individualized plans to help each student meet grade level standards and prepare for the NYSESLAT exam as well as gauge the overall effectiveness of the ESL program.

To support English Language Learners in the classroom or in small group instruction outside of the classroom, teachers at Growing Up Green Charter School employ the Sheltered Instruction Observation Protocol (SIOP) Model. The SIOP Model is a research-based and validated instructional model for lesson design and delivery that has been proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model uses eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English Language Learners. The SIOP model is effective within a variety of program models, including: team-teaching, push-in and pull-out. ESL program research indicates successful performance on ELA assessments is based on the development of both oral proficiency and cognitive academic language proficiency, which includes the language skills required for literacy and complex thinking, such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. GUGCS expects that as ELLs progress in the elementary and middle school, they will achieve the required proficiency in English to be declassified from ELL status.

We currently have an ELL coordinator as well as three ELL teachers who are experts in English as a Second Language and provide in and out of classroom support to ELL students and former ELL students at various levels of proficiency to develop their literacy skills.

- 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.**

To measure the impact of the activities listed above, GUGCS strives for all students to make significance progress towards declassification and measures this through internal assessment as well as the NYSESLAT exam.

Title III ELL - Calculation of Proportionate Share

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

- Please complete the following chart, *using the LEA's own individual allocation*, to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds:

	Amount (\$ or #)
Total Title III, Part A ELL Allocation + Funds Transferred for Title III ELL Purposes(\$)	10,290
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	70
Total Number of K-12 ELL Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	0

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

	Title III, Part - ELL <u>Per Pupil Amount</u> (\$)	Title III, Part - ELL <u>LEA Share</u> (\$)	Title III, Part A - ELL <u>Private Share</u> (\$)
Title III ELL Calculations	147.00	10,290.00	0.00

Title III ELL - Intent to Apply

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

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

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

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

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ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Title IV, Part A - Program Information

Newly authorized under subpart 1 of Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program is intended to help meet the goal of providing all students with a high-quality education by increasing the capacity of local educational agencies (LEAs), schools, and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

A comprehensive needs assessment should be used to determine the appropriate use of funds as they relate to the three content areas. LEAs may apply for Title IV, Part A funds as a single applicant, as a member of a consortium, or as the lead member of a consortium. In addition, LEAs and consortiums with allocations greater than \$30,000 must use a minimum of 20% of their total allocation to support both *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas, AND use a portion to support *Effective Use of Technology*. Additionally, LEAs and consortiums may use no more than a maximum of 15% of funds allotted to *Effective Use of Technology* for equipment and infrastructure.

An LEA may reserve up to 2% of its Title IV Part A allocation for direct administrative costs associated with carrying out allowable activities.

- In the space provided below, please describe your Title IV, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. In addition, please describe the recent comprehensive needs assessment used by the district to determine these challenges as they relate specifically to each of the Title IV, Part A content areas for which the LEA intends to allocate funds - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.**

As part of our needs assessment, we determined that one of the primary reasons for the school's continued gains in academic achievement is the development and retention of strong teachers. We offer a highly supportive environment where teachers are given the opportunity to grow in their practice, improve their skills, and receive continual coaching and support. Therefore, we determined that Title IV would best be utilized as a transfer to Title II to help offset some of the costs incurred by our extensive professional development initiatives.

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

The ultimate goal at GUGCS is to provide a well-balanced and rigorous foundation of learning that meets diverse student learning needs and promotes student achievement. As such, the school's efforts to foster effective instruction through professional development are embedded in all elements of the school's programming. The success of this endeavor will be measured by the attainment of the school's achievement goals:

- The school will show progress towards achieving 75% of students at or above Level 3 on the NYS ELA and Math exams
- 75% of all students will perform at or above grade level on the FastBridge Reading and Math tests
- 75% of all students will perform at or above grade level on the Fountas and Pinnell Benchmark System
- 50% of Grade 8 students will pass the Integrated Algebra I NYS Regents Exam with at least a score of 70%
- 75% of 4th and 8th graders will perform at or above Level 3 on the NYS Science exam

- The local educational agency (LEA) assures that it shall use Title IV funds, as designated in the following charts, in a manner consistent with the results of the comprehensive needs assessment described above as they relate to the Title IV content areas - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.**

YES, the LEA provides the above assurance.

Title IV, Part A - Calculation of Proportionate Shares

- Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds:

	Amount (\$ or #)
Total Title IV, Part A Allocation +/- Funds Subject to Transferability (\$)	0
Title IV, Part A Program Administration Costs (Public and Private Schools - not to exceed 2%) (\$)	0

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ESSA Programs - Title IV, Part A - SINGLE APPLICANT

	Amount (\$ or #)
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	819
Total Number of K-12 Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	0

5. Based on the information provided above, please find in the chart below the Title IV, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

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

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ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Title IV, Part A - Use of Funds

1. The following chart represents the minimum Title IV, Part A funding amounts of 20% each that an LEA is required to allot to the *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas if its allocation is greater than \$30,000. Additionally, all LEAs, regardless of their Title IV, Part A allocations, may use no more than a maximum of 15% of funds allotted to the *Effective Use of Technology* content area for equipment and infrastructure.

	Well-Rounded Educational Opportunities <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	Safe & Healthy Students <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	<u>Maximum</u> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Title IV Content Area Minimum/Maximum	0.00	0.00	0.00

2. Based on the information provided in the following use of funds charts (Items 3, 4 and 5), please find Total Amounts allocated to each of the Title IV, Part A content areas - *Well-Rounded Educational Opportunities*, *Safe and Healthy Students*, and/or *Effective Use of Technology*.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Educational Technology TOTAL (\$)
Content Area Use of Funds	0.00	0.00	0.00

3. Please complete the chart below by identifying the allowable activities associated with Well-Rounded Educational Opportunities, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Science, Technology, Engineering, and Mathematics	0
Music and Arts	0
Foreign Language Instruction	0
Accelerated Learning Programs	0
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0
Civics Instruction	0
College and Career Counseling	0
Social Emotional Learning	0
Environmental Education	0

4. Please complete the chart below by identifying the allowable activities associated with Safe and Healthy Students, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Preventing Bullying and Harassment	0
Relationship-Building Skills	0
School Dropout Prevention	0
Re-Entry Programs and Transition Services for Justice Involved Youth	0
School Readiness and Academic Success	0

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ESSA Programs - Title IV, Part A - SINGLE APPLICANT

	Funding Amounts (\$)
Child Sexual Abuse Awareness and Prevention	0
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0
Suicide Prevention	0
Violence Prevention, Crisis Management and Conflict Resolution	0
Preventing Human Trafficking	0
Building School and Community Relationships	0
Culturally Responsive Teaching and Professional Development of Implicit Bias	0
Drug and Violence Prevention	0
Health and Safety Practices in School or Athletic Programs	0
School-Based Health and Mental Health Services	0
Healthy, Active Lifestyle, Nutritional Education	0
Physical Activities	0
Trauma-Informed Classroom Management	0
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0
Chronic Disease Management	0

5. Please complete the chart below by identifying the allowable activities associated with Effective Use of Technology, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Provide Personalized Learning	0
Discover, Adapt, and Share High-Quality Resources	0
Implement Blended Learning Strategies	0
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0

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Equitable Services - Equitable Services

Equitable Services

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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Budgets/Narratives - Budgets/Narratives

Budget/Narrative - Title I, Part A

1. Upload a completed and signed copy of the FS-10 Budget for Title I, Part A.

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

(No Response)

2. Upload a completed copy of the Budget Narrative for Title I, Part A.

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

(No Response)

Budget/Narrative - Title I, Part D

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

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

(No Response)

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

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

(No Response)

Budget/Narrative - Title IIA

5. 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).

(No Response)

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

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

(No Response)

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

PLEASE NOTE - Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information. LEAs applying as a MEMBER of consortium do not upload budget documents.

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

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

(No Response)

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

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

(No Response)

Budget/Narrative - Title III - Immigrant Education

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Budgets/Narratives - Budgets/Narratives

9. Upload a completed and signed copy of the FS-10 Budget for Title III, Part A Immigrant Education.

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

(No Response)

10. Upload a completed copy of the Budget Narrative for Title III, Part A Immigrant Education.

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

(No Response)

Budget/Narrative - Title IV, Part A

PLEASE NOTE: The following instructions are specific to LEAs applying for Title IV, Part A funds:

- Both a completed FS-10 and a Budget Narrative are required for all LEAs applying as a *SINGLE APPLICANT*.
- Both a completed FS-10 and a Budget Narrative are required for all LEAs applying as the LEAD APPLICANT of consortium. The budget and narrative submitted by the lead applicant should reflect the funding for the *entire consortium* as a whole.
- LEAs applying as a consortium MEMBER should submit neither a budget nor a narrative.

11. Upload a completed and signed copy of the FS-10 Budget for Title IV, Part A.

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

(No Response)

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

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

(No Response)

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

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

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

(No Response)

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

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

(No Response)

Funded Administrator

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

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

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

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Submission Summary - Submission Summary

Funding Summary - Title I, Part A

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

	Title I, Part A Allocation (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I Part A Private School Share (\$)
Title I, Part A Summary	165,165.00	336.38	165,165.00	0.00

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

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A Summary (Cont.)	1,000.00	164,165.00

Funding Summary - Title I, Part D

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

	Title I, Part D Allocation (\$)
Title I, Part D Summary	0.00

Funding Summary - Title II, Part A

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

	Title II, Part A Allocation (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II Summary	23,793.00	29.05	23,793.00	0.00

Funding Summary - Title III ELL/Immigrant

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

	Title III - ELL Allocation (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	10,290.00	147.00	10,290.00	0.00

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

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

Funding Summary - Title IV, Part A

PLEASE NOTE: Applicants should find summary information for *only one* of the three charts found in this section. If information is found in more than one chart, applicants may have inadvertently provided information for a type of application - SINGLE applicant, MEMBER of a consortium, and/or LEAD APPLICANT of a consortium - other than intended. Please return to the "ESSA Programs" section to remove/update this information.

7. *As applicable*, the following represents a summary of **Title IV, Part A SINGLE APPLICANT** funding figures based on the

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Submission Summary - Submission Summary

information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Single Applicant Summary	0.00	0.00	0.00	0.00

8. As applicable, the following represents a summary of **Title IV, Part A LEAD APPLICANT** funding figures based on the information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Lead Applicant Summary	0.00	0.00	0.00	0.00

9. As applicable, the following represents a summary of **Title IV, Part A CONSORTIUM MEMBER** funding figures based on the information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Consortium Member Summary	0.00	0.00	0.00	0.00

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

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

	Title V Rural Low Income Student (RLIS) Allocation (\$)
Title V RLIS Summary	0.00