

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.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Introduction - 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	Matt McSorley	718-858-7813	mmcsorley@paveschools.org
McKinney-Vento Homeless Liaison	Jessica Tappan	718-858-7813	jtappan@paveschools.org
Neglected/Delinquent Transition Liaison	Jessica Tappan	718-858-7813	jtappan@paveschools.org
Foster Care Student Point of Contact	Jessica Tappan	718-858-7813	jtappan@paveschools.org
Migrant Student Data Point of Contact	Jessica Tappan	718-858-7813	jtappan@paveschools.org

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

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.

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

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)

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

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.

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

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)

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

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.**

PAVE Consultation form.pdf

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

No, the LEA received an allocation but does not intend 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 received an allocation but does not intend to apply 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 <i>FROM</i>	Transfer <i>TO</i>	Funding Amount (\$)
Title IV, Part A - Student Support and Academic Enrichment	Title II, Part A - Supporting Effective Instruction	11,310

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

11,310.00

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

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

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

- 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.**

PAVE Academy Charter School is located in Red Hook, Brooklyn, and 50% of our families live in the Red Hook houses, one of the largest public housing developments in New York City, and the remaining students live in other public housing complexes and/or low-income neighborhoods in Brooklyn. District schools in the neighborhood are among the lowest performing in the city. We have a higher percentage of students with special needs than the average for the New York City Department of Education. Due to our proximity to the neighborhood of Sunset Park, we also have a high percentage of ELL students, children of immigrants and children of non-English speakers.

We assess the needs of our students on an ongoing basis by reviewing student performance on NYS ELA, Math and Science exams and internally administered diagnostic, formative and summative assessments, including those aligned with intervention programs in use for struggling learners. This data shows that the majority of our students are falling behind, and supplemental instruction is required for those students. For example, in Grades 5-8, 81% of our children started last school year reading below grade level.

To address this need, we offer a system of interventions and supplemental supports to all students at-risk of academic failure. Students are identified for these services by interim assessment data as well as teacher feedback and internal performance rubrics. We assess students three times annually using Fountas & Pinnell as well as Interim assessments that align to New York State Exams to ensure we're making adequate progress toward annual goals and meeting the needs of our students.

Our primary means of provided interventions and targeted instruction are our co-taught classrooms and the work of our interventionists. In our Elementary School (grades K-4), we have co-teachers in classrooms, as well as interventionists who provide both push-in and pull-out instruction. One of every two classrooms is ICT. In our Middle School (grades 5-8), one of every two classrooms in a grade team is ICT and co-taught, with additional services provided by a team of interventionists. Additionally, grades K-4 have additional time every day for guided reading, and middle school has leveled literacy instruction, paired with double-blocked math and ELA. For younger students we also support with SpringBoard, a summer supplemental program that runs five days a week and builds skills with parents as well as students. Teachers are supported during Mastery season by the Curriculum Team at the school's CMO, PAVE Schools, who provide analysis of weekly data, so that students can be targeted for specific, timely interventions.

- 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.**

Through the activities listed above, our primary goal is to improve reading score for all students, according to the following benchmarks:

- All students at grade level will demonstrate growth of one year,
- All students 1 year below grade level will advance 1.25 years,
- All students two or more years below grade level will advance 1.5 years.

Additionally, the school will measure the success of our Title I funded program by our progress toward meeting the school's overall charter goals.

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.

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

	Amount (# or \$)
Total Title I, Part A Allocation + Funds Transferred for Title I Purposes (\$)	160,849
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	490
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

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

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

	Amount (# or \$)
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 (#)	322
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	499.53	160,849.00	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	499.53	27	13,487.34	2,700.00

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	499.53	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)	5,000
Neglected Youth Reserve (See Chart 2B)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	0
Improvement Reserve (Optional for FOCUS LEAs, and includes optional Public School Choice)	0

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

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

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	160,849.00	5,000.00	155,849.00

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 (\$)
PAVE Academy Charter School	331500860 927	K-8	Targeted Assistance (TA)	490	322	65.71	155,849

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	155,849.00	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.

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.

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

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

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.

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

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.**

Through our needs assessment last year, we found that 84% of our Middle School students (Grade 5-8) were below grade level (BGL) in reading, as determined by their Beginning of Year Fountas & Pinnell data. Of these student, 4% were approaching grade level, 32% were BGL, and 48% were over two years BGL. Because of this, we have established a goal for all students below grade level to advance a reading level equal to 1.25 to 1.5 years in 2018-19. To support this work, our teachers will require substantial trainings in Leveled Literacy Intervention (LLI), with ongoing coaching from the Academic Deans and the CMO’s Curriculum Team (consisting of a Director of Literacy and literacy and math specialists for Elementary School and Middle School).

To accomplish this, the Academic Deans will coach their teams regularly by observing, providing feedback, and holding one-on-one meetings regularly. They will target their support by assessing needs during observations and will establish measurable goals in our coaching platform, Whetstone, so that teachers can track their progress toward those goals. The Curriculum Team will use data trackers to assess student progress and teacher performance, and meet regularly with principals and academic deans to discuss findings.

During Mastery Season, January through May, data collection is constant, and used to adjust teaching on daily & weekly bases. Data sources for all involved (teachers, deans, members of the curriculum team, principals) include:

- Exit tickets
- Interim assessments: three per year, both ELA and Math
- Fountas & Pinnell assessments: three per year: Beginning of year for all students, middle for targeted students, end of year for all students (
- Mastery Quizzes, held weekly during Mastery Season

In addition, we partner with external professional development experts to support our teachers. This work includes coaching focused on the implementation of a framework for teaching math that is connected deeply to how the child’s brain naturally attends to basic mathematical concepts and ongoing training on literacy instruction. Our teaching staff and leadership also receive curriculum support and professional development from the CMO Curriculum Team. Principals coach academic deans formally/regularly, and also teaching staff as needed. Principals are coached by our Managing Director (MD), who’s housed at the CMO.

- 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.**

Through the coaching and professional development activities listed above, PAVE expects that all teachers will meet their individual professional development goals set by the Curriculum team in partnership with the Managing Director, Academic Deans and Principals.

Professional development will also gauged by the school’s attainment of the reading improvement goals, as follows:

- All students at grade level will demonstrate growth of one year,
- All students 1 year below grade level will advance 1.25 years,
- All students two or more years below grade level will advance 1.5 years.

Finally, the school will measure the success of our professional development by our progress toward meeting the school’s overall charter goals.

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 (\$)	28,456
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0

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

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

	Amount (\$ or #)
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	490
Total Number of K-12 Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	0

4. 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	58.07	28,456.00	0.00

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

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.

28,456

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.

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

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.

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

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.

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

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.

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

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.

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

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	28,456.00	0.00

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

- 1. 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.**

PAVE Academy Charter provides its students with a wide-range of special programs designed to enrich the learning environment and to focus on development of the whole child. In addition, our small school environment and close-knit community provides a safe haven for our students. Therefore, in our needs assessment, we determined that Title IV, Part A would better serve the school community by providing additional funding to be applied to our professional development program, which was funded at a much higher level by Title II last year. Professional development will be focused this year on closing the persistent gap we have identified in reading between our students and their peers in more advantaged communities, as evidenced by Fountas & Pinnell data.

- 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.**

Through the coaching and professional development activities listed above, PAVE expects that all teachers will meet their individual professional development goals set by the Curriculum team in partnership with the Managing Director, Academic Deans and Principals.

Professional development will also be gauged by the school's attainment of the reading improvement goals, as follows:

- All students at grade level will demonstrate growth of one year,
- All students 1 year below grade level will advance 1.25 years,
- All students two or more years below grade level will advance 1.5 years.

Finally, the school will measure the success of our professional development by our progress toward meeting the school's overall charter goals.

- 3. 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

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

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

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

	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
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	490
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

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

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

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

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

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

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.

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

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).

FS10_Budget_PDF_PAVE Academy CS_Title I_signed.pdf

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).

Budget_Narrative - PAVE CS - Title I.docx

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).

FS10_Budget_PDF_PAVE Academy CS_Title II_signed.pdf

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).

Budget_Narrative - PAVE CS - Title II.docx

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

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

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).

FS10_Budget_PDF_PAVE Academy CS_Title IV_signed.pdf

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).

Budget_Narrative - PAVE CS - Title IV.docx

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?

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

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	160,849.00	499.53	160,849.00	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.)	5,000.00	155,849.00

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	28,456.00	58.07	28,456.00	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	0.00	0.00	0.00	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

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

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