

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**Introduction - Executive Summary

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**Executive Summary**

BUFFALO CITY SD

**2019-20 Consolidated Application for ESSA-Funded Programs****Background Information:**

NYSED has developed the online *2019-20 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-Funded programs to local educational agencies (LEAs) across the state.

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 Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2019-20 Consolidated Application for ESSA-Funded Programs* can be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at [conappta@nysed.gov](mailto:conappta@nysed.gov).

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**Introduction - Submission Instructions

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**Submission Instructions****Directions for Completing the Application:**

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.

**Directions for Submitting the Application:**

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), 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 NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: 2019-20 Consolidated Application for ESSA-Funded Programs*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

The 2019-20 Consolidated Application for ESSA-Funded Programs is due by August 31, 2019.

Signed Budget documents must be postmarked by no later than August 31, 2019.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Introduction - Point of Contact Information

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**Point of Contact Information**

- 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	Jaime Cohen	7168163998	jcohen@buffaloschools.org
McKinney-Vento Homeless Liaison	Hoa Mai	7168163672	hmai@buffaloschools.org
Neglected/Delinquent Transition Liaison	Molly Halady	7168163036	mhalady@buffaloschools.org
Foster Care Student Point of Contact	Hoa Mai	7168163672	hmai@buffaloschools.org
Migrant Student Data Point of Contact	Dolores Foxworth	716-816-3035	dfoxworth@buffaloschools.org

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

Assurances & Consultation - Section 8306 Assurances

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**Section 8306 Assurances**

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Assurances & Consultation - State and Federal Assurances

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**State and Federal Assurances (Part 1 of 8)**

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

**Federal Assurances and Certifications, General:**

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

**Federal Assurances and Certifications, ESEA:**

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

- ESEA Assurances
- School Prayer Certification

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

YES, the LEA provides the above assurances.

**Supplement Not Supplant (Part 2 of 8)**

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

**Title I Assurances (Part 3 of 8)**

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

## Assurances &amp; 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.

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

## Assurances &amp; 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 8)

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

YES, the LEA provides the above assurances.

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

YES, the LEA provides the above assurance.

## Title III Assurances (Part 5 of 8)

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

YES, the LEA provides the above assurances.

## Title IV Assurances (Part 6 of 8)

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

Yes, the LEA provides the above assurance.

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

## Assurances &amp; Consultation - State and Federal Assurances

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurances.

**McKinney-Vento Assurances (Part 7 of 8)**

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

YES, the LEA provides the above assurance.

**Migrant Education Program Assurances (Part 8 of 8)**

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

YES, the LEA provides the above assurances.



**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Assurances & Consultation - Consultation & Collaboration

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**Consultation & Collaboration**

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 "2019-20 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.)**

Title III Consultation Collaboration 2019-2020.pdf

Consultation and Collaboration Signature Docs.pdf

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Intent to Apply

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**Intent to Apply**

BUFFALO CITY SD

**1. Does the LEA intend to apply for Title I, Part A funding for the 2019-20 school year?**

Yes, the LEA intends to apply for Title I, Part A funding for the 2019-20 school year.

**2. Does the LEA intend to apply for Title I, Part D funding for the 2019-20 school year?**

Yes, the LEA intends to apply for Title I, Part D funding for the 2019-20 school year.

**3. Does the LEA intend to apply for Title II, Part A funding for the 2019-20 school year?**

Yes, the LEA intends to apply for Title II, Part A funding for the 2019-20 school year.

**4. Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2019-20 school year?**

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2019-20 school year.

**5. Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2019-20 school year?**

No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2019-20 school year.

**6. Does the LEA intend to apply for Title IV, Part A funding for the 2019-20 school year?**

Yes, the LEA intends to apply for Title IV, Part A funding for the 2019-20 school year.

**7. Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2019-20 school year?**

No, the LEA did not receive an allocation for Title V, RLIS funding for the 2019-20 school year.

**Transferability****8. Does the LEA intend to use Transferability for the 2019-20 school year?**

No, the LEA does not intend to use Transferability in 2019-20.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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

BUFFALO CITY SD

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

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

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

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

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

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

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,297 students in 60 facilities. In the school year of 2018-19, 81.52% of all students were designated economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 18% English language learners (ELLs), representing over 86 different languages and 76 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 22.55%, of the total district population.

During the 2017-18 and 2018-19 school years, Title I funds were used to support multiple major initiatives, which provided the District with valuable data to make informed decisions as we move into 2019-20.

#### *Survey for Federally-Funded Programs*

In Spring 2019, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for federally-funded programs. The digital survey was available in both English and Spanish, and paper surveys were also available in Arabic, Bengali, Burmese, Karen, Nepali, Somali and Swahili and were printed and sent home to non-English speaking parents and returned to the Federal Programs office through the schools at no expense to the District or parents. Even though the surveys were available in multiple languages, only one paper response was received (from a parent that speaks Burmese) and it stated "no opinion" for every option. The District expects a substantial improvement for spring 2020.

The 733 respondents identified themselves in as follows:

- 229 were City of Buffalo residents
- 515 were Buffalo Public School employees
- 1 was a Board of Education member
- 21 were Buffalo Public Schools building administrators
- 21 were Buffalo Public Schools central office administrators
- 1 was a charter/private school administrator
- 24 were members of a community-based organization/partner of Buffalo Public Schools
- 14 were members of a home that speaks a language other than English
- 3 were members of a Native American tribe
- 31 were paraprofessionals at a Buffalo Public School
- 53 were parents/guardians of students attending a Title I Buffalo Public School
- 39 were parents/guardians of students attending a non-Title I Buffalo Public School
- 34 were parents/guardians of a student who attends a private school/charter school
- 9 were representatives of higher education
- 4 were students who attend a Title I Buffalo Public Schools
- 1 was a student who attends a non-Title I Buffalo Public School
- 29 were District support staff
- 356 were Buffalo Public Schools teachers
- 2 were teachers at a private/charter school
- 28 Other respondents identified themselves as coaches, substitute teachers, volunteers, parents of special education students (specifically), PTO president, social workers, school nurses, librarians, school psychologist and counselors, work-based coordinators, BPS alumni, and parents of BPS alumni.

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2019-20 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-GCZDYV5G8/>

#### *Reduced Class Size*

During the 2015-16 school year, the District implemented a reduced class size initiative for kindergarten students as part of the school-based budgeting process. Each year since, principals were encouraged to expand this initiative one grade level. This initiative was, by far, the most supported of all our District initiatives for 2018-19 and 2019-20, according to the Spring 2018 and 2019 Survey for Federally-Funded Programs. Overall, 636 (87.48%) of respondents indicated support for this initiative's continuation this past spring.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

Two methods of class size reduction were implemented. The preferred method was the addition of elementary classrooms so that the physical number of students in a classroom was reduced. When space did not allow for this, additional teachers were added to the classrooms to reduce the teacher-student ratio. While both methods of reducing the student-to-teacher classroom ratio were implemented, supplemental classrooms were the most common.

Although there is little research on the effect of reducing elementary grade classrooms to a class size of 20 students or less, physical space and fiscal resources were key barriers in reducing the existing class sizes even further. The Buffalo City School District conducted a longitudinal study in 2018 and 2019 on reduced class size.

The 2015-16 cohort of kindergarten students completed 3rd grade during the 2018-19 school year. As a result, this cohort has experienced reduced class sizes from kindergarten through 3rd grade. The scores on DIBELS Next, attendance and suspensions were compared in grades kindergarten through Grade 3 in two kindergarten cohorts: (i) 2015-2016 kindergarten cohort - reduced size classroom (RSC) cohort, and (ii) 2014-2015 kindergarten cohort – non-reduced size classroom (NRSC) cohort. Scores on Kindergarten BOY (beginning of the year), EOY (end of year), Grade 1 EOY, Grade 2 EOY and Grade 3 EOY were analyzed in students in general education and integrated co-teaching classrooms. All students had data points on all the four assessments and Kindergarten BOY was used as baseline. The results of the analysis suggested that there is a significant association between reduced size classrooms and student proficiency levels on DIBELS in some subgroups and grades. For example, current year 3rd grade students out-performed previous year 3rd grade students on kindergarten EOY (end of the school year assessment). The results of the internal study suggested significant difference between reduced size and non-reduced size classroom students' end of the year DIBELS assessment proficiency difference in favor of the following student subgroups: (a) female students, Asian students and students with disabilities in Kindergarten, (b) male students, Hispanic, Multicultural and White students in Kindergarten and Grade 2, (c) English as New Language Learners in Kindergarten and Grade 1.

The attendance of students in reduced size classrooms was significantly higher in kindergarten and 3rd grade than in their peers in classrooms where class size was not reduced. For example, attendance in 2018-19 in 3rd grade reduced size classroom is significantly higher (93.2%) than attendance in 2017-18 in 3rd grade non-reduced size classroom 92.0%. Likewise, the number of unique students suspended (both long and short term) in classrooms with reduced class size seemed to be significantly lower in each grade level studied as well. In 2017-18, 25 (0.9%) of 3rd graders received long term suspension and 215 (7.6%) short term. By comparison, in 2018-19, 9 (0.4%) of 3rd graders received long term suspension and 153 (6.3%) short term.

Based on this positive outcome data and the strong support from all stakeholder groups, Buffalo Public Schools intends to continue funding the reduced class size initiative using a combination of Title I and Title IIA funds for the 2019-20 school year. Title I funds will be used to fund 36 FTE reduced class teachers through the school-based budgeting process. 405 of the reduced classrooms will be English speaking (K-102 classrooms, Grade 1- 98 classrooms, Grade 2-106 classrooms, Grade 3-99 classrooms) and 29 of the classes will be Bilingual (K-7 classrooms, Grade 1- 7 classrooms, Grade 2 – 7 classrooms, Grade 3-8 classrooms). Title I is one of many funding sources used to make this initiative possible.

*Literacy Support for Struggling Readers*

The reading intervention courses offered to K-8 students in 2019-20 will include Tier 1-3 Response to Intervention (RTI) for grades K-6 students and Academic Intervention Services (AIS) to Grade 7 and Grade 8 students. Students in grades K-6 are assigned to reading interventions based on multiple measures, including their DIBELS Next beginning of the year (BOY) assessment, which is used for benchmarking. Later, students are assessed in the middle of the year (MOY) and at the end of the year (EOY). In 2018-19, intervention programs were offered in all elementary schools in the District.

According to the Spring 2019 Survey for Federally-Funded Programs, 422 (58.05%) of respondents support continuing digital reading and adding math intervention programs for struggling students. In addition, 370 (51.6%) of respondents supported on-site, job-embedded literacy coaching and support for teachers. 341 (47.56%) stated that they support providing training for teachers in using assessment data to individualize instruction for students based on their needs. 361 (50.35%) respondents supported training staff on new learning standards (math, English, science, social studies).

Literacy coaches provide building-level, side-by-side professional development support in scientific research-based effective instruction in Title I schools. For 2019-20, 39 FTE literacy coaches are allocated to elementary schools and 1 additional literacy coach was chosen by a building administrator from their school-based budget allocations. There are 48.5 FTE support reading teachers in 35 Elementary Schools in total, supported by both Title I and additional funding sources.

In order to evaluate the effectiveness of the literacy coaching initiative, classroom teachers participated in a 2019 survey on coaching support that yielded 307 staff responses. 177 of these respondents reported utilizing the literacy coach. Most respondents stated they received both one on one

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

support and small group support. This is a strong indicator that teachers who want assistance from an instructional and/or literacy coach can access the support. The highest percentage of teachers received assistance with data analysis and lesson planning. Stakeholders identified in comment section in survey that they would like more reading teachers and more training for teachers on early literacy strategies.

The existing supports for struggling readers have been showing gains. ELA achievement was measured by the percentage of students (District-wide) scoring as proficient on the NYS ELA assessments. These percentages are on the rise: 2014 – 12%; 2015 – 12%; 2016 – 16%, 2017 – 18%, and 2018 – 23%. Given this trend data, the Buffalo City School District intends to use Title I funds to continue to support these initiatives.

Literacy support, however, is needed beyond the elementary grades. Middle and high school students also struggle with literacy, and intervention programs and supports are also needed. The District has implemented a new literacy intervention program from Lexia Learning, along with professional development for teachers. A key component will be staff development and on-site coaching support by an English Language Arts helping teacher (teacher on special assignment).

In addition to professional development in the Lexia Learning reading intervention program, literacy coaches and reading teachers will take part in Trainer of Trainer (ToT) training in Languages Essentials for Teachers of Reading and Spelling (LETRS). The goal of this professional development initiative is to help teachers across all grade levels understand the connection between classroom instruction and the science of how students learn to read. In reviewing the 2019-2020 Professional Development Needs Assessment, 67% of administrators would like teachers to receive Next Generation ELA Learning Standards training.

The Federal Programs Survey also revealed strong support for other subject areas as well. 361 (50.35%) respondents supported training staff on new learning standards (math, English, science, social studies). For 2019-20, the District plans to use Title I funds to provide teachers on special assignment for the four core subject areas. These teachers on special assignment will be responsible for mentoring, coaching, lesson plan assistance and on-site professional development. This is particularly critical as the education standards have changed, and a large number of teachers are requesting this additional support.

*Expanded Learning Time*

The District's Expanded Learning Time (ELT) initiative is after-school programming that includes academic support and enrichment opportunities for primary and secondary school students in Title I schools. After-school programs run two hours per day, five days per week in elementary buildings and one or two hours per day, four days per week in high schools. The purpose of after school programming is to help students become healthy, college and career ready, contributing members of their community.

The Buffalo Public Schools follows a three-part after-school framework consisting of academic enrichment, positive youth development, and health and wellness. The academic enrichment activities supplement, enhance or reinforce what is learned during the regular school day. Activities may include but are not limited to: homework support, learning activities aligned with Common Core Learning Standards, read-alouds and independent reading opportunities, literacy and/or mathematics intervention/enrichment, computer programs, science, technology, engineering, mathematics STEM-focused opportunities, credit recovery opportunities (for high school programs), Regents review, embedded strategies from the District writing initiative, and using the myON digital reading program.

The positive youth development component encourages students to develop into well-rounded adults who are contributing members of their communities. Activities vary by school and may include: programs that target social-emotional needs of students, art, music, theatre, dance, college and career exploration, life skills, resiliency, esteem building activities, leadership and civic engagement, conflict resolution, anti-bullying, cultural exploration, character development and leadership programs.

The health and wellness component activities may include: physical recreation activities, sports and fitness instruction, nutrition and healthy eating habits. The sports and recreation activities vary by school based on the interests of the student body and the requests of the School Based Management Teams at each site.

In collaboration with other supplemental grant funding sources, specific supports for English Language Learners will also be a key component of the 2019-20 ELT program. This includes after school Regents preparation classes for ELL students, Saturday high school academies, Saturday Latino middle school academy, Saturday Heritage Program, and Summer Jump Start/Se Levanta Programs.

The Spring 2019 Survey for Federally-Funded Programs also indicated strong support from stakeholders. 483 (66.44%) of respondents support the continuation/expansion of this initiative. 504 (69.61%) support specialized after-school programming for English Language Learners.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title I Part A - Program Information (1 of 6)

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In the 2018-19 school year, the District population was 33,297, of which 8,655 students participated in afterschool program (26%). Although a direct correlation between the ELT programs and academic outcomes cannot be attributed to ELT alone, there is strong research to support that students who attend school more often perform better academically. Therefore, the higher attendance rates and lower suspension rates of students who participated in the ELT program indicate a higher likelihood of stronger academic performance in the classroom compared to non-participating students. Likewise, due to the limited capacity of the program (due to staff availability and fiscal resources), only the most academically needy students were given priority to participate. Most of those participating students were well below the NYSED assessment standards for proficiency, so even an improvement in their skills in math and reading likely helped them improve, but not always reach grade level proficiency. This is not an indicator of an unsuccessful program, rather it indicates the high needs of these students to continue receiving the extra academic supports.

Overall school attendance rates were around between 1.6 % -3% in most grade levels for students that attended an afterschool program. The most notable difference was in grade 12, with a 12 % higher attendance rate. ELT-participant males had a 1.9% higher rate of attendance than non-participant peers, and females also had a 1.9% higher attendance rate. Economically disadvantaged students who attended the ELT program had an attendance rate of 2.5% higher than their non-participant peers, and English Language Learners had a 2.8% higher attendance rate. Special education students had a 2% higher attendance rate. This shows that the most significant gains in student attendance were in our highest need student subgroups.

Student suspension data was also impacted. According to 2018-19 District data, the number of ELT program participants (individual students) in the following grade levels showed a decrease suspension rate: Kindergarten (.4%), Grade 1 (1.3 %), Grade 2 (.5%), Grade 5 (1%).

*Parent & Family Engagement*

Parents involvement is a critical element of student academic success. According to NEA Today, “Students with involved parents or caregivers earn higher grades and test scores, have better social skills, and show improved behavior.” Given the size of our student (and family) population, the high percentage of families experiencing extraordinary needs, and the number of languages spoken, increasing parental involvement in traditional ways in the Buffalo Public Schools has been challenging. Furthermore, according to the 2019 parent involvement survey data, transportation, child care, and translators are barriers that often make it difficult for parents to be involved in their child's school. Other key data points of the survey include work schedules and other scheduling conflicts that impede their ability to participate in meetings and other school activities. As such, the District continues to work towards innovative approaches to address barriers and engage parents and families.

The Buffalo Public Schools' unique Parent Engagement Liaison Program is one strategy to support increased parent engagement. In Spring 2018, the District contracted with Professional Consultant Group (PCG) to support the program designed to assist schools with increasing parent engagement via direct parent-to-parent influence, outreach and communication. The District will continue the paid PEL program through a contract with 22nd Century Technologies, Inc, for the 2019-2020 school year. Each Title I school will have the ability to hire a paid Parent Engagement Liaison.

The District will also continue to conduct a variety of engaging school and District-based programming for parents and families. One such example includes the District's four Parent Centers regionally located in the north, south, east and west zones of the city. At the Centers parents are afforded opportunities to collaborate, access resources, and participate in workshops that build knowledge, skills, and networks for supporting and partnering in their child's education. Workshops are organized into the following six strands: Academic, Social Emotional Learning and Wellness, Parent Leadership & Advocacy, Professional Growth and Development, Soon-to-Be and New Parent Support, and Family Bonding. This past year, approximately 54,000 parents and families participated in Saturday Academies that took place at our District's Community Schools. This number includes over 11,000 participants who continue to engage in Parent Center Academy programming throughout the summer. These numbers represent an increase from 17-18 (44, 136 Community Schools Saturday Academy participants, inclusive of approximately at 10,400 Parent Centers.)

The annual Parent & Family Engagement Summit will also continue to be held to provide learning sessions and other activities for parents and families. This past year, 1138 participants attended the event, which is an 75% increase from 2017-18. These significant gains are a direct result of the collaborative planning and collaboration led by the Parent and Family Engagement team, partially funded by Title I. Summit survey results reveal that parents found value in the Summit and plan to attend the event next year.

In addition, Federal Programs stakeholder meetings have adapted to meet the identified obstacles. For example, Consolidated Application stakeholder meetings are now live-streamed and recorded. This allows for parents to participate as “at home viewers” and write in questions that are answered during the live meeting. This eliminates the barriers of child care and transportation to attend the events in person. Translators are also on-site for these meetings.

Families of English Language Learners will also receive specialized supports. When a new ELL family registers in our District, the family will receive a welcome kit in their native language and personal student dictionaries to assist students as they begin school. This year 440 students

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title I Part A - Program Information (1 of 6)

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received a thesaurus (connecting native language to English equivalents). The District will maintain its “Drop in Center” for newcomer students and families. English Language Learner Academy training sessions will be offered to parents, and District and school-based cultural celebrations will be scheduled to ELL families share their culture with schools and the Buffalo community. Translation and interpretation services will be available to schools and District events. Professional development for teachers and staff will also be offered on cultural awareness and best practices.

Due to the large portion of students and families that come to Buffalo from various parts of the world and speak languages other than English, an English as a New Language Data Coach was hired to help schools and District staff analyze district and specific ELL data subsets. This supported students and families in that the Coach was able to provide data packages to help support data driven instruction targeted to specific student's needs. In 2019-20, the District plans to maintain the Data Coach so that students and families can continue to receive this type of support.

The data from the Spring 2019 Federally-Funded Programs Survey showed stakeholder support for continuing/expanding these current initiatives. 542 (75.28%) supported increase opportunities to engage parents in their children’s lives and education. 358 (49.72%) supported maintaining parent liaison’s in each Title I school. 378 (52.5%) respondents supported maintaining high number of course offerings at Parent Centers.

The District also conducted a 2019-2020 Professional Development Needs Assessment, in which 46% of school leaders indicated that their teachers needed professional development in increasing the home-school connection to empower families to help increase student achievement. 52% of teachers, who completed a similar Professional Development Needs Assessment, stated they would like professional development in increasing the home-school connection. 58% of school leaders stated they would like teachers to receive culturally and linguistic responsive training, this will better support our English Language Learner families.

In order to address these identified needs, the District will continue to provide training in these areas, with special emphasis on workshops at the Parent Center sites to better facilitate communication between teachers and parents, so they can better learn from one another. These workshop sessions are typically coordinated by our Office of Parent and Family Engagement administrative team, many of which will continue to be funded by Title I for 2019-20.



## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

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

*Reduced Class Size*

For the 2018-19 school year, the 405 Buffalo Public Schools K-3 classrooms will be directly impacted by reduced class size. In addition, 29 bilingual K-3 classrooms will also part of the reduced class size initiative.

Given the existing data on grades K-3, Buffalo Public Schools intends to continue the reduced class size initiative from kindergarten to grade 3 for the 2019-20 school year. The student cohort that began kindergarten with a reduced class size in 2015-16 has completed grade 3 having only experienced smaller class sizes, which is expected to begin showing positive academic results on New York State Grade 3 math and English Language Arts exams. These results will be available in September 2019.

Suspension data for K-3, showed a decrease from 2018 to 2019. Short term suspensions went from 5.4 % to 4.2%. Long term suspensions went from .8% to .1 %. These noticeable decreases in suspensions can be correlated to the reduced class size initiative.

Current District grade 3-8 ELA trend data is promising (2014 – 12%; 2015 – 12%; 2016 – 16%, 2017 – 18%. and 2018 – 23%), and 2019 data is expected to be released by the New York State Department of Education in September 2019. Likewise, math trend data is also positive. Math proficiency scores showed an increase each year (2016- 16%; 2017- 17%; 2018 – 21%). The District's goal for continuing the current reduced class size initiative is an overall 3% increase in the number of 3rd grade students scoring as proficient on ELA and math NYS assessments over the previous year.

*Literacy Support for Struggling Readers*

The District's goal for continuing the current literacy initiatives was an overall 3% increase in the number of students scoring as proficient on ELA scores, grades 3-8. Current trend data is promising (2014 – 12%; 2015 – 12%; 2016 – 16%, 2017 – 18%. and 2018 – 23%), and 2019 data is expected to be released by the New York State Department of Education in September 2019. At that time, we will know if the District met the goal. For 2019-20, the goal is an additional 3%, which will be further supported by literacy training and coaching for teachers and the expansion of literacy intervention programs for K-12.

*Expanded Learning Time*

For 2018-19, the District expected to see a minimum of 30% of students participating in the Expanding Learning Time program. According to 2018-19 data, although 30% of students were invited to take part, only 26% of students consistently participated. The District did not meet the 30% goal. For 2019-20, the District expects 30% participation.

The anticipated outcome of continuing the current Expanded Learning Time after school programming is that the trend data for better attendance and less suspensions will continue.

*Parent & Family Engagement*

According to the Buffalo Public Schools Parent Engagement Participation System, there were 39,439 instances of parent participation for the 2017-18 school year and 77,500 for 2018-19. The District goal for 2018-19 was to increase parent involvement and engagement levels by at least 50%. The District almost doubled their goal and increased parental engagement by 196%. This was double their original target goal. For example, in 2017-18, 10,400 parents participated in Parent Center workshops, with over 11,000 families to date. Attendance will continue throughout the summer. Likewise, in 2017-18, 650 parents participated in the annual Parent Summit and 1138 in 2018-19 (a 75% increase).

The parent and family engagement programming also utilizes community schools funds, leading the programming to be geared towards parents, families, staff, and community members. The numbers are inclusive of participation in parent centers, community schools, SBMT meetings, some school-based activities, Parent and Family Engagement Summit, and Parent Congress Forums and represent participation that has been uploaded into our BPS Parent Engagement System (<https://www.buffaloschools.org/domain/8354>). This system is accessible to the public.

Parent involvement was measured by the participation data for Parent Center workshops, attendance at annual Parent Summit, attendance at school events, parent congress forums, and school-based management team participation. For 2019-20, the District's goal is to increase parent participation

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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by an additional 25%.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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

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

- Please provide the LEA allocation for Title I, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.**

	Title I, Part A 2019-20 <u>Allocation</u> (\$)	<u>Transferability</u> Funds <u>to</u> Title I, Part A (\$)	<b>TOTAL FUNDS</b> for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	27,499,055	0.00	27,499,055.00

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

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	31,116
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	3,946
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	1,390
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 (#)	31,058
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	906
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	1,020

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

	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> (\$)
Proportionate Share Calculations	833.71	25,893,331.62	1,605,723.38

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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

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

- The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).  
(PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)**

	Homeless Students (#)	<i>Best Practice</i> Reserve Amount (Per Pupil Am't x Student Count) (\$)	<i>Minimum</i> Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	1,396	1,163,857.65	139,600.00

- The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).  
(PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)**

	Neglected Youth Count (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	38	31,680.94

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

274,990.55

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

- Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools. (Please respond with "0" as applicable to indicate no funds being reserved.)**

	Amount (\$)
Administration	2,109,398
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	218,635
Neglected Youth Reserve (See Item #2 Above)	31,695
Professional Development	34,217
Capital Expense	0
Pre-K Services	4,647,197
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000 - See Item #3 Above)	472,492
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	7,757,861

- 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.**

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed to Title I Schools</u> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	25,893,331.62	15,271,495.00	10,621,836.62

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

**Title I Part A - 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.

- The following figure represents the After Reserve Title I, Part A Per Pupil Amount, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #3).**

342.00

- 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.

- In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status. If no funds are allocated to a school, please indicate this with a response of "0".**

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
140600010133	ACADEMY SCHOOL	Junior-Senior High	School-Wide Program (SWP)	138	138	100.00	47,196	342.00
140600010122	BENNETT PARK MONTESSORI SCHOOL	Elementary	School-Wide Program (SWP)	825	825	100.00	282,150	342.00
140600010033	BILINGUAL CENTER	Elementary	School-Wide Program (SWP)	503	503	100.00	172,026	342.00
140600010097	BUFFALO ACADEMY-VIS & PERF ARTS	Junior-Senior High	School-Wide Program (SWP)	724	640	88.40	218,880	342.00
140600010006	BUFFALO ELEM SCH OF TECHNOLOGY	Elementary	School-Wide Program (SWP)	574	574	100.00	196,308	342.00
140600010312	BUILD COMMUNITY SCHOOL	Elementary	School-Wide Program (SWP)	391	391	100.00	133,722	342.00
140600010101	BURGARD HIGH SCHOOL	Senior High	School-Wide Program (SWP)	495	495	100.00	169,290	342.00
140600010102	CITY HONORS SCHOOL	Junior-Senior High	Non-Title I	1,083	0	0.00	0	0.00

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
140600010053	COMMUNITY SCHOOL #53	Elementary	School-Wide Program (SWP)	461	461	100.00	157,662	342.00
140600010003	D'YOUVILLE-PORTER CAMPUS	Elementary	School-Wide Program (SWP)	655	655	100.00	224,010	342.00
140600010001	DISCOVERY SCHOOL	Elementary	School-Wide Program (SWP)	617	400	64.83	136,800	342.00
140600010018	DR A PANTOJA COMM SCH EXCLLNCE -#18	Elementary	School-Wide Program (SWP)	498	498	100.00	170,316	342.00
140600010054	DR GEORGE BLACKMAN ECC	Elementary	School-Wide Program (SWP)	468	468	100.00	160,056	342.00
140600010094	DR LYDIA T WRIGHT SCH OF EXCELLENCE	Elementary	School-Wide Program (SWP)	644	644	100.00	220,248	342.00
140600010140	EAST COMMUNITY SCHOOL	Senior High	School-Wide Program (SWP)	246	246	100.00	84,132	342.00
140600010104	EMERSON SCHOOL OF HOSPITALITY	Senior High	School-Wide Program (SWP)	481	481	100.00	164,502	342.00
140600010130	FRANK A SEDITA SCHOOL #30	Elementary	School-Wide Program (SWP)	836	836	100.00	285,912	342.00
140600010056	FREDERICK OLMSTED #156	Junior-Senior High	School-Wide Program (SWP)	848	645	76.06	220,590	342.00
140600010031	HARRIET ROSS TUBMAN ACADEMY	Elementary	School-Wide Program (SWP)	484	484	100.00	165,528	342.00

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ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
140600010197	HARVEY AUSTIN SCHOOL #97	Elementary	School-Wide Program (SWP)	570	570	100.00	194,940	342.00
140600010076	HERMAN BADILLO BILINGUAL ACADEMY	Elementary	School-Wide Program (SWP)	698	698	100.00	238,716	342.00
140600010080	HIGHGATE HEIGHTS	Elementary	School-Wide Program (SWP)	426	426	100.00	145,692	342.00
140600010105	HUTCHINSON CENTRAL TECH HIGH SCHOOL	Senior High	School-Wide Program (SWP)	1,155	1,155	100.00	395,010	342.00
140600010308	INTERPREP SCHOOL (THE)	Junior-Senior High	School-Wide Program (SWP)	800	800	100.00	273,600	342.00
140600010045	INTERNATIONAL SCHOOL	Elementary	School-Wide Program (SWP)	1,078	1,078	100.00	368,676	342.00
140600010141	LAFAYETTE INTERNATIONAL SCHOOL	Senior High	School-Wide Program (SWP)	289	289	100.00	98,838	342.00
140600010128	LEONARDO DA VINCI HIGH SCHOOL	Senior High	School-Wide Program (SWP)	379	379	100.00	129,618	342.00
140600010311	LEWIS J BENNETT HS OF INNOVATIVE TEC	Senior High	School-Wide Program (SWP)	252	252	100.00	86,184	342.00
140600010072	LORRAINE ELEMENTARY SCHOOL	Elementary	School-Wide Program (SWP)	759	759	100.00	259,578	342.00
140600010043	LOVEJOY DISCOVERY SCHOOL	Elementary	School-Wide Program (SWP)	649	649	100.00	221,958	342.00



**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
	#43							
140600010314	MARTIN LUTHER KING JR #48	Elementary	School-Wide Program (SWP)	342	342	100.00	116,964	342.00
140600010037	MARVA J DANIEL FUTURES PREP SCHOOL	Elementary	School-Wide Program (SWP)	489	489	100.00	167,238	342.00
140600010132	MATH SCIENCE TECH PREP SCHOOL-197	Junior-Senior High	School-Wide Program (SWP)	630	630	100.00	215,460	342.00
140600010098	MCKINLEY VOC HIGH SCHOOL	Senior High	School-Wide Program (SWP)	1,038	1,038	100.00	354,996	342.00
140600010135	MIDDLE EARLY COLLEGE HIGH SCHOOL	Senior High	School-Wide Program (SWP)	324	324	100.00	110,808	342.00
140600010019	NATIVE AMERICAN MAGNET	Elementary	School-Wide Program (SWP)	437	437	100.00	149,454	342.00
140600010313	NEW BUFFALO - CULINARY ART, HOSPITAL	Senior High	School-Wide Program (SWP)	362	362	100.00	123,804	342.00
140600010309	NEWCOMER ACADEMY AT LAFAYETTE	Senior High	School-Wide Program (SWP)	391	391	100.00	133,722	342.00
140600010315	NORTH PARK COMMUNITY SCHOOL #50	Elementary	Non-Title I	66	0	0.00	0	0.00
140600010	PATHWAY	Senior High	School-Wide	249	249	100.00	85,158	342.00

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
316	S ACADEMY		Program (SWP)					
140600010129	PFC WILLIAM J GRABIARZ #79	Elementary	School-Wide Program (SWP)	630	630	100.00	215,460	342.00
140600010017	PS 17	Elementary	School-Wide Program (SWP)	400	400	100.00	136,800	342.00
140600010027	PS 27 HILLERY PARK ACADEMY	Elementary	School-Wide Program (SWP)	663	663	100.00	226,746	342.00
140600010042	PS 42 OCCUPATIONAL TRAINING CTR	Special	School-Wide Program (SWP)	78	78	100.00	26,676	342.00
140600010059	PS 59 DR CHARLES DREW SCIENCE MAGNET	Elementary	School-Wide Program (SWP)	718	718	100.00	245,556	342.00
140600010061	PS 61 ARTHUR O EVE SCHOOL OF DISTINCTION	Elementary	School-Wide Program (SWP)	291	291	100.00	99,522	342.00
140600010064	PS 64 FREDERICK LAW OLMSTED	Elementary	School-Wide Program (SWP)	575	251	43.65	85,842	342.00
140600010065	PS 65 ROOSEVELT ECC	Elementary	School-Wide Program (SWP)	351	351	100.00	120,042	342.00
140600010066	PS 66 NORTH PARK MIDDLE ACADEMY	Not Available	School-Wide Program (SWP)	118	118	100.00	40,356	342.00
140600010069	PS 69 HOUGHTON ACADEMY	Elementary	School-Wide Program (SWP)	500	500	100.00	171,000	342.00
140600010	PS 74	Elementary	School-Wide	447	447	100.00	152,874	342.00

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
074	HAMLIN PARK CLAUDE AND OUIDA		Program (SWP)					
140600010081	PS 81	Elementary	School-Wide Program (SWP)	790	790	100.00	270,180	342.00
140600010082	PS 82	Elementary	School-Wide Program (SWP)	353	353	100.00	120,726	342.00
140600010084	PS 84	Elementary	School-Wide Program (SWP)	207	207	100.00	70,794	342.00
140600010317	RESEARCH LABORATORY HS-BIOINFORMATICS	Not Available	School-Wide Program (SWP)	104	104	100.00	35,568	342.00
140600010310	RIVERSIDE ACADEMY HIGH SCHOOL	Senior High	School-Wide Program (SWP)	175	175	100.00	59,850	342.00
140600010108	RIVERSIDE INSTITUTE OF TECHNOLOGY	Senior High	Non-Title I	0	0	0.00	0	0.00
140600010110	SOUTH PARK HIGH SCHOOL	Senior High	School-Wide Program (SWP)	856	856	100.00	292,752	342.00
140600010093	SOUTHSIDE ELEMENTARY SCHOOL	Elementary	School-Wide Program (SWP)	1,084	1,084	100.00	370,728	342.00
140600010126	STANLEY MAKOWSKI EARLY CHLDHD CTR	Elementary	School-Wide Program (SWP)	732	732	100.00	250,344	342.00
140600010119	WATERFRONT ELEMENT	Elementary	School-Wide Program (SWP)	832	832	100.00	284,544	342.00

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

ESSA Programs - Title I Part A - Distribution of Funds (4 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
	ARY SCHOOL							
140600010118	WEST HERTEL ELEMENTARY SCHOOL	Elementary	School-Wide Program (SWP)	777	777	100.00	265,734	342.00

4. **As the LEA completes the school allocation chart above (Item #3), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.**

	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	10,621,836.62	0.62

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

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**Title I Part A - Distribution Processes (Part 5 of 6)****1. Please identify the ranking system used by the district.**

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with one building per grade span)

**2. 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.

**3. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?**

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

**4. Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?**

- Yes, the district will skip one or more eligible schools.
- No, the district will not skip any eligible schools.

**5. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?**

- Yes, the LEA does intend to use the Feeder Pattern option.
- No, the LEA does not intend to use the Feeder Pattern option.

**6. Will the LEA be using the "Grandfather" option in any of its schools?**

- Yes, the LEA does intend to use the Grandfather option.
- No, the LEA does not intend to use the Grandfather option.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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

For some LEAs, a portion of Title I, Part A funds were generated to support NEGLECTED facilities located within the district's boundaries. Please refer to posted "Child Counts for Institutions for the Neglected" to determine if your district has a neglected facility (see: <http://www.p12.nysed.gov/accountability/allocations/home.html>).

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

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

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

Name of Facility	Type of Facility	Child Count (Oct. 2018) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
CHILD & FAMILY SERVICES: CONNERS CHILDREN'S CENTER/MOREY HOUSE	Group Home	38	31,681	Education Program Plan-Connors.pdf Neglected and Delinquent Affirmation of Consultation Form - Connors.pdf

- 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.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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**Title I Part D - Program Information**

BUFFALO CITY SD

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

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

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title I Part D - Program/Fiscal Information

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

From July 1, 2018 through June 30, 2019 there were 1117 instances of incarceration by 757 individuals aged 21 or under at the Erie County Holding Center. They ranged from 16 to 21 years in age. Approximately 82% were male and 18% were female. Approximately 69% were Black or African American, 28% were White. Native American and Multiracial students make up about 1% of the population respectively, and Asian students make up nearly 2%. About 8% of students identify as Hispanic. More than half of students are Economically Disadvantaged. Of the students served by the education program 42% are classified as Students with Disabilities, and less than 1% are English Language Learners. The average length of incarceration was 24 days.

During the same time period (7/1/18 – 6/30/19) there were 388 instances of detainment by 297 individuals aged 17 or under at the Erie County Youth Detention facility. They ranged from 11 to 17 years in age. Approximately 75% were male and 25% were female. Approximately 58% were Black or African American, and 32% were White. Native American and Asian students make up less 1% of the population, and about 5% are Multiracial. About 5% of students identify as Hispanic. More than half of students are Economically Disadvantaged. Approximately 28% of students are classified as Students with Disabilities, and there were zero English Language Learners. The average length of detention was 15.25 days.

Some of the identified obstacles for students who have been incarcerated or detained are achieving continuity in their education, as well as in transfer of information relevant to their educational record (ie. Transcripts, IEPs, course needs, credit attainment, attendance, behavior and enrollment information upon incarceration, and again post-release). There is also an identified challenge in working with the District to assure that students are only dropped from enrollment when appropriate, are seamlessly re-enrolled upon release when necessary, and that all parties have the necessary information, including credits earned, grades achieved and assessment scores during the duration of detainment, so the student can avoid lost progress on their path to completion of high school. There is also a need for students to be connected with support services and opportunities for employment and training that reduce the likelihood of continued involvement with the criminal justice system.

The Buffalo Schools Title I Part D program is well-equipped to deal with the student population it serves and to overcome the barriers that they experience. The staff includes a full time Transition Counselor who is a certified School Counselor and has over 16 years of experience working with students involved in the criminal justice system. The Counselor provides transitional services for youth before and after release, analyzes student transcripts, IEPs, and assesses social and emotional needs. Students are linked with the appropriate school and community services to successfully transition back to school, institutions of higher learning, job training, and/or the workforce. Involving parents and additional supports is key in preventing students from re-entering the juvenile justice system.

The program has a full time Research Aide that works alongside the Transition Counselor to identify students in need of support, track and monitor records of incarcerated students, court dates, entry and release dates, re-entry into schools, and post-release outcomes of students. The Research Aide also facilitates the transfer of critical information to and from other school districts and facilities and ensures student enrollment and attendance records are properly coded. The Research Aide provides meaningful data to the District and the Title I Department. Having integrated, student-level, and longitudinal data collection is essential for sharing information, reducing the burden of data collection, producing high-quality data for reporting purposes, as well as helping improve student achievement and assessing the efficacy of the programs we have in place.

The Title I transition program acts as a liaison between various community agencies and District departments. The Transition program works with FST, JDST, Probation, City Court, Family Court, County Court, CPS, Child Services, DSS, OCFS, all voluntary agencies in the state of New York, non-secure detentions, Erie County Sheriff's Department; Erie County Correctional facility, NYS Department of Corrections, local law enforcement, BPS Departments of Student Support Services; Registration, Suspension, Attendance, Guidance, building administration etc.

Buffalo Public School teachers (Math, Reading & Special Education) provide a supplemental, evening tutoring program for students during the night program at the Erie County Holding Center. In addition, these teachers also provide a summer Title I program to continue to support struggling students once the school year has ended. This helps to provide academic intervention over and above the core educational program to provide students with enhanced opportunities to improve their skills while incarcerated.

The Title I Part D Program has also recognized the need for an expanded level of service greater than what can be provided by the staff described above. As a result we have contracted with several service providers to help meet the needs of our students. BestSelf Behavioral Health provides after school Math and ELA tutoring sessions, Social Emotional programming, drug and alcohol abuse prevention programming, mentoring, art, music and yoga at the Erie County Youth Detention Center throughout the year, including during school breaks and the summer. Peaceprints of WNY provides supplemental transitional support services for the neediest youth that have been at the Erie County Holding Center or Erie County Youth



2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

Detention - specifically students detained for more than 30 days and identified by the transition team as able to benefit from intensive aftercare. These supports include consulting with the students and families before and after release to set up goals and objectives, plans to meet those objectives, and extensive follow up for up to 90 days following release. This program is specifically geared toward overcoming those obstacles that students identify as things preventing them from being successful in the community, including obtaining employment, securing independent housing, obtaining learners permit or driver's license, applying for social services, securing personal documents, opening checking and savings accounts, securing childcare and enrolling in post-secondary education or vocational training. This year we are also excited to pilot a Career and Technical Education program that will run in each facility on Saturdays in which students utilize Z-Space technology to get hands-on experience with skills such as automotive technology and welding, which will provide 5 week modules that provide evidence of completion that can help students demonstrate their college and career readiness and keep them engaged during the weekend.

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

There are several important goals we have set for our program this year. We hope to see 75% of students re-enroll in school or HSE upon release from among those who have been withdrawn from their schools of origin. We also aim to reduce the amount of recidivism by seeing a decrease in repeat offenders from year to year by 25%. We also will work to increase college and career readiness by helping students get involved with employment training, vocational training, boosting life skills and helping them enroll in post-secondary educational programs. We aim to increase the number of students enrolling in job training or gaining employment by 25%, and to increase the number of eligible students accepted into post-secondary educational institutions by 50%. We will survey participants from all BestSelf Behavioral Health programs to assess student engagement as well as to gain insight into which aspects of the program are most useful and to assess overall program quality. This year we also plan to increase the number of students working with the Peaceprints program by more than double. Among these students we are aiming for 25% to attain all identified objectives or overcome all identified barriers to success. We also aim for all students in the Peaceprints program to attain at least 50% of the identified objectives, and for 100% of eligible students to be re-enrolled in school or equivalency within 30 days of release.

Title I Part D - Fiscal Information

4. Please provide the LEA's Title I, Part D Allocation for the 2019-20 school year. Do not include carryover funding from the previous year.

	Title I, Part D 2019-20 Allocation (\$)	Transferability Funds to Title I, Part D (\$)	TOTAL FUNDS for Title I, Part D Purposes (Allocation + Transferability) (\$)
Title I, Part D Calculations	221,162	0.00	221,162.00

5. Identify by name EACH Delinquent facility located in the district, the type of facility, the October 2018 child count figure, the allocation amount for the facility, and upload a completed "Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form."

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

Name of Facility	Type of Facility	Child Count (Oct. 2018) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
ERIE COUNTY HOLDING & DETENTION CENTER	County Jail	37	109,107	Neglected and Delinquent Affirmation of Consultation Form - ECHC.pdf Education Program Plan- Erie County Holding Center-final.pdf
ERIE COUNTY YOUTH DETENTION CENTER	Secure Detention	55	112,055	Neglected and Delinquent Affirmation of Consultation Form - East Ferry.pdf Education Program Plan-

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

Name of Facility	Type of Facility	Child Count (Oct. 2018) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
				Erie County Youth Detention.pdf

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

	Title I, Part D <i>TOTAL FUNDS</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
LEA Title I Part D Allocation	221,162.00	0.00

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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**Title II Part A Program Information**

BUFFALO CITY SD

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

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

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

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

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

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

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,297 students in 60 facilities. In the school year of 2018-19, 81.52% of all students were designated economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 18% English language learners (ELLs), representing over 86 different languages and 76 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 22.55%, of the total district population.

During the 2017-18 and 2018-19 school years, Title I funds were used to support multiple major initiatives, which provided the District with valuable data to make informed decisions as we move into 2019-20.

*Survey for Federally-Funded Programs*

In Spring 2019, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for federally-funded programs. The digital survey was available in both English and Spanish, and paper surveys were also available in Arabic, Bengali, Burmese, Karen, Nepali, Somali and Swahili and were printed and sent home to non-English speaking parents and returned to the Federal Programs office through the schools at no expense to the District or parents. Even though the surveys were available in multiple languages, only received one paper response was received (from a parent that speaks Burmese) and it stated "no opinion" for every option. The District expects a substantial improvement for spring 2020.

The 733 respondents identified themselves in as follows:

- 229 were City of Buffalo residents
- 515 were Buffalo Public School employees
- 1 was a Board of Education member
- 21 were Buffalo Public Schools building administrators
- 21 were Buffalo Public Schools central office administrators
- 1 was a charter/private school administrator
- 24 were members of a community-based organization/partner of Buffalo Public Schools
- 14 were members of a home that speaks a language other than English
- 3 were members of a Native American tribe
- 31 were paraprofessionals at a Buffalo Public School
- 53 were parents/guardians of students attending a Title I Buffalo Public School
- 39 were parents/guardians of students attending a non-Title I Buffalo Public School
- 34 were parents/guardians of a student who attends a private school/charter school
- 9 were representatives of higher education
- 4 were students who attend a Title I Buffalo Public Schools
- 1 was a student who attends a non-Title I Buffalo Public School
- 29 were District support staff
- 356 were Buffalo Public Schools teachers
- 2 were teachers at a private/charter school
- 28 Other respondents identified themselves as coaches, substitute teachers, volunteers, parents of special education students (specifically), PTO president, social workers, school nurses, librarians, school psychologist and counselors, work-based coordinators, BPS alumni, and parents of BPS alumni.

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2019-20 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-DZSSLVNHV/>

*2018-2019 Professional Development Needs Assessment*

Multiple surveys were conducted during the 2018-19 school year to help identify key areas of professional development that were needed for 2019-20. The Spring 2019 Federal Programs Survey indicated that:

- 361 (50.35%) of stakeholders supported training staff on new learning standards
- 447 (62.34%) supported mentoring programs for new/novice teachers and school administrators

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title II Part A - Program/Fiscal Information

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- 370 (51.6%) supported providing on-site, job-embedded literacy and instructional coaching and support for teachers
- 473 (65.97%) supported teacher training on techniques for a positive school and classroom climate (ex. Alternatives to suspensions, restorative practices, culturally and linguistically responsive teaching, proactive classroom management techniques, social emotional learning, implicit bias, trauma informed care, etc.)
- 341 (47.56%) supported providing training and support for teachers in using assessment data to individualize instruction for students based on their needs
- Most additional write-in comments requested paraprofessional training in positive school and classroom climate topics and teacher training in enrichment and the arts.

In addition, Buffalo Public Schools also conducted a 2018-2019 Professional Development Needs Assessment. This was sent to building leaders, who were asked to identify specific areas of training for themselves and for teachers based on Annual Professional Performance Reviews of teachers (APPR data) and Diagnostic Tool for School and District Effectiveness (DTSTE) data. 389 Teachers, 103 teaching assistants, and 34 teacher aides also participated in the survey, indicating the specific professional development topics they wanted for 2019-20. 38 building administrators participated in the survey.

This information was used to guide professional development planning for the 2019-20 school year. The survey revealed a need for the following professional development topics:

- Classroom management – de-escalation.
- Technology – specific programs
- Special Education strategies
- Dealing with trauma – students, families, and staff
- NYS Next Generation Standards
- Restorative Practices
- District systems
- Curriculum training

*Classroom Climate and Classroom Management*

There is direct alignment between District data suspension data and professional development needs assessment results. Although District suspension data needs to improve, the District is seeing gains that can be attributed to 2018-19 professional development aimed at addressing these identified needs. 2018-19 professional development topics included disproportionality (TAC-D), restorative practices, trauma informed care, culturally and linguistically responsive teaching. These professional learning opportunities appear to be making an impact.

For example, the total percent of students with short-term suspensions in the District in 2018-19 was 12.9 % compared to the previous year at 13.1%. The following subgroups had a decline in suspension rate compared to the previous year: Asian, Hispanic, multi-racial, Pacific Islander, white, male students, economically disadvantaged students, English language learners, and students with disabilities. A significant decrease in short term suspensions occurred in the following subgroups: Hispanic students (decrease by 2.5%), economically disadvantaged (decrease by 0.5%), and students with disabilities (decrease by 0.3 %). The following subgroups showed a slight increase in suspensions: Black or African American students (0.4% increase), Indian students (1.2% increase), and female students (0.1 % increase).

In reviewing long term suspension data, the suspension rate for long term suspensions was 3.7% in the 2017-18 school year, compared to the 2018-19 school year at 3.2%. This 0.5 % decrease is significant. Furthermore, all subgroups had a decrease in long term suspension data with notable decreases in the following subgroups: male students (0.8% decrease), black or African American students (0.5% decrease), Hispanic students (0.5% decrease), and students with disabilities (1% decrease).

The data indicates that the current initiatives to target disproportionality have been effective in creating some change. The progressive form of discipline in our Code of Conduct, along with the restorative practices initiative and trauma informed care initiative have helped our District make overall gains in decreasing suspension rates. There continues to be a need for school leaders and educators to become better informed about the underlying issues triggering negative student behaviors, possible cultural misunderstandings of the behaviors/expectations, underlying issues/biases that may lead educators to suspend specific student groups at a higher rate, improved classroom management strategies and alternatives to suspensions. While we have made advances towards addressing disproportionality there still is much work to be done.

To address the issue with disproportionality, the District plans to continue to implement implicit bias trainings, use of MTSS-B tiered levels of support, alternatives to suspensions, all aligning with our recently modified Code of Conduct that uses a progressive discipline model.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title II Part A - Program/Fiscal Information

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The Spring 2019 Survey for Federally-Funded Programs indicated that stakeholders strongly support increasing social and emotional supports for students. 473 (65.97%) of teachers and administrators support training on techniques for a positive school and classroom climate, more specifically on restorative practices, culturally and linguistically responsive teaching, social emotional learning, implicit bias, and trauma informed care. The goal for BPS in 2019-20 is to continue to provide training to all PreK-6 teachers in these areas and increase Multi-Tiered Systems of Supports while becoming a restorative practice district.

Based on this data, Buffalo Public School is making the above topics key components of the 2019-20 professional developmental plan. The goal is to foster a more positive learning environment for students. Therefore, the BPS plan includes three years of mentoring services for new teachers, a New Teacher Academy which includes job-embedded, summer, and monthly professional development, and include a New Teacher Academy for new teachers from Puerto Rico.

*Supporting English Language Learners*

The new Every Student Succeeds Act legislation requires teachers to participate in a minimum of 15% of their professional development time learning about strategies and best practices for supporting English Language Learners. Based on the rich language diversity of the Buffalo City School District, supporting English Language Learners is just as much of an ESSA requirement as it is a critical need to move the District forward.

The 2019 Professional Development Needs Assessment data indicated that 543 (75.00%) of teachers want additional professional development on instructional strategies on how to teach English Language Learners. 62% of administrators taking part in the Professional Development Needs Assessment stated they would also like teachers to receive this training.

Based on the new ESSA requirements and stakeholder feedback, professional development on supporting ELL students is a component of our District's Professional Development plan. These workshops will be provided using a variety of funding sources, including Title IIA, to meet this critical area of need in our District.

*Data-Informed Instruction*

Based on the high percentage of students with a wide variety of needs (economically disadvantaged, special education, English Language Learners, and many with all three, etc.), it is especially critical for teachers to be able to identify the specific skill areas and precise academic needs of each student.

The 2018-19 Professional Development Needs Assessment data showed that 21% of teachers indicated they wanted additional training in data collection and tools, 10% want more training in data-driven instruction, 18% said they wanted more professional development on progress monitoring, and 18% indicated a need for training in direct instruction and differentiated instruction and interventions. Additionally, 34% identified wanting more training on creating student centered learning environments, 28% would like additional training on scaffolding instruction, and 41% would like instructional strategies for working with ELL students. For this reason, the District will be offering courses on how to conduct data-based, grade level team meetings, provide Data Coaches to assist teachers in making meaning of the data and guiding them to the next steps for data informed instructional decisions.

*Literacy Support for Struggling Readers*

The reading intervention courses offered to K-8 students in 2019-20 will include Tier 1-3 Response to Intervention (RTI) for grades K-6 students and Academic Intervention Services (AIS) to Grade 7 and Grade 8 students. Students in grades K-6 take part in one-of-three-tiered reading interventions based on multiple measures, including their DIBELS Next beginning of the year (BOY) assessment, which is used for benchmarking. Later, students are assessed in the middle of the year (MOY) and at the end of the year (EOY). In 2018-2019, reading intervention programs were offered in all elementary schools to in the District.

The District's 2019 Professional Development Needs Assessment indicated that 70% of responding school administrators indicated a need for teacher professional development in differentiated instruction, 67% identified their teachers need training on Next Generation ELA standards, 58% said additional training in Skillful Teacher was needed, and 33% supported more training in Step Up to Writing.

According to the Spring 2019 Survey for Federally-Funded Programs, 341 (47.56%) requested training and support for teachers in using assessment data to individualize instruction for students based on their needs. In addition, 370 (51.6%) of respondents supported on-site, job-embedded literacy coaching and support for teachers. 361 (50.35%) would like staff to be trained on new learning standards, and 58% support a digital reading and math intervention program for students that struggle.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**ESSA Programs - Title II Part A - Program/Fiscal Information

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Although the instructional coaching initiative was introduced during the 2013-14 school year, the program became more focused on literacy as it transformed into the Literacy Coaching initiative for the 2016-17 school year. Literacy Coaches provide building-level, side-by-side professional development support in scientific research-based effective instruction in Title I schools. 38.5 Title IIA-funded literacy coaches are allocated to elementary schools and additional coaches were chosen by building administrators from their school-based budget allocations for 2018-19.

In order to evaluate the effectiveness of the Literacy Coaching initiative, classroom teachers participated in a 2019 survey on coaching support. It revealed that highest percentage of teachers worked with only one coach, however a high percentage of responding teachers were supported by both an instructional coach and a literacy coach. Based on the responses, many classroom teachers indicated getting support through phone calls, email, small groups, and through face to face meetings. This is a strong indicator that teachers who want assistance from an instructional and/or literacy coach can access the support. The highest percentage of teachers received assistance with data analysis and lesson planning, among other things. Based on overall data from the survey, classroom teachers strongly value the support from the Literacy Coaching initiative.

With a successful literacy coaching initiative in place, the District is looking to increase their impact for 2019-20. The District will be providing literacy coaches and reading support teachers with a Trainer of Trainer model of the Language Essentials for Teachers of Reading and Spelling (LETRS) literacy training series.

So far, the existing supports for struggling readers have been showing gains. ELA achievement was measured by the percentage of students (District-wide) scoring as proficient on the NYS ELA assessments. These percentages are on the rise: 2014 – 12%; 2015 – 12%; 2016 – 16% and 2017 – 18% and 2018 – 23%. Given this trend data, the Buffalo City School District intends to use Title I funds to continue and expand these initiatives.

Literacy support, however, is needed beyond the elementary grades. Middle and high school students also struggle with literacy, and intervention programs and supports are also needed. The District will be implementing a new literacy intervention program and training for all K-12 students through Lexia Learning, but a key component will be staff development and on-site coaching support by an English Language Arts helping teacher (teacher on special assignment).

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

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

*Positive Classroom Climate and Classroom Management*

The District offer multiple professional development opportunities for teachers in the areas of classroom management, trauma-informed care and restorative practices. So far, over 2,000 teachers have been trained in the following areas:

Teacher Data:

- 2,173 attended culturally and linguistically responsive teaching (45% of teachers)
- 2,045 attended restorative practices training (42% of teachers)
- 590 attended trauma informed care training (12% of teachers)

School Administrator Data:

- 172 attended culturally and linguistically responsive teaching (66% of school administrators)
- 105 attended disproportionality (TAC-D) training (41% of school administrators)
- 162 attended restorative practices training (63% of school administrators)
- 169 attended trauma informed care training (66% of school administrators)

Training sessions included daytime sessions (requiring substitute teachers), hourly sessions outside of the workday, and full day training sessions on either weekends or days in the summer. Based on the current data, the District's goal for 2019-20 is to have a minimum of 90% of teachers and 90% of school administrators trained in these topics by the end of summer 2020.

*Supporting English Language Learners*

The District offered a variety of professional development opportunities on the topic of supporting English Language Learners in 2018-19, using a variety of funding sources (including Title IIA), with the expectation that teachers and administrators who have professional certification will attend a minimum of 15% of their workshops learning how to support English Language Learners. The District's goal for 2019-20 is again 15%.

*Data-Informed Instruction*

A District-level data coach was hired to provide guidance and support to school-level coaches, so that job-embedded support for data-informed instruction is taking place at grade level meetings Districtwide. The result of increased focus, training, and support on data-informed instruction was expected to help the District increase overall ELA scores by 3% and math scores by 4% for 2018-19. The District is on track to meet these goals, and official outcome data will be released by NYSED in September 2019. The goal for 2019-20 is 3% for both ELA and math.

*Literacy Support for Struggling Readers*

This District's goal was to have all the District's literacy coaches trained in Language Essentials for Teachers of Reading and Spelling (LETRS) through Voyager Learning by the end of the 2018-19 school year. The District met this goal. As a result of this capacity building initiative, the Trainer of Trainer (ToT) model will begin a more widespread rollout beginning in September 2019. The anticipated outcome of continuing and expanding the current literacy initiatives is an overall 3% increase in the number of students scoring as proficient on ELA scores, grades 3-8.

*Trauma, Crisis & Mental Health*

The Spring 2019 Survey for Federally-Funded Programs indicated that stakeholders strongly support increasing social and emotional supports for students. 841 (57.80%) support training teachers and staff on trauma informed care. The 2017-18 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma informed care as most needed area of teacher professional development. The 2017 Youth Risk Behavior Survey completed by BPS high students showed that 31.6% have seen someone get shot, stabbed or beaten in their homes. We know that students who experience high levels of trauma may exhibit responses to stress that include the inability to regulate emotions and/or focus on learning.

Every other year, the Center for Disease Control conducts a district Youth Risk Behavior Survey. The most recent conducted (2017-18) revealed that a large percentage of students (nearly 30%) have experienced depression, and an increasing percentage have seriously considered, planned, or made a



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

serious suicide attempt.

To address students' identified needs in the areas of mental health and students in crisis, the District is looking to implement enhanced prevention supports. These include developing a system for identifying student need prior to the student crisis, creating resources and supports that can be deployed to address student need, and connecting students to long term supports (both external and internal), developing a district wide protocol and training for building support staff, administrators and staff. In addition, the District is looking to implement enhanced intervention supports. These include deploying supports to address students' current needs, connecting students to long term supports (internal and external), providing support to student victims, and supporting student transition back into the school environment.

*Bullying and Cyberbullying*

The 2017-18 Youth Risk Behavior Survey also indicated that students have experienced bullying on school property (14%), with 26.2 % bullied electronically (in middle school) is troubling. The Spring 2018 Survey showed 902 (61.99%) of stakeholders support bullying prevention programs, and 973 (66.87%) support an increased focus on whole child approaches to education, including physical, mental and emotional healthy, as well as overall student well-being.

To address bullying, the District will be implementing a three-pronged approach. This includes enhanced resources for teachers, students, and parents. Teachers will be given online resources, such as updated anti-bullying tools to use in the classroom, e.g. an anti-bullying video, Restorative Practice prompts, Dignity for All Students Act (DASA) online training module and Red Ribbon Week (October 2019) materials for anti-bullying awareness. Students will be given leadership training and opportunities to support anti-bullying in their school and dedicated support staff of school counselors and SST members in an effort to support students with concerns about bullying at school. Parents will have access to frequently asked questions, bullying and cyberbullying workshops at the parent centers and parent-friendly print media.

**Title II Part A - Fiscal Information**

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

- 4. Please provide the LEA allocation for Title II, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2019-20 Allocation	Transferability Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	3,615,771	0.00	3,615,771.00

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

	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	176,054
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	31,116
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	4,834

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

	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A Calculations	95.68	2,977,197.06	462,519.94

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ESSA Programs - Title II Part A - Use of Funds

**Title IIA - Use of Funds**

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

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

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	2,977,197.06	0.06

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

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

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

**CONDITIONS OF USE:**

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

**Common roles for coaches include:**

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

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

- 2a. **Title II, Part A funding amount for the 2019-20 school year - Instructional Coaching.**

210,320

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

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

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

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

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

5a. Title II, Part A funding amount for the 2019-20 school year - Teacher Leadership.

288,929

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

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

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

6a. Title II, Part A funding amount for the 2019-20 school year - Induction and Mentoring

449,542

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

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

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

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

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

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

9a. Title II, Part A funding amount for the 2019-20 school year - Rigorous Academic Content

687,576

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

**CONDITIONS OF USE:** ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in 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.

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

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

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

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

ESSA Programs - Title II Part A - Use of Funds

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

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

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

12a. Title II, Part A funding amount for the 2019-20 school year - Evaluation/Support Systems.

126,450

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

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

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

13a. Title II, Part A funding amount for the 2019-20 school year - Effective Teaching of ELL/MLL Students.

51,964

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

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

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

14a. Title II, Part A funding amount for the 2019-20 school year - Effective Teaching of Children with Disabilities.

21,454

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

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

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

15a. Title II, Part A funding amount for the 2019-20 school year - Increased Knowledge/Ability to Teach Early Childhood.

20,610

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

ESSA Programs - Title II Part A - Use of Funds

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

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

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

16a. Title II, Part A funding amount for the 2019-20 school year - High Quality Instruction of Science, Technology, Engineering and Math.

60,755

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

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

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

17a. Title II, Part A funding amount for the 2019-20 school year - Implementation of Formative Assessments.

45,880

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

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

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

18a. Title II, Part A funding amount for the 2019-20 school year - Supporting Students Affected by Trauma and/or Mental Illness.

16,496

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

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

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

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

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

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

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

## ESSA Programs - Title II Part A - Use of Funds

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

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

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

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

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

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

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

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

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

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

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

**CONDITIONS OF USE:**

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

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

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

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

**CONDITIONS OF USE:**

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

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

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

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

ESSA Programs - Title II Part A - Use of Funds

26. 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.

26a. Title II, Part A funding amount for the 2019-20 school year - Other class size reduction activities.

997,221

26b. Please provide a short description of the "Other" class-size reduction model the LEA intends to implement.

In the vast majority of classrooms in which reduced class size was implemented, the number of students was lowered. However, in instances in which lack of physical space within a school to open an additional classroom prohibited this method, an additional teacher was added to the classroom to reduce the teacher-student ratio.

26c. Please indicate the level of evidence available to support the "Other" class-size reduction model the LEA intends to implement.

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

26d. Please upload a completed "LEA Evidence Tool" and a logic model that supports the chosen class-size reduction model. A copy of the tool and a sample logic model are available in the Documents panel.

Title\_IIA\_LEA\_Evidence\_Tool.pdf  
Updated\_Logic\_Model.pdf

**Title IIA - Use of Funds**

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

27.

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

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	2,977,197.06	0.06



**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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**Title III ELL - Program Information**

BUFFALO CITY SD

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

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

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019****ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information**

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

**Large minority of Students with Interrupted or no Formal Education**

A large number of ELL students have limited home language literacy and exposure to a U.S. school curriculum upon registration in the Buffalo Public Schools. These students are at least three years below grade level in math and literacy skills in their home language. High School SIFE are at risk of not graduating due to the fact that they are overage and under credited. Because these students need extra time to adjust to a new language and school environment, they are of particular concern as they will need additional social and academic supports to demonstrate adequate academic performance.

- 10.1% of all ELLs in the district are identified as SIFE upon initial registration.
- 69.2% of all students with Inconsistent/Interrupted Formal Education are Newcomers (serviced for three years or less).

**Percent of Newcomers and Low performance on State Assessments**

Nearly a third of all ELL students, K-12, are on the lower English proficiency levels. This is of concern as many of these students in high school are over age and under credited making graduation a considerable challenge as they do not demonstrate English proficiency to pass the required Regents exams. In addition, a vast majority of ELL students- 4,017, have been serviced for 3 years or less. As newcomers, intensive foundational language and literacy intervention is needed for these students to perform on grade level and pursue a successful track to graduation.

- 615 ELL students who took the NYSITELL between Sept 2018 and May 2019 scored on the Entering or Emerging level (data cut in May of 2019).
- 27.4% of all ELLs communicate on the 'word' or 'phrase' level of English proficiency (Entering or Emerging) on the NYSESLAT (data cut in May of 2019).
- Only 4.1% of ELL students performed proficient (levels 3 & 4) on the 2018 3-8 ELA Assessment.
- Only 4.6% of ELL students performed proficient (levels 3 & 4) on the 2018 3-8 State Math Assessment.
- 66.7% of all identified ELLs are Newcomers (in program less than 4 years).

**Low ELL Graduation Rate**

Some ELL students do not finish high school with a degree or are not adequately college and career ready upon age 21. The drop-out rate is a chronic issue facing the district. Many ELL students find it difficult to accrue the required units of credit and pass the Regents Common Core Exams. These issues spill over into post high school situations as students find enrolling and staying in college or technical schools a challenge with their poor academic record and limited language proficiency.

- The graduation rate of ELLs in BPS is 40.5% as compared to 80% for the State standard for all students, and 64.5% for all students in the Buffalo Public Schools.

**ELL students with Special Education needs**

A sizable minority of ELL students are identified as having a disability. Many disabilities make acquiring a new language extremely difficult, especially if students are also identified as SIFE. Often students register in the district without being formally diagnosed or come without documentation of their disability. Identifying and serving students with special education needs is challenging with diagnostic tools that do not take into account the language and cultural backgrounds of ELL students. Often, putting an IEP in place can take over a year or be complicated due to language and cultural barriers confronting the families and the students. There are not enough bilingual Spanish Special Education classrooms to meet the needs of the identified students.

- 1,093 (May ELL list) or 18.1% of all ELL students have a documented IEP.

**Meeting the Cultural and Linguistic needs of ELLs**

The ELL population in Buffalo is very culturally and linguistically diverse. The number of reported different languages changes yearly, as do the numbers for each language group. Meeting the first language needs of our students and their families is challenging in the face of such diversity and change. A large proportion of our ELL students come in as refugees, which is a variable driven by global political and economic crises. Providing native language services and home communication is logistically and fiscally challenging. Many students would benefit from home language literacy instruction, but securing qualified and certified bilingual teachers, aides and assistants has been challenging for the district. In addition, many students have limited or no home language literacy. Many students speak a home language that is primarily used only in oral situations. These languages typically have a limited native body of literature or other written material.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019****ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information**

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- ELLs in Buffalo speak 86 different languages. 86.5% speak one of 10 languages-Spanish, Arabic, Karen, Somali, Burmese, Swahili, Bengali, Nepali, Kinyarwanda and Mai-Mai,
- 76.3% or 4,594 ELLs are in a Freestanding English as a New Language Program and therefore receive no formal program home language support.
- 23.7% or 1,429 ELLs are in Bilingual Education Programs, either TBE or Two-Way.
- 459 Parents attended our Title III parent engagement events for 2018-2019

**Address staffing shortages to reflect the number of ELL and bilingual students enrolled, and provide more accessible professional development that is culturally and linguistically responsive to ensure a highly qualified professional staff.**

This past school year the Buffalo Public Schools reported 6,023 ELL students. The ELL growth rate has challenged the district in being able to provide adequate school based ENL and bilingual programming. Hiring and maintaining highly qualified and certified ESOL and bilingual teachers to meet the linguistic needs of these students has been a constant challenge. Providing professional development to all staff involved in the instruction of ELL students has become increasingly difficult. Over 20% of the population of BPS students are current ELLs or former ELLs receiving services. ELL students are spread over 60 schools.

- The number of identified ELL students has more than doubled within the last 10 years.
- The district had 227 certified ESOL and 52 bilingual teacher in June of 2019.
- There are 33 teachers that work directly with bilingual special education students.
- In school year 2016-2017 2 bilingual teachers and 49 ENL teachers were hired.
- In school year 2017-2018 5 bilingual teachers and 34 ENL teachers were hired.
- In school year 2018-2019 4 bilingual teachers and 9 ENL teachers were hired.
- 20 different PD offerings were available to teachers, admins and support staff in 2018-2019.
- All PD offerings for 2018-2019 were in traditional classroom settings, none were on-line or in alternative settings.

Not all Title III program goals were met that were established last year. Many of the initiatives funded under Title III were introduced for the first time in the 2018-2019 school year. These included many of the ELT opportunities; Regents Prep for ELL high school students, Adelante Estudiante, a Saturday program for Latino middle school ELLs, and the Saturday Heritage Language Programs in Arabic, Somali, Karen, and Burmese. We have established base data for 2019 and will be able to establish program performance effectiveness moving forward with school year metrics for 2019-2020.

The Regents Prep Program for High School ELLs showed positive results for those students who attended on a consistent basis. 120 students attended, with a core of 38 students who attended regularly. This core of students showed positive average score gains: Algebra 18%, Living Environment 10%, Earth Science 14%, Global History & Geography 9%, US History 13%, English Language Arts, 20%.

Summer School programs for ELLs were redesigned for 2019 and introduced new materials and assessment tools.

Students who participated in summer Jump Start and Se Levanta showed an average daily attendance of 264 and 43 respectively. Average pre/post levels using a NYSESLAT writing rubric showed students moved up 1 level from Entering to Emerging. Positive gains were also recorded for Words Spelled Correctly- average gain 3.34, Feature Word Points- average gain 6.61, Letter Sound Correspondence- average gain 4.22, and High Frequency Words- average gain 4.02.

The 2019 NYSESLAT, just posted on August 10, showed 515 on the Commanding Level. This is an increase of 140 additional students exited from the year before. An additional 141 high school students are also expected to be exited based on their performance on the English Regents. Additional students will be exited upon posting of the 3-8 ELA scores. All these numbers are indicative of increased student achievement and program effectiveness.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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

**Large minority of Students with Interrupted or no Formal Education**

- 25% of students identified as SIFE will score on the Transitioning level of the NYSESLAT after three years of service.
- Graduation rates for high school SIFE students will increase 15% for students entering in 9th grade in 2015 (cohort 2015).

Title III Interventions/strategies to address these challenges and meet these goals include:

- Regents Prep ELT for ELL students
- Saturday Heritage Language Programs (Arabic, Somali, Swahili, Burmese, Karen and Bengali)
- Stand Alone material support with leveled readers, IRLA and SchoolPace assessment monitoring
- Parent Academy Training and Multilingual Family Support Centers for ELL parents
- Spanish and Arabic classes for teachers
- Training for Native Language Teachers and Assistants
- School based Cultural Celebrations
- Cultural Awareness PDs
- Best Practices for ELLs with IEPs
- Jump Start/Se Levanta intensive summer school for newer arrivals- 4 weeks
- Enrichment community based field trips
- Personal native language glossary or academic ENL dictionary for all incoming 9th grade ELLs

**Percent of Newcomers and Low performance on State Assessments**

- The annual NYSESLAT will show a decrease of 5% of students falling within the Entering or Emerging levels as an indication of overall improvement of students who have been in program for at least one year.
- 5% of all ELL students, 3-8, will show a score of proficient (levels 3 and 4) on the State ELA assessment.
- 5% of all ELL students, 3-8, will show a score of proficient (levels 3 and 4) on the State Math assessment.

Title III Interventions/strategies to address these challenges and meet these goals include:

- On-line video PD instructional track of ENL best practices, Learning, Language and Literacy L3
- NYSESLAT training for New Teachers
- ARC/IRLA Training for Stand Alone curriculum
- Stand Alone material support with leveled readers, IRLA and SchoolPace assessment monitoring
- Best Practices PD for ELLs with IEPs
- Parent Academy Training and Multilingual Family Support Centers for ELL parents
- Latino Middle School Saturday Academy, Adelante Estudiante
- On-line video PD instructional track of ENL best practices, Learning, Language and Literacy L3
- School Support from Title III funded coaches, research aides and administrators
- Bilingual Best Practices PD
- ENL and Bilingual PD Book Talk PD
- Jump Start/Se Levanta intensive summer school- 4 weeks
- Enrichment community based field trips
- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages

**Low ELL Graduation Rate**

- The ELL graduation rate for the 2015 cohort will show a 45% graduation rate.

Title III Interventions/strategies to address these challenges and meet these goals include:

- Regents Prep ELT with home language supports
- Saturday Heritage Language Programs (Arabic, Somali, Swahili, Burmese, Karen and Karen)
- Stand Alone material support with leveled readers, IRLA and SchoolPace assessment monitoring
- Latino Middle School Saturday Academy, Adelante Estudiante
- On-line video PD instructional track of ENL best practices, Learning, Language and Literacy L3
- School Support from Title III funded coaches, research aides and administrators
- Parent Academy Training and Multilingual Family Support Centers for ELL parents

## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

- School based Cultural Celebrations
- Cultural Awareness PD
- Best Practices for ELLs with IEPs
- Jump Start/Se Levanta intensive full day summer school
- Enrichment community based field trips
- PD Sessions for Principals of Bilingual Buildings
- ENL and Bilingual PD Book Talk PDs
- Seal of Biliteracy support
- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages
- Personal native language glossary or academic ENL dictionary for all incoming 9th grade ELLs
- Implementation of curriculum development committees

**ELL students with Special Education needs**

- Ensure 100% of ELLs with a disability are receiving full service (as tracked in IC) in regard to both program (ENL and Bilingual), and number of units in accordance with C.R. Part 154 service charts for ELLs.
- Increase staffing and training of teacher aides and assistants servicing ELLs with IEPs. Support staff PD participation will increase 20% as tracked by PGS.

Title III Interventions/strategies to address these challenges and meet these goals include:

- Best Practices for ELLs with Disabilities PD for teacher, aides and assistants
- Training for Native Language Teachers and Assistants
- School support classroom visits-Title III funded positions, directors, and bilingual coach.
- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages
- Language Service contracts for translation/interpretation
- On-line video PD instructional track of ENL best practices, Learning, Language and Literacy L3
- Best Practices for Bilingual ELLs

**Meeting the Cultural and Linguistic needs of ELLs**

Programming will capitalize on the languages and cultures of the students to learn new language and content. Extended learning time programs will target specific ELL needs and sub-populations to address identified needs. These programs will all be staffed with home language support. More students will be able to access books and instruction delivered in their home language. More cultural celebrations will be hosted to foster a greater appreciation of our students' home languages and traditions.

- ELL students participating in special ELL extended learning time programs will show a 20% improvement in NYSESLAT performance.
- Dropout rates for high school ELL students participating in specialized ELT programs will be less than 10%.
- School and District Requests for interpretation and translation services will increase 20% as shown on audited invoices for language services and internal district language support records.
- Participation in PD involving cultural and linguistic understanding of ELL immigrant communities will show an increase of 20%.
- Celebrations showcasing the languages and cultures of our immigrant families will include at least 5 language groups for 2019-2020.
- Participation in Parent Drop in Centers and Parent training will increase 15% from 2018-2019.
- Participation rate of parents attending Title III events will exceed 500.

Title III Interventions/strategies to address these challenges and meet these goals include:

- Saturday Heritage Language Programs (Arabic, Somali, Swahili, Burmese, Karen and Burmese)
- Training for native language teacher aides and assistants in best practices and translanguaging.
- Language classes for teachers in Arabic and Spanish
- ENL and Bilingual Book talk PDs
- Latino Middle School Academy, Adelante Estudiante
- Enrichment community based field trips
- Parent Academy Training and Multilingual Family Support Centers for ELL parents
- District-wide and School based Cultural Celebrations
- Cultural Awareness PD Best Practices for ELLs with IEPs
- Jump Start/Se Levanta intensive summer school- 4 weeks
- Contracts with local artists to teach traditional Latino dance, drumming and poetry.
- Seal of Biliteracy support

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

- Comprehensive purchase of leveled Culturally diverse trade books in English, Spanish and other languages
- Personal native language glossary or academic ENL dictionary for all incoming 9th grade ELLs
- Language Service contracts for translation/interpretation including face to face, phone based and app driven services.
- ENIL, IDEL and LAS Links Spanish Assessment training

**Increase the effectiveness of teacher training and exposure to culturally and linguistically responsive instructional strategies. Increase highly qualified staff to support the ELL population.**

- Additional district wide staff will be hired by the Division of Multilingual Education to support the schools in serving their ELL population. Title III Consultation and Collaboration will show increased communication with local institutes of high education to help secure needed staff.
- Professional development will be implemented specifically for new ESOL and bilingual teachers. Participation rates of 100% for all new teacher hires is anticipated at these trainings.
- Additional PD will be offered using an on-line platform that will tap into nationally recognized initiatives. On-line district PD will offer more specialized training locally, and will reach more teachers by accessing a more flexible system of delivery.

Title III Interventions/strategies to address these challenges and meet these goals include:

- Additional support staff will be hired for 2019-2020 to compliment the Multilingual staff presently funded under Title III. Multilingual Division staff will include 4 bilingual and ENL Literacy Coaches, a Data Coach, a Research Aide, two ENL/ Bilingual Supervisors, two Directors, an Assistant Superintendent for Multilingual Education, and a Title III Coordinator.
- New teachers will be recruited from Puerto Rico and nearby colleges and universities to fill vacant ENL and bilingual positions. Title III support staff will mentor new hires.
- Increase collaboration with outside agencies, IHEs, community groups, and parent community advisory committees
- Increase professional collaboration with RBERN locally and noted national experts in the field such as Dr. Sonia Soltero
- NYSESLAT Training for New Teachers
- LAS Links Spanish Assessment training
- Best Practices for ELLs PD
- Best Practices for ELLs with IEPs PD
- ELL Regulations PD
- On-line video PD sessions put out by the Council of Great City Schools
- Cultural Awareness PD and on-site experiential cultural encounters
- ARC Training with the IRLA and Spanish ENIL
- Bilingual Best Practices PD
- Bilingual Book Talk PD
- Professional Conferences for ELL administrators and teachers
- State and National travel to recognized conferences address ELL challenges

**Title III ELL - Fiscal Information**

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

**4. Please provide the LEA allocation for Title III, Part A - ELL funds for the 2019-20 school year.**

	Title III, ELL - 2019-20 Allocation	Transferability Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	872,097	0.00	872,097.00

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

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	6,023

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

	Amount (#)
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	59

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

	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	143.39	863,637.00	8,460.00

**Title III ELL - Intent to Apply**

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

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**Title IV Part A - Program Information**

BUFFALO CITY SD

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

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

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

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

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

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



## 2019-20 Consolidated Application for ESSA-Funded Programs - 2019

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

- 2a. **Conducting a needs assessment is an important and required aspect of the Title IV, Part A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology. All LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years.**

**In the space provided below, please describe (1) areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology, and (2) how your Title IV, Part A program is designed to address those needs.**

*District Overview*

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,297 students in 60 facilities. In the school year of 2018-19, 81.52% of all students were designated economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 16.87% English language learners (ELLs), representing over 86 different languages and 76 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 22.55%, of the total district population.

*Survey for Federally-Funded Programs*

In Spring 2019, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for federally-funded programs. The digital survey was available in both English and Spanish, and paper surveys were also available in Arabic, Bengali, Burmese, Karen, Nepali, Somali and Swahili and were printed and sent home to non-English speaking parents and returned to the Federal Programs office through the schools at no expense to the District or parents. Even though the surveys were available in multiple languages, only received one paper response was received (from a parent that speaks Burmese) and it stated "no opinion" for every option. The District expects a substantial improvement for spring 2020.

The 733 respondents identified themselves in as follows:

- 229 were City of Buffalo residents
- 515 were Buffalo Public School employees
- 1 was a Board of Education member
- 21 were Buffalo Public Schools building administrators
- 21 were Buffalo Public Schools central office administrators
- 1 was a charter/private school administrator
- 24 were members of a community-based organization/partner of Buffalo Public Schools
- 14 were members of a home that speaks a language other than English
- 3 were members of a Native American tribe
- 31 were paraprofessionals at a Buffalo Public School
- 53 were parents/guardians of students attending a Title I Buffalo Public School
- 39 were parents/guardians of students attending a non-Title I Buffalo Public School
- 34 were parents/guardians of a student who attends a private school/charter school
- 9 were representatives of higher education
- 4 were students who attend a Title I Buffalo Public Schools
- 1 was a student who attends a non-Title I Buffalo Public School
- 29 were District support staff
- 356 were Buffalo Public Schools teachers
- 2 were teachers at a private/charter school
- 28 Other respondents identified themselves as coaches, substitute teachers, volunteers, parents of special education students (specifically), PTO president, social workers, school nurses, librarians, school psychologist and counselors, work-based coordinators, BPS alumni, and parents of BPS alumni.

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2019-20 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-DZSSLVNHV/>

**Well-Rounded Education:**

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

*Instrumental Music Education –*

Data from the Spring 2019 Survey for Federally-Funded Programs indicated that 466 (64.10%) of stakeholders support increasing student access to participate in the performing arts. Continuing to support the arts will include sustaining materials to support music, including musical instruments and teacher training.

According to the National Association for Music Education, “*Music Makes the Grade*,” (National Association for Music Education, February 24, 2015), schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance. According to the US Department of Education NELS88 Database on more than 25,000 secondary school students, they found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show “significantly higher levels of mathematics proficiency by grade 12.” The 2011 Arts Education Partnership found that music education improves average SAT scores as well. Music education’s role in improving the lives of students expands beyond academics as well. According to a January 1998 Texas Commission on Drug and Alcohol Abuse Report (Houston Chronicle), secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco and drug abuse).

In 2018-19, the District made a substantial commitment to increasing its instrumental music program. \$277,718.00 of instruments were purchased through the Title IV competitive grant and 3.17 FTE additional instrumental music teachers were hired through the District’s Title IV allocation. This greatly expanded instrumental music opportunities for students.

Based on the needs of our District and the benefits of instrumental music education for high need students, there is a critical need to resolve the inequity of instrumental music in our highest need middle school programs. Both instruments and instrumental music teachers were distributed equitably. For example, if a school purchased one period of instrumental music through their school-based budget, Title IV supplemented that by providing an additional period.

The District was fortunate to receive funding to increase/replace instruments for the 2018-19 school year through the Title IV competitive grant. The next step is to increase student access by allowing for more courses/opportunities to participate in music education. For this reason, the District is looking to maintain the increased number of Title IV funded music teachers, particularly in our highest need schools. The 3.84 FTE additional instrumental music teacher positions will be used as partial FTE positions, allowing for all TSI and CSI schools to offer middle school students a minimum of two days of instrumental music at each school.

*Art Education and Performing Arts --*

According to the National Center for Education Statistics, students in high poverty schools are more than twice as likely to have no access to the arts. The inequity of access to quality arts education must be addressed. Too often, arts education is squeezed out of our schools, making for an inadequate education for students in these schools, and not meeting the ESSA mandate of every child’s access to a “well-rounded education.” The priority goal for the District’s Department of Fine Arts is to provide equitable access in the arts for all Buffalo Public School students, whether it is direct involvement in creating or producing, or more periphery, like attending an exhibition or theater production, for all children in grades K – 12. All programs and initiatives will be in alignment with the New York Learning Standards for the Arts, as well as our BPS Visual Arts Curriculum and Common Core Learning Standards.

For the first time in 25 years, the District made an unprecedented commitment of resources to art education and the performing arts in 2018-19. The Title IV competitive grant was used to lay the groundwork for a sustainable performing arts program at the middle school level. In 2017-18, the District only had 4 theater teachers, one of which has less than 2 years of teaching experience. At the time, only 60 students (3 schools) were able to participate in plays and musicals. However, that number increased to 280 (14 schools) in 2018-19 (a 466% increase). That number is expected to reach approximately 400 (22 schools) for 2019-20. The increased participation trend is attributed to the purchasing of performance licenses, props, sound equipment, lighting equipment and costumes for 13 middle schools and 1 additional high school. This allowed the District to offer 28 performances (2 per school) with free admission. In addition, multiple local theatre companies provided on-site training and mentoring for first-time theatre teachers and stage crews, District professional development was offered, and a full-time performing arts coordinator was hired through the Title IV grant. Rather than hiring additional theater teachers, the District trained classroom teachers to do this work outside of the school day and provided stipends. A handbook was also created to assist future theatre teachers beyond the scope of the grant period. As a result of this substantial commitment, the District went from 3 schools taking part in theatrical performances in 2017-18 to an expected 22 in 2019-20 (a 733% increase).

In order to sustain this newly increased performing arts programming, the District will use Title IV allocation funding to sustain the performing arts coordinator to provide ongoing support and training for schools (and teachers) new to performing arts, theatre and dance programs. Title IV competitive funds were used as part of the sustainability plan to provide licenses, equipment, props, etc. in preparation for 2019-20 performances.

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

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

2018-19 Title IV carryover funds will be used to support dance and mindfulness training to continue to expand on the arts.

In addition to performing arts, an influx of Title IV funds also supported innovative arts education. The District purchased industry standard sewing and design equipment, 3D printers, poster makers, printers, digital cameras and other technology to support innovative arts programs. These new programs included fashion arts and design (South Park High School), architecture and design (International Prep), media arts and international film (Lafayette High School), and media arts and animation programs (DaVinci High School). Advanced Placement Art was also a newly added course offering, which will be sustained by Title IV for the 2019-20 school year.

In addition to arts education and theater, dance, movement and mindfulness was integrated into kindergarten – 5th grade. 20 teachers from 19 schools participated, and those teachers will be turn-keying professional development session to their instructional colleagues. In addition, a handbook was created by teachers with dance and mindfulness consultants for use in guiding new teachers to participate in the initiative. The District plans to provide support for continuation of this program and teacher training for 2019-20, using Title IV carryover funds from 2018-19.

*Advanced Placement Courses –*

The Spring 2019 Survey for Federally-Funded Programs showed that 340 (47.16%) of stakeholders support increasing the number of Advanced Placement (AP) courses offered to students and supported eliminating the costs of the AP exams for participating students.

Research consistently shows that when compared to their matched peers, students who score a 3 or higher on an AP Exam typically earn higher GPAs in college, perform as well as or better in subsequent college courses in the exam discipline than non-AP students who took the corresponding introductory college course, take more — not less — college course work in the discipline, are more likely to graduate college on time in four years, and have higher graduation rates.

Access to challenging course work is essential for college and career readiness. The College Board’s Advanced Placement Program® (AP®) has a 60-year history of delivering excellence in education to millions of students across the country. AP courses give students the opportunity to pursue college-level course work while still in high school. Most colleges and universities offer credit, advanced placement, and/or consideration in the admission process for qualifying AP Exam scores.

Currently, priority schools are under-represented in the number of AP enrollments and course offerings compared to criterion-based high schools. The stark contrast between the Advanced Placement course offerings at our most struggling schools vs. our highest performing schools is a major equity issue. Those who need the most are getting the least. To help resolve these inequities, the expansion of the current Advanced Placement (AP) course offerings is designed to increase AP participation in historically low-income, “priority” schools district-wide as well as ensure equitable access to AP courses. The District goal is to offer at least three Advanced Placement courses in all sixteen high schools over next three years and to remove barriers prohibiting participation

In Buffalo Public Schools, our highest need schools have trend data that shows a decrease in Advanced Placement course offerings between 2012-13 and 2016-17 school years. For example, School #197 (Math Science Technology) is a focus school. In 2012-13, 6 Advanced Placement courses were offered to students. Since 2015-16, however, the school no longer had the resources to offer any AP courses. In 2014-2015, both School #205 (Riverside High School) and School #301 (Burgard High School) offered their first Advanced Placement course. Only 1 course was offered, and it was only offered that one year. Currently, Burgard High School is a focus school and Riverside struggled so much it became a “phase out” school. By contrast, our highest performing schools – School #192 (Buffalo Academy of Visual & Performing Arts), School #195 (City Honors), School #304 Hutchinson Technical High School – have consistently offered a minimum of 4-7 consistently over this same time period. Schools #156 and #195 have even offered 8 some years

Although this was not always the case, Advanced placement courses are now available to any high school student who wishes to participate. In 2017-18, only 11 Advanced Placement course subjects were offered, but not at all high schools. In 2018-19 the District made a substantial commitment to increasing student access by providing College Board training to 95 teachers in summer 2018 and approximately 170 additional teachers in summer 2019. As a result, 15 Advanced Placement course subjects were offered at 18 high schools in 2018-19 by hiring 2.8 FTE additional Advanced Placement teachers. In 2018-19, Title IV funding made a significant impact by increasing the number of students who participated from 1,343 in 2017-18 to 1,628 in 2018-19 (a 17.5% increase). The District also used Title IV funds to purchase instructional materials for the expanded courses, review books for participating students, and made the exams free for all students by paying for Advanced Placement exam and restocking fees.

In reviewing data, the District identified 3 high schools where Advanced Placement exams were offered, but student enrollment was significantly lower than comparable schools (Emerson School of Hospitality, Math Science Technology, and International Prep.). For 2019-20, the District will address this inequity by contracting with a vendor to provide training on “Shifting Mindset, Equal Opportunities for AP.” The goal of this teacher

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professional development is to expand the understanding and mindset high-needs students truly can attempt more rigorous coursework. As a result of this professional development, the District expects to see higher enrollment data for Advanced Placement exams at these schools for the 2020-21 school year.

The District expects to offer at least 5 Advanced Placement courses at every high school in 2019-20, hire an additional 1.2 FTE Advanced Placement teachers (4.0 total) and increase the overall number of students that participate. In addition to this expansion, the District also intends to continue to pay for exam fees and review books, thus reducing one socioeconomic barrier for families.

A partially-funded Title IV teacher on special assignment was a key component to the expansion of the Advanced Placement Program, various professional development supports, and long-term, on-site mentoring and coaching after the College Board programming is complete. The responsibilities encompass coordinating training for teachers, counselors and administrators, collecting and disseminating information and data, and facilitating events to recognize AP students and teachers. The coordinator assisted in the collection and treatment of data needed for the purposes of reporting and assist in building capacity as it relates to growth of the Advanced Placement program. The coordinator communicated AP policies and procedures and College Board deadlines, review them each year for changes and monitor their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. The District will retain this teacher on special assignment for 2019-20.

One critical component of the expansion of the Advanced Placement program is the use of virtual learning technology. This allowed students to attend classes offered at other District high schools “virtually” through distance learning. Due to the increase in technological resources needed for the virtual learning components of the new Advanced Placement course offerings, an instructional technology coach was needed to travel between our high schools to provide on-site assistance, tech support and training for virtual Advanced Placement classrooms. The District will retain this instructional technology coach for 2019-20.

*Expansion of International Baccalaureate Programs*

In addition to the expansion of the Advanced Placement exams, the International Baccalaureate program is also an area of focus for 2020-21. Currently, the only school to offer this program is City Honors school, which is not a Title I school. That means that zero Title I schools in the District currently offer this rigorous coursework. To address this inequity, the District is setting aside 2019-20 Title IV funds for teacher training to lay the groundwork for program expansion for 2020-21.

**Safe & Healthy Students***Trauma, Crisis & Mental Health*

The Spring 2019 Survey for Federally-Funded Programs indicated that stakeholders strongly support increasing social and emotional supports for students. 841 (57.80%) support training teachers and staff on trauma informed care. The 2017-18 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma informed care as most needed area of teacher professional development. The 2017 Youth Risk Behavior Survey completed by BPS high students showed that 31.6% have seen someone get shot, stabbed or beaten in their homes. We know that students who experience high levels of trauma may exhibit responses to stress that include the inability to regulate emotions and/or focus on learning.

Every other year, the Center for Disease Control conducts a district Youth Risk Behavior Survey. The most recent conducted (2017-18) revealed that a large percentage of students (nearly 30%) have experienced depression, and an increasing percentage have seriously considered, planned, or made a serious suicide attempt.

To address students’ identified needs in the areas of mental health and students in crisis, the District is looking to implement enhanced prevention supports. These include developing a system for identifying student need prior to the student crisis, creating resources and supports that can be deployed to address student need, and connecting students to long term supports (both external and internal). In addition, the District is looking to implement enhanced intervention supports. These include deploying supports to address students’ current needs, connecting students to long term supports (internal and external), providing support to student victims, and supporting student transition back into the school environment.

*Bullying and Cyberbullying*

The 2017-18 Youth Risk Behavior Survey also indicated that students have experienced bullying on school property (14%), with 26.2% bullied

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electronically (in middle school) is troubling. The Spring 2018 Survey showed 902 (61.99%) of stakeholders support bullying prevention programs, and 973 (66.87%) support an increased focus on whole child approaches to education, including physical, mental and emotional healthy, as well as overall student well-being.

To address bullying, the District will be implementing a three-pronged approach. This includes enhanced resources for teachers, students, and parents. Teachers will be given online training modules, anti-bullying lesson plans, and a protocol for teachers to alert student support teams and/or school administrators. Students will be given a helpline (including a web application for mobile devices), a dedicated support staff of school counselors and SST members, and student leadership training and student activism opportunities. Parents will have access to frequently asked questions, bullying and cyberbullying workshops at the parent centers, parent-friendly print media, and a helpline (mobile web app) similar to the one for students.

*Attendance & Suspensions*

The Spring 2019 Federal Programs Survey indicated that 475 (66.06%) of stakeholders supported training for teachers and administrators on techniques for a positive school and classroom climate. This includes topics such as alternatives to suspensions, restorative practices, culturally and linguistically responsive teaching, proactive classroom management techniques, social emotional learning, implicit bias, and trauma informed care, to name a few. In addition, 504 (69.52%) of stakeholders support providing bullying prevention programs, training and improved methods of reporting bullying. 554 (76.41%) supported the expansion of de-escalation rooms to give students a quiet place to calm themselves during times of distress. 332 (45.79%) support digital methods to help students with goal-setting and digital self-monitoring towards positive outcomes. 527 (72.69%) of stakeholders surveyed support providing students with suicide and substance abuse prevention resources.

The 2017-18 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma informed care as most needed area of teacher professional development. In addition, 54% identified restorative practices and 46% said culturally and linguistically responsive teaching were also high need areas for teacher training. 31% indicated a need for teacher training in building and maintaining relationships in the classroom. These directly connect not only to academic success, but also to help teachers improve classroom management and reduce suspensions.

Based on this data, teachers and school staff need more professional development in how to manage trauma, depression and how that manifests in the classroom. Restorative Practices offers an approach to community-building and the building of relationships, while being used as a model for developing alternatives to suspension. This is needed because several schools have a suspension rate of 15% or higher. Culturally and Linguistically Responsive Teaching is important to address given the high rates of disproportionality. Buffalo was cited by NYSED for have disproportionate rates of suspension for black males and special education students.

Based on these identified needs, the District's plan includes enhanced monitoring and responsiveness to address attendance and suspensions. The Associates of School Leadership and Students Support Services staff will meet regularly to review progress monitoring data using a District level monitoring and data management system. Based on this data, the District will put supports in place that include internal supports, partner supports (community-based, judicial, and interest groups), parent supports and faith-based supports. The overall goal of these supports is to target the underlying issues that often lead to negative student behaviors and suspensions and resolve the underlying issues before they present themselves negatively in the classroom.

*Student Health & Wellness*

Health/Wellness is a strategy that can address risk factors (Safe and Supportive Schools). The 2017-18 Youth Risk Behavior Survey showed that students are not getting the sleep they need (41% did not get 8 or more hours of sleep), the nutrition (43.3 skipped breakfast) or the physical exercise (49.8% was not physically active for at least 60 minutes during the last 7 days). This impacts students' ability to stay well, come to school (and focus on learning)

The District is looking to partner with agencies to address this need, providing health and wellness information to students and families. This includes both hard-copy information, workshops at parent centers and Saturday academies, online resources, and community outreach.

**Effective Use of Technology:***Virtual Learning*

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The results of the Spring 2019 Federal Programs indicated 339 (47.15%) of stakeholders supported purchasing 3-D and virtual learning equipment for students, including 429 (59.67%) supported purchasing and maintaining equipment that will allow students to take courses virtually. For example, a student could take an Advanced Placement course or elective that is not offered at their current school, but is offered at another school, by participating remotely.

One of the methods the District began using in 2018-19 was virtual learning for Advanced Placement course. The virtual learning technology allowed the District to expand opportunity and access for all students to participate in Advanced Placement programming. This initiative will require training, support, coaching and overall program coordination. To address logistical and training needs, and further expand student access, the District will keep the Instructional Technology Coach originally hired under Title IV to continue this successful program implementation.

**2b. In the space provided below, please describe the goals, objectives and intended outcomes of the Well-Rounded Educational Opportunities content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.**

*Instrumental Music Education*

The goals of the instrumental music program requests for the BPS Music Department is to provide equitable access for all District students interested in playing a traditional band and/or string instrument. In 2017-18, only 33 schools provided students with band and/or orchestra courses. In 2018-19, that number increased to allow for a minimum of 2 periods of instrumental music at each middle school that chose to offer instrumental music (rather than vocal music). For 2019-20, the plan is to sustain the current level of programming.

*Art Education and Performing Arts*

For 2019-20, the District's goal is to maintain the current progress made to the performing arts program as a result of the Title IV funds. Specifically, the goal is to have a minimum of one theater production at every middle school and high school in the District during the 2019-20 school year.

*Advanced Placement Courses*

The highest priority is to reduce the inequity of Advanced Placement course offerings, by infusing AP courses into schools with few or no AP offerings. The District met its 2018-19 goal of offering a minimum of 3 Advanced Placement courses at every high school. For 2019-20, District wants to offer a minimum of 5 Advanced Placement courses at all high schools. In addition, the District expects to continue the upward trend of increased participation in Advanced Placement courses District-wide.

*Expansion of International Baccalaureate Programs*

For 2019-20, District's goal is to conduct teacher professional development sessions to build capacity for the 2020-21 expansion of International Baccalaureate Programs. A minimum of 10 teachers will receive this training in 2019-20, and a team of teachers will begin curriculum development now for 2020-21 coursework and implementation.

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

**2c. In the space provided below, please describe the goals, objectives and intended outcomes of the Safe and Healthy Students content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.***Trauma, Crisis & Mental Health*

The District implemented a rollout of Trauma Informed Care and Restorative Practices professional development initiative during the 2017-18 school year, but not all teachers and staff had the opportunity to attend. In 2018-19, the goal was that 100% of grade 3-5 teachers will be receive Trauma Informed Care training by the end of the school year. Through the Title IV grant, the District far exceeded this goal, with teachers being trained during the school year and 5,000 teachers were given the opportunity to be trained during summer 2019. The District's goal is to train any teacher that has not already been trained in Trauma Informed Care, Culturally and Linguistically Responsive Teaching and Restorative Practices, with the ultimate goal of becoming a Restorative Practices District.

The District also implemented Student Wellness Teams to monitor students and provide early warnings and predictive modeling of potential mental health, crisis, and trauma indicators. The team provided a proactive approach in addressing these student needs early on, before they lead to negative behaviors in the classroom and the community. 100% of early childhood schools will had fully functional Wellness Teams beginning in September 2019.

*Bullying and Cyberbullying*

The 2017 Youth Risk Behavior Survey also indicated that students have experienced bullying on school property (14%), with 26.2 % bullied electronically (in middle school) is troubling. To address this, the District will increase training and outreach to students, teachers, and parents on the topic of bullying and prevention. A mobile web application (iStop) has been purchased to allow for an easy method of reporting bullying both inside and outside of school. Online resources will also be created for students, parents, and teachers. The goal of this initiative is to increase the number of incidents of bullying that typically go unreported. By alerting building administrators of the bullying taking place in the school buildings, students taking part in bullying activities can be identified and appropriate actions can be taken to make the bullying stop. The goal of this program is to see an increased number of reports of bullying (which is an indicator that the anonymous reporting web application is effective), with a long-term goal of reducing the overall incidents of bullying behaviors.

*Attendance & Suspensions*

One initiative aimed at increasing attendance and reducing suspensions was reduced class size. The attendance of students in reduced size classrooms was significantly higher in kindergarten and 3rd grade than in their peers in classrooms where class size was not reduced. For example, attendance in 2018-19 in 3rd grade reduced size classroom is significantly higher (93.2%.) than attendance in in 2017-18 in 3rd grade non-reduced size classroom 92.0%. Likewise, the number of unique students suspended (both long and short term) in classrooms with reduced class size seemed to be significantly lower in each grade level studied as well. In 2017-18, 25 (0.9%) of 3rd graders received long term suspension and 215 (7.6%) short term. By comparison, in 2018-19, 9 (0.4%) of 3rd graders received long term suspension and 153 (6.3%) short term.

Between the new proactive approaches to addressing student crisis, trauma, and mental health needs, there will be a greater emphasis on restorative practices in the classroom, and bullying prevention strategies. These strategies should reduce student suspensions. The District anticipated a 7% decrease in overall long-term suspensions. According to current data, 13.1% of students received short-term suspensions 2017-18, compared to 12.9 % in 2018-19 showing a 0.2 decrease in short-term suspensions. In 2017-18, 3.7% of students received long-term suspensions, compared to 3.2% of students in 2018-19. The District did not meet the goal, however, trend data shows that we are making significant strides in reducing the rate of both short-term and long-term suspensions across all grade levels.

The goal for 2019-20 is to continue to provide training to all PreK-6 teachers in Trauma Informed Care, place mental health clinics in all schools, and to continue to use surveys to identify student needs. Increasing Multi-Tiered Systems of Supports support, enhancing the attendance improvement plan, and becoming a Restorative Practice district are also goals for 2019-20.

In 2018-2019, an anti-bullying task force was created to also help improve student attendance and decrease suspension rates, and the goal is to continue supporting this task force in 2019-20.

With many of the risk factors addressed early on, a decrease in bullying, and reduced suspension rates, the District expected a 2% increase in elementary attendance rate and a 2% increase of secondary attendance rate in 2018-19 compared to 2017-18. According to current data, we did not meet this goal. However, this shows that we have stabilized attendance K-8 using the before mentioned training and supports provided through Title IV funding. The goal for 2019-20 is to continue the Enhanced Attendance Improvement Plan by increasing Read Freddy Participation (Early

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Intervention) and enhance the Truancy Prevention Plan.

*Student Health and Wellness*

The goal for 2019-2020 is to offer additional support to schools and workshops at parent centers and Saturday academies, online resources, and community outreach by partnering with community organizations to address the needs identified from the 2017-18 and 2019-20 Youth Risk Behavior Survey.

- 2d. In the space provided below, please describe the goals, objectives and intended outcomes of the Effective Use of Technology content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

*Virtual Learning*

The 2018-19 goal of the new virtual learning program was to expand Advanced Placement course offerings so that each high school would have a minimum of 3 Advanced Placement course offerings through a combination of on-site instructional and virtual learning. The District met this goal. For 2019-20, the goal is to offer a minimum of 5 Advanced Placement courses.

**Title IV Part A - Calculation of Proportionate Shares**

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

3. Please provide the LEA allocation for Title IV, Part A funds for the 2019-20 school year. Do not include carryover funding from the previous year.

	Title IV, Part A - 2019-20 Allocation	Transferability Funds (Funds to Title IV added, Funds from Title IV deducted) (\$)	TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	2,167,355	0.00	2,167,355.00

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

	Amount (\$ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$)	6,295
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	31,116
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	4,834

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

	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A LEA Share (\$)	Title IV, Part A Private School Share (\$)
Title IV, Part A Calculations	60.11	1,870,474.07	290,585.93



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ESSA Programs - Title IV Part A - Use of Funds

**Title IV Part A - Balance**

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

1.

	<b>TOTAL FUNDS</b> for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title IV, Part A Use of Funds	2,167,355.00	6,295.00

**Title IV Part A - Use of Funds**

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

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

LEAs or consortiums of LEAs may not spend more than 15 percent of the funding allocated to support effective use of technology activities on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. For example, if any LEA allocates \$1,000 toward Effective Use of Technology activities, no more than \$150 may be spend on infrastructure-related costs.

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with Well-Rounded Educational Opportunities. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

**The figures in this chart should represent BOTH public and private school funds.**

	Funding Amounts (\$)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	61,691	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Music and Arts	429,620	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Foreign Language Instruction	746	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs	502,410	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
College and Career Counseling	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity

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	Funding Amounts (\$)	LEA and/or Private School Activities
		<input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	2,739	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Environmental Education	0	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable

**3. Please complete the chart below by identifying the funds being used to support allowable activities associated with Safe and Healthy Students. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

**The figures in this chart should represent BOTH public and private school funds.**

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment	5,995	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills	18,644	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Readiness and Academic Success	6,999	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Suicide Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	543,078	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Preventing Human Trafficking	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Building School and Community Relationships	4,537	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
		<input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	21,637	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Drug and Violence Prevention	3,807	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	1,501	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School-Based Health and Mental Health Services	67,979	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	342,756	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Physical Activities	26,519	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Trauma-Informed Classroom Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	20,246	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Chronic Disease Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

**4. Please complete the chart below by identifying the funds being used to support allowable activities associated with Effective Use of Technology. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

**The figures in this chart should represent BOTH public and private school funds.**

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support	100,156	<input checked="" type="checkbox"/> LEA Activity

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	Funding Amounts (\$)	LEA and/or Private School Activities
Teacher Collaboration, and Personalize Learning		<input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable

**Title IV Part A - Use of Funds CALCULATIONS**

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

5. **Please find total amounts allocated to each of the Title IV, Part A content areas - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology. Additionally, the chart provides the maximum of 15% of funds allotted to the Effective Use of Technology content area for equipment and infrastructure.**

	Well-Rounded Educational Opportunities <b>TOTAL</b> (\$)	Safe & Healthy Students <b>TOTAL</b> (\$)	Educational Technology <b>TOTAL</b> (\$)	<b>Maximum</b> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	997,206.00	1,063,698.00	100,156.00	15,023.40

6. **For LEAs with an allocation (including Transferability) greater than \$30,000 - the following chart provides the minimum Title IV, Part A funding amounts of 20% that an LEA is required to allot to both Well-Rounded Educational Opportunities AND Safe and Healthy Students content areas.**

	Well-Rounded Educational Opportunities <b>minimum</b> (20% of <b>total</b> Title IV Allocation) (\$)	Safe & Healthy Students <b>minimum</b> (20% of <b>total</b> Title IV Allocation) (\$)
Content Area Minimum/Maximum	433,471.00	433,471.00

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services

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**Equitable Services**

LEAs should utilize the "*Private School Consultation Resource*" in the *Documents* panel to determine private schools that served resident students during the 2018-19 school year.

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

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

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

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

**Private School Consultation**

BUFFALO CITY SD

1. For EACH private school listed below (located inside of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please upload a completed "Written Affirmation of LEA Consultation with Private School Officials Form." If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.

Private School BEDS Code	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
140600136362	BISHOP TIMON-SAINT JUDE HIGH SCHOOL	Senior High	Accepting	Bishop Timon-St. Jude Affirmation - signed.pdf
140600995982	BUFFALO HEARING & SPEECH CTR INC	Elementary	Accepting	Buffalo Hearing and Speech Center Affirmation - signed.pdf Buffalo Hearing and Speech Center Affirmation - signed.pdf
140600996435	BUFFALO SEMINARY	Senior High	Accepting	Buffalo Seminary Affirmation - signed.pdf
140600136386	CANISIUS HIGH SCHOOL	Senior High	Accepting	Canisius High School Affirmation - signed.pdf
140600139125	CATHOLIC ACADEMY WEST BUFFALO	Elementary	Accepting	Catholic Academy of West Buffalo Affirmation - signed.pdf
140600629408	DARUL-ULOOM AL MADANIA	Junior-Senior High	Declining	Darul-Uloom Al Madenia Affirmation - signed.pdf
140600996445	ELMWOOD FRANKLIN SCHOOL	Elementary	Accepting	Elmwood Franklin Affirmation - signed.pdf
140600996421	GATEWAY-LONGVIEW - LYNDE SCHOOL	Elementary	Declining	Gateway-Longview Lyde and Knox School Signed Affirmation.pdf
140600136375	MT MERCY ACADEMY	Senior High	Accepting	Mount Mercy Academy Affirmation - signed.pdf
140600136307	NARDIN ACADEMY HIGH SCHOOL	Senior High	Accepting	Nardin Academy High School Affirmation - signed.pdf
140600136430	NARDIN ACADEMY MONTESSORI	Elementary	Accepting	Nardin Academy Elementary Affirmation - signed.pdf
140600137113	NARDIN ACADEMY-ELEMENTARY	Elementary	Accepting	Nardin Academy Elementary Affirmation - signed.pdf
140600139127	NATIVITYMIGUEL MID SCH-BUFFALO	Middle	Accepting	Nativity Miguel MS Affirmation - signed.pdf

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

Private School BEDS Code	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
140600136431	NATIVITYMIGUEL-ST MONICA CAMPUS	Middle	Accepting	Nativity Miguel MS Affirmation - signed.pdf
140600996468	NICHOLS SCHOOL	Junior-Senior High	Accepting	Nichols School Affirmation - signed 1.pdf
140600135498	NOTRE DAME ACADEMY	Elementary	Accepting	Notre Dame Academy Affirmation - signed.pdf
140600136471	NOTRE DAME ACADEMY	Not Available	Accepting	Notre Dame Academy Affirmation - signed.pdf
140600136296	OUR LADY OF BLACK ROCK	Elementary	Accepting	Our Lady of Black Rock Affirmation - signed.pdf
140600996006	SAINTS TABERNACLE OF EXCELLENCE	Junior-Senior High	Accepting	Saints Tabernacle School of Excellence Affirmation - signed.pdf
140600136295	ST JOSEPH UNIVERSITY SCHOOL	Elementary	Accepting	St. Josephs University Heights Elementary Affirmation - signed.pdf
140600136376	ST MARK SCHOOL	Elementary	Accepting	St. Mark School Affirmation - signed.pdf
140600996459	ST MARY'S SCHOOL FOR THE DEAF	K-12	Accepting	St. Marys School for the Deaf Affirmation - signed.pdf
140600999851	UNIVERSAL SCHOOL	Elementary	Accepting	Universal School Affirmation - signed.pdf

**2. Please complete the chart below detailing:**

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

**Please indicate whether the private school is participating in one or more ESSA-Funded program. Upload a completed "Written Affirmation of LEA Consultation with Private School Officials Form." If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.**

Private School BEDS Code (OPTIONAL)	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
141800626108	AL-RASHEED ACADEMY	K-8	Accepting	Al Rasheed Academy Affirmation - signed.pdf
141800626418	AL-RASHEED ACADEMY	K-8	Accepting	Al Rasheed Academy Affirmation - signed.pdf
140203808420	AMHERST CHRISTIAN ACADEMY	K-12	Non-Responsive	July 2019 communication.pdf Letter to Admin for March mtg.docx

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

Private School BEDS Code (OPTIONAL)	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
				Meeting Agenda 3-7-19.docx Meeting Agenda and Invitation 5-15-19.docx October 2018 communication.pdf
140301999928	AURORA WALDORF SCHOOL	K-8	Accepting	Aurora Waldorf Affirmation - signed.pdf
140701996452	BAKER VICTORY SERVICES	K-12	Accepting	Baker Victory Services Affirmation - signed.pdf
140201136377	BUFFALO ACADEMY OF THE SACRED HEART	9-12	Accepting	Buffalo Academy of the Sacred Heart Affirmation - signed.pdf
141901429616	BUFFALO SUBURBAN CHRISTIAN ACADEMY	K-6	Non-Responsive	July 2019 communication.pdf Letter to Admin for March mtg.docx Meeting Agenda 3-7-19.docx Meeting Agenda and Invitation 5-15-19.docx October 2018 communication.pdf
142601136593	CARDINAL O'HARA HIGH SCHOOL	9-12	Accepting	Cardinal OHara High School Affirmation - signed.pdf
142801807920	CENTER ROAD CHRISTIAN ACADEMY	K-12	Non-Responsive	July 2019 communication.pdf Letter to Admin for March mtg.docx Meeting Agenda 3-7-19.docx Meeting Agenda and Invitation 5-15-19.docx October 2018 communication.pdf
142801996322	CHESTERTON ACADEMY OF BUFFALO	9-12	Declining	Chesterton Academy Signed Affirmation.pdf
400800996105	CHRIST THE KING PREP ACADEMY	K-8	Declining	Christ the King Prep Academy Signed Affirmation.pdf
140201136433	CHRIST THE KING SCHOOL	K-8	Declining	Christ the King School Signed Affirmation.pdf
400900805999	CHRISTIAN ACADEMY OF WNY	K-12	Accepting	Christian Academy of WNY Affirmation -



**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

Private School BEDS Code (OPTIONAL)	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
				signed.pdf
140203806578	CHRISTIAN CENTRAL ACADEMY	K-12	Accepting	Christian Central Academy Affirmation - signed.pdf
140301997258	THE GOW SCHOOL	6-12	Declining	The Gow School Signed Affirmation.pdf
140203229522	JEWISH HERITAGE DAY SCHOOL	K-8	Accepting	Jewish Heritage Day School Affirmation - signed.pdf
140201205429	KADIMAH SCHOOL OF BUFFALO	K-8	Non-Responsive	July 2019 communication.pdf Letter to Admin for March mtg.docx Meeting Agenda 3-7-19.docx Meeting Agenda and Invitation 5-15-19.docx October 2018 communication.pdf
142601136387	MT. ST. MARY ACADEMY	9-12	Accepting	Mount St. Marys Academy Affirmation - signed.pdf
140801136238	NATIVITY-BVM SCHOOL	K-8	Declining	Nativity of the Blessed Virgin Mary School Affirmation - signed.pdf
140702805757	NEW CREATION FELLOWSHIP ACADEMY	K-12	Accepting	New Creation Fellowship Academy Affirmation - signed.pdf
142500808948	NEW LIFE CHRISTIAN SCHOOL	K-12	Declining	New Life Christian School Signed Affirmation.pdf
141601859990	OLD TIME BAPTIST ACADEMY	K-12	Declining	Old Time Baptist Academy Signed Affirmation.pdf
141800136305	OUR LADY OF VICTORY SCHOOL	K-8	Accepting	Our Lady of Victory Affirmation - signed.pdf
141901137240	OUR LADY OF THE BLESSED SACRAMENT	K-8	Accepting	Our Lady of the Blessed Sacrament Affirmation - signed.pdf
140201997077	PARK SCHOOL OF BUFFALO	K-12	Declining	Park School Signed Affirmation.pdf
142801137104	QUEEN OF HEAVEN SCHOOL	K-8	Accepting	Queen of Heaven Affirmation - signed.pdf
142601136293	ST. AMELIA SCHOOL	K-8	Accepting	St. Amelias Affirmation -

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

Private School BEDS Code (OPTIONAL)	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
				signed.pdf
142601137102	ST. ANDREW'S COUNTRY DAY SCHOOL	K-8	Accepting	St. Andrews County Day School Affirmation - signed.pdf
140201136411	ST. BENEDICT SCHOOL	K-8	Accepting	St. Benedicts Affirmation - signed.pdf
140207136286	ST. CHRISTOPHER SCHOOL	K-8	Accepting	St. Christophers Affirmation - signed.pdf
141604136402	ST. FRANCIS HIGH SCHOOL	9-12	Accepting	St. Francis Affirmation - signed.pdf
400701325766	ST. JOHN LUTHERAN SCHOOL	K-8	Declining	St. John Lutheran School Signed Affirmation.pdf
142601136418	ST. JOHN THE BAPTIST SCHOOL	K-8	Accepting	St. John the Baptist Affirmation - signed.pdf
142301136271	ST. JOHN VIANNEY SCHOOL	K-8	Declining	St. John Vianney School Signed Affirmation.pdf
142601136325	ST. JOSEPH'S COLLEGIATE INSTITUTE	9-12	Accepting	St. Joseph Collegiate Institute Affirmation - signed.pdf
141901136322	ST. MARY'S HIGH SCHOOL	9-12	Declining	St. Marys High School Signed Affirmation.pdf
140203136252	ST. MARY'S SCHOOL	K-8	Accepting	St. Mary School - Swormville Affirmation - signed.pdf
140203136333	STS. PETER & PAUL SCHOOL	K-8	Accepting	Sts Peter and Paul Affirmation - signed.pdf
310200515854	ST. THOMAS CHOIR SCHOOL	K-6	Non-Responsive	July 2019 communication.pdf Letter to Admin for March mtg.docx Meeting Agenda 3-7-19.docx Meeting Agenda and Invitation 5-15-19.docx October 2018 communication.pdf
400301136253	STELLA NIAGARA EDUC PARK	K-8	Declining	Stella Niagara Education Park Signed Affirmation.pdf
142801325775	TRINITY LUTHERAN SCHOOL	K-12	Accepting	Trinity Lutheran School Affirmation - signed.pdf
14280180761	WEST SENECA CHRISTIAN SCHOOL	K-12	Accepting	West Seneca Christian School Affirmation -

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

Private School BEDS Code (OPTIONAL)	Private School Name	Grades Served	Private School Participation	Upload Written Affirmation of Consultation Form
				signed.pdf
140707137080	CANTALICIAN CENTER	Non-graded elementary and secondary	Accepting	Cantalician Center Affirmation - signed.pdf
(No Response)	RAINBOW K	PK-2	Accepting	Rainbow K Affirmation - signed.pdf
142601136418	ST. JOHN THE BAPTIST	K-8	Accepting	St. John the Baptist Affirmation - signed.pdf
140600999087	STANLEY G. FALK	Non-graded elementary and secondary	Accepting	Stanley G. Falk Affirmation - signed.pdf
140203998223	SUMMIT EDUCATION CENTER	K-Ungraded Secondary	Accepting	Summit Education Center Affirmation - signed.pdf

**Private School Use of Funds - Title I Part A**

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

**3. Please complete the following Title I, Part A Use of Funds chart for PRIVATE SCHOOL FUNDS.**

	Amount (\$)
Administration	120,710
Professional Development	65,114
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	19,462
Direct Instructional Services to Students	1,400,438
Other	0

**4. As the LEA completes the use of funds chart above (Item #3), the remaining balance of Title I Part A funds for Private Schools will be reflected below to indicate that all funds have been appropriately identified.**

	Title I, Part A - <i>Private School Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Private School Use of Funds	1,605,723.38	-0.62

**Private School Use of Funds - Title II Part A**

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

**5. Please complete the following Title II Part A Use of Funds chart for PRIVATE SCHOOL FUNDS.**

	Amount (\$)
Professional Development for Teachers	442,519
Professional Development for Administrators	8,000

**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Equitable Services - Equitable Services Details

	Amount (\$)
Professional Development for Other School Leaders	12,000

**6. As the LEA completes the chart above (Item #5), the remaining balance of Title II Part A funds for Private Schools will be reflected in the chart below to indicate that all funds have been appropriately identified.**

	Title II, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Private School Use of Funds	462,519.94	0.94

**Private School Use of Funds - Title IV Part A**

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

**7. Please complete the following Title IV Part A Use of Funds chart for PRIVATE SCHOOL FUNDS.**

	Amount (\$)
Well-Rounded Educational Opportunities	117,449
Safe and Healthy Students	173,136
Effective Use of Technology	0

**8. As the LEA completes the chart above (Item #7), the remaining balance of Title IV Part A funds for Private Schools will be reflected in the chart below to indicate that all funds have been appropriately identified.**

	Title IV, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title IV, Part A Private School Use of Funds	290,585.93	0.93

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

Budgets/Narratives - Budgets/Narratives

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**Budget/Narrative - Title I, Part A**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

1. **The amount of funds shown in the space below reflects the LEA's 2019-20 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

27,499,055.00

2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2019-20 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)**

2019-20 Title I Part A - FS10 Signed.pdf

3. **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).**

After School Partners EA20.pdf  
 2019-20 Title I Benefits Worksheet.pdf  
 EA20 Other Teachers in FS-10.pdf  
 Title I Non Public Budget Narrative- EA20.pdf  
 Buffalo City School District\_Title I - Budget Narrative EA20.pdf

**Budget/Narrative - Title I, Part D**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

4. **The amount of funds shown in the space below reflects the LEA's 2019-20 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

221,162.00

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

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

2019-20 Title I Part D - FS10 Signed.pdf

6. **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).**

2019-20 Title I Part D - Budget Narrative EFJD.pdf  
 2019-20 Title I Part D - Budget Narrative ECHC.pdf

**Budget/Narrative - Title IIA**

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2019-20 Consolidated Application for ESSA-Funded Programs - 2019

Budgets/Narratives - Budgets/Narratives

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PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

7. **The amount of funds shown in the space below reflects the LEA's 2019-20 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

3,615,771.00

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

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

2019-20 Title IIA - FS10 Signed.pdf

9. **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).**

2019-20 Title IIA District Budget Narrative.pdf  
 Title IIA- Boces Workshop Offerings Non-Public 2019-2020.pdf  
 Title IIA Non-Public Budget Narrative EF20.pdf

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

PLEASE NOTE:

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

10. **The amount of funds shown in the space below reflects the LEA's 2019-20 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

872,097.00

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

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

2019-20 Title III ELL - FS10 Signed.pdf

12. **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).**

2019-20 Title III ELL Budget Narrative.pdf

**Budget/Narrative - Title III - Immigrant Education**

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

Budgets/Narratives - Budgets/Narratives

- 13. The amount of funds shown in the space below reflects the LEA's 2019-20 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.

0.00

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

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

(No Response)

- 15. Upload a completed copy of the Budget Narrative for Title III, 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:

1. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

- 16. The amount of funds shown in the space below reflects the LEA's 2019-20 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.

2,167,355.00

- 17. 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).

2019-20 Title IV Part A - FS10 Signed.pdf

- 18. 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).

Buffalo City School District Title IV - Budget\_Narrative 19-20.pdf  
2019-20 Title IV Non-Public Narrative.pdf

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

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2019-20 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

- 19. The amount of funds shown in the space below reflects the LEA's 2019-20 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.

0.00

2019-20 Consolidated Application for ESSA-Funded Programs - 2019

Budgets/Narratives - Budgets/Narratives

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

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

(No Response)

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

(Please Note - an original 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.

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

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

22a. Please upload a completed "Funded Administrative Position Description Form" for each professional-level administrative or supervisory position included in the FS-10 Budget forms for any of the federal Titles.

**Forms are available in the Supporting Documents section of this survey, and should include original signatures by both LEA and non-public school representatives.**

- Jane Byrnes - Supervisor of Reading 19-20.pdf
- Dalphe Bell - Supervisor of Math - 19-20.pdf
- TBD - Supervisor Parent and Family Engagement - 19-20.pdf
- Tara Sims- Director of ELT 19-20.pdf
- Ruzanna Topchyan - Program Evaluator 19-20.pdf
- Ramona Reynolds - Director Parent and Family Engagement 19-20.pdf
- Molly Halady - Supervisor of Title I 19-20.pdf
- Keith Robertson- Assistant Supt Budget and Grants 19-20.pdf
- Joelle Rozier - Supervisor of Staff Development 19-20.pdf
- Jaime Cohen - Director FSP - 19-20.pdf
- Elizabeth Campion - Supervisor of ELT 19-20.pdf
- Andrew Fletcher - Project Admin II of Grants 19-20.pdf
- Amy Casillas-Osorio - Supervisor Parent and Family Engagement 19-20.pdf
- Hoa Mai -Supervisor Student Placement 19-20.pdf



**2019-20 Consolidated Application for ESSA-Funded Programs - 2019**

Submission Summary - Submission Summary

**Submission Summary - Title I, Part A**

BUFFALO CITY SD

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

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	27,499,055.00	27,499,055.00	833.71	25,893,331.62	1,605,723.38

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.)	15,271,495.00	10,621,836.62

**Submission Summary - Title I, Part D**

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

	Title I, Part D Allocation (\$)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) (\$)
Title I, Part D - Summary	221,162.00	221,162.00

**Submission Summary - Title II, Part A**

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

	Title II, Part A Allocation (\$)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A - Summary	3,615,771.00	3,615,771.00	95.68	2,977,197.06	462,519.94

**Submission Summary - Title III ELL/Immigrant**

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

	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	872,097.00	872,097.00	143.39	863,637.00	8,460.00

6.

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Submission Summary - Submission Summary

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

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

**Submission Summary - Title IV, Part A**

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

	Title IV, Part A Allocation (\$)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Summary	2,167,355.00	2,167,355.00	60.11	1,870,474.07	290,585.93

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

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	997,206.00	1,063,698.00	100,156.00

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

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	117,449.00	173,136.00	0.00

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

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

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