

**Charter School Local Educational Agency  
2009-2010 Consolidated Application for Elementary and Secondary Education Act (ESEA) Programs**  
The Office of the State Superintendent of Education (OSSE)

**PHASE II: Program Plans**

Submit BOTH the completed Microsoft Word document AND a signed, scanned PDF copy to Con.App@dc.gov by September 30, 2009

Local Educational Agency Information

Legal Name of Agency <b>Fosse PCS</b>	Name and Title of Federal Program's Point of Contact <b>Edmund Han, Executive Director and Grants Manager</b>
Mailing Address <b>100 State Street, Washington DC 20009</b>	E-mail Address <b>edmund.han@dc.gov</b>
Main Telephone Number <b>202-555-1234</b>	Contact's Telephone Number <b>202-555-1234</b>

Overview of Programs in Application

Please indicate which programs the Local Educational Agency is applying for in this application:

Select Yes or No
<input checked="" type="checkbox"/> Yes

Title I, Part A  
Title II, Part A  
Title III, Part A - Please specify whether alone or as part of consortium  
Title IV, Part A

Alone

(NOTE: If your LEA is receiving less than \$10,000 for Title III-A, it must enter into a Title III Consortium in order to access these funds)

Certification

I certify that all of the information contained in this application is true and accurate to the best of my knowledge. The agency named above has authorized me, as its representative, to file this application.

**Edmund Han, Executive Director**  
Name and Title

*Edmund Han*  
Signature and Date

For ALL LEA Consolidated Application Grants

Planning Allocations

Please enter your LEA's planning allocations for each of the grant programs below that you are receiving funds for:

Title I, Part A	\$ 1,000,000.00
Title II, Part A	\$ 100,000.00
Title III, Part A	\$ 100,000.00
Title IV, Part A	\$ 100,000.00

(NOTE: If your charter school LEA is receiving less than \$10,000 for Title III-A, it must enter into a Title III Consortium in order to access these funds)

Schedule for Submission of Reimbursement Requests to OSSE

In order to assist OSSE in maintaining a regular schedule of drawdowns of federal funds, please complete this section by selecting the schedule that your LEA will follow in the coming fiscal year in submitting your reimbursement requests for all grants that the LEA is applying for in this Consolidated Application. Please note that your LEA has the flexibility to choose whichever schedule best suits its needs.

Please indicate the schedule you will follow in submitting your reimbursement requests to OSSE.

<input checked="" type="checkbox"/> X	Every Month
<input type="checkbox"/>	Every Other Month
<input type="checkbox"/>	Every Three Months

TITLE I, PART A

Improving Basic Programs Operated by Local Educational Agencies

**ASSURANCE REGARDING COMPREHENSIVE NEEDS ASSESSMENT FOR INSTRUCTIONAL PROGRAMS**

Title I, Part A requires LEAs to use data to guide them in determining which students are failing, or are most at-risk for failing, the state's academic achievement standards, and, based on this data, develop appropriate interventions and instructional strategies to improve student performance on the state's academic assessments. Title I, Part A also requires LEAs to determine what revisions are required on an annual basis to Title I, Part A programs to ensure that at-risk children meet the state's academic standards. LEAs must analyze student performance on the DC CAS, as well as other data sources, on at least an annual basis to assess student instructional needs to ensure programs supported with Title I, Part A funds effectively target those needs. Accordingly, OSSE is requiring an assurance from all LEAs that they have performed a needs assessment and designed instructional strategies and other interventions supported with Title I, Part A funds based on the results of the needs assessment.

If the LEA has performed the required needs assessment, check the required assurance below and indicate the applicable data sources that guide the LEA's Title I, Part A program strategies.

X The LEA assures that it performed a needs assessment and developed its Title I, Part A program based on its needs assessment. The LEA assures that the materials checked below will be available to OSSE for monitoring purposes, and technical assistance where appropriate.

Please indicate the date or time period the comprehensive needs assessment was developed or revised: **August 17-20, 2009**

Please indicate below the data sources that were used to perform the needs assessment.

Quantitative Data Sources:

<input checked="" type="checkbox"/> X
<input checked="" type="checkbox"/> X
<input checked="" type="checkbox"/> X

DC CAS  
Other student achievement test data (such as classroom level assessments or other achievement tests), please spec  
Attendance rates  
Enrollment counts

**Specialized Reading Assessments**

For ALL LEA Consolidated Application Grants

<input type="checkbox"/>	Dropout rates
<input checked="" type="checkbox"/>	Graduation rates
<input checked="" type="checkbox"/>	English Language Proficiency assessments (such as ACCESS for English language learners or English language proficiency screening assessments)
<input type="checkbox"/>	Demographic statistics
<input type="checkbox"/>	Other; please specify: _____

Qualitative Data Sources:

<input checked="" type="checkbox"/>	Written surveys (such as parent surveys, teacher surveys, student surveys)
<input checked="" type="checkbox"/>	Interviews with appropriate stakeholders (such as parents, members of the business community, etc.)
<input type="checkbox"/>	Evaluations of safety issues that may be barriers to learning
<input type="checkbox"/>	Focus groups
<input checked="" type="checkbox"/>	Classroom observation
<input type="checkbox"/>	Other; please specify: _____

Title I, Part A: REQUIRED LEA-Level Set-Asides

Required "off-the-top" reservations for all charter school LEAs (All must be checked and implemented by the LEA where applicable)	Dollar Amount to be Reserved	Details on how Title I, Part A funds will be used on this set-aside (who will be paid, what will be purchased, structure of program, etc.)
<input checked="" type="checkbox"/> For charter school LEAs receiving over \$500,000 of Title I, Part A funds: At least 1% of the Title I, Part A allocation must be used to conduct parental involvement activities under Section 1118 of the ESEA. Parents of children receiving Title I services must be involved in the decision regarding how these reserved parental involvement funds should be used.	<input type="text" value="\$ 10,000.00"/>  (minimum required) <input type="text" value="\$ 10,000.00"/>	Quarterly Parent Nights where updates on DC CAS preparations, school improvement efforts, student achievement trends, and information on assessments will be given. Space will be rented, and refreshments will be provided, regional experts on motivational techniques will be hired.
<input checked="" type="checkbox"/> For charter school LEAs where not all teachers meet the highly qualified requirements of ESEA: At least 5% of the Title I, Part A allocation must be used to ensure that teachers meet the highly qualified requirements of Section 1119 and 9101(23) of the ESEA (unless a lesser amount is needed).	<input type="text" value="\$ 50,000.00"/>  (minimum required) <input type="text" value="\$ 50,000.00"/>	Praxis exam fees for 10 non-HQ teachers, classes on test preparation, conference in Philadelphia, PA.
<b>Required "off-the-top" reservations for all charter school LEAs with campuses in school improvement, corrective action, or year one of restructuring</b> (Note that the school improvement requirements apply to charter school LEAs – see U.S. Department of Education's Non-Regulatory Guidance: The Impact of the New Title I Requirements on Charter Schools at <a href="http://www.ed.gov/policy/elsec/guid/charterguidance03.doc">http://www.ed.gov/policy/elsec/guid/charterguidance03.doc</a> , Question A-3)	<b>Dollar Amount to be Reserved</b>	<b>Details on how Title I, Part A funds will be used on this set-aside (who will be paid, what will be purchased, structure of program, etc.)</b>
<input checked="" type="checkbox"/> At least 20% of the Title I, Part A allocation for public school choice-related transportation* and Supplemental Educational Services (SES), unless a lesser amount is needed. If a charter school can demonstrate that after appropriate notice to parents, a lesser amount is needed, it may request re-allocation of the reserved funds not needed back into its general Title I, Part A program. This is subject to OSSE approval. <small>*The U.S. Department of Education guidance on public school choice recognizes that the choice requirements may be carried out differently in a single school LEA.</small>	<input type="text" value="\$ 200,000.00"/>  (minimum required) If applicable: <input type="text" value="\$ 200,000.00"/>	SES Providers as selected, supplemental materials as needed.
<input checked="" type="checkbox"/> The charter school LEA assures that it will spend at least 10% of its Title I, Part A allocation for high-quality professional development that meets the requirements of Section 1116(c)(7)(A)(iii) of ESEA. The LEA may include in this 10% total the Title I, Part A funds that campuses within the LEA reserve for professional development when they are in improvement status per Section 1116(b)(3)(A)(ii) of ESEA.	<input type="text" value="\$ 100,000.00"/>  (minimum required) If applicable: <input type="text" value="\$ 100,000.00"/>  <input checked="" type="checkbox"/> Please check this box if the LEA intends to include funds reserved by campuses and indicate the estimated dollar amount below: <input type="text" value="\$ 100,000.00"/>	see below  Professional development conferences, literacy coaches from Literacy Inc have been hired to provide monthly support and curriculum/teaching technique lessons, supplementary materials for teachers.

Title I, Part A: OPTIONAL LEA-Level Set-Asides

Optional "off-the-top" reservations for all charter school LEAs	Dollar Amount to be Reserved	Details on how Title I, Part A funds will be used on this set-aside (who will be paid, what will be purchased, structure of program, etc.)
<input type="checkbox"/> <b>Optional administrative set-aside:</b> If the LEA chooses to use Title I, Part A funds for administrative purposes, the administrative expenses must not exceed a necessary and reasonable amount. In general, the OSSE will closely examine administrative costs in excess of 10%.	<input type="text"/>  (10% equals) <input type="text" value="\$ 100,000.00"/>	
<input type="checkbox"/> <b>Optional set-aside for financial incentives and rewards:</b> To teachers who serve students in Title I school identified for school improvement, corrective action, and restructuring for the purpose of attracting and retaining qualified and effective teachers (this can be no more than 5% of the LEAs Title I, Part A allocation).	<input type="text"/>  (5% equals) <input type="text" value="\$ 50,000.00"/>	
<input type="checkbox"/> <b>Other authorized "off-the-top" reservations:</b> Title I, Part A permits LEAs to reserve funds "off-the-top" for certain permissible activities. If the charter LEA plans to use funds for these types of activities, please specify the amount, and the nature of the activity; the charter school LEA must spend the funds consistent with this application and allowable uses under the regulations. If this option is exercised, the OSSE will contact the LEA to gather additional information if needed.	<input type="text"/>	

Total Amount to be Reserved for LEA-Level Set-Asides: \$ 360,000.00

Title I, Part A: PROGRAM DESIGN

SCHOOLWIDE PROGRAMS

If your charter school LEA operates a schoolwide program, please complete this section. (Targeted Assistance Programs must skip this section.)

ASSURANCES and REQUIREMENTS REGARDING SCHOOLWIDE PROGRAMS

- The charter school LEA has met all statutory requirements necessary to operate a schoolwide program (see Section 1114 of the ESEA, which is available at <http://www.ed.gov/policy/elsec/lep/esea02/pg2.html#sec1114>). These requirements include:
  - Having a poverty rate of at least 40%;
  - Conducting a comprehensive needs assessment of the entire school to determine the performance of its students in relation to the State's challenging academic content and achievement standards;
  - Developing a comprehensive plan that meets all statutory requirements to improve teaching and learning in the school, particularly for those students farthest away from demonstrating proficiency on the State's academic content and achievement standards; and
  - Annually evaluating the implementation of, and the results achieved by, the schoolwide program and revising the plan as necessary based on the results of the evaluation to ensure continuous improvement of students in the school.
 Additional information regarding designing schoolwide programs is available at: <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>.
- The LEA will submit a list of each campus operating a schoolwide plan and the LEA approved schoolwide plan(s) (or schoolwide plan cross-walk(s) with all supporting documents) to OSSE when it submits this completed Phase II portion of the LEA Consolidated Application. The LEA Consolidated Application will not be considered to be complete without this schoolwide plan. In addition, if any changes are made to the schoolwide plan, the LEA will submit those changes to OSSE. **NOTE: The schoolwide plan(s) should include a signature page or similar documentation from the LEA approving official.**
- If the LEA is consolidating funding sources for its schoolwide program, schoolwide program administrators and appropriate grant and fiscal managers from the LEA will attend mandatory technical assistance sessions on administering schoolwide programs given by OSSE.

CONSOLIDATION OF FUNDS

- Please check this box if your LEA is consolidating multiple funding sources into a schoolwide program pool of funds, and complete the information in this section. If your LEA is not consolidating funds, then please skip this section and continue to the narrative below.
- Please indicate which of the following programs will be consolidated in your LEA's schoolwide program and the estimated dollar amount being consolidated for each. A final breakdown of the funding sources consolidated in the schoolwide pool will be required in your LEA's reimbursement requests.

<input checked="" type="checkbox"/>	Title I, Part A	Amount:	\$ 640,000.00
<input checked="" type="checkbox"/>	Title II, Part A	Amount:	\$ 100,000.00
<input type="checkbox"/>	Title III, Part A	Amount:	
<input type="checkbox"/>	Title IV, Part A	Amount:	
<input type="checkbox"/>	Local Funds	Amount:	
Total Amount to be Consolidated:		\$	740,000.00

SCHOOLWIDE PLAN NARRATIVE

Please provide narrative responses for each of the following questions related to your LEA's schoolwide program. Space is provided for these responses on the green "SWP Answer" tab of this workbook. Note that OSSE will use your narrative responses as a reference when reviewing and evaluating the expenditures that your LEA is charging to the schoolwide program funds. As a result, it will be critical to include all aspects and details of your LEA's schoolwide program that the LEA will be spending schoolwide program funds on.

- I. Provide details on the key components of your approved comprehensive schoolwide plan for reforming the total instructional program in the school, including all aspects of the plan that will involve expenditures from your schoolwide program funds. Please be sure to discuss the following components (See ESEA Section 1114(b)):
  1. A description of the link between the data gathered for the comprehensive needs assessment and the strategies selected to address those academic needs through the use of these funds;
  2. Schoolwide reform strategies incorporating research-based instructional strategies that strengthen the core academic program of the school, including increasing the amount and quality of learning time;
  3. Strategies used to address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards;
  4. Ensuring instruction by highly qualified teachers;
  5. Providing high quality and on-going professional development;
  6. Parental involvement strategies; and
  7. Additional instructional support to be provided to students.
- II. If your LEA is consolidating funds from several programs into a schoolwide program pool of funds, provide a detailed explanation of how your schoolwide plan will address the intents and purposes of the grant programs being combined and ensure that the needs of the intended beneficiaries of these programs are addressed. For example, if you are combining Titles I-A, II-A, and IV-A, explain how each program's purposes will be addressed. Please be sure to discuss the following issues for each of the consolidated programs:
  1. Strategies to be used to ensure that the consolidated programs' objectives and requirements will be met;
  2. Estimated dollar amounts that will be spent on each of these programmatic objectives for the consolidated programs;
  3. For those LEAs that are not 100% highly qualified teacher (HQT) compliant, submit an LEA HQT Improvement Plan per NCLB, Section 2141(a). Please reference the HQT attachments sent with the consolidated application for plan submission requirements; and
  4. For those LEAs that have not made AYP for three consecutive years and are not 100% highly qualified teacher compliant, submit an LEA HQT Improvement Plan and enter into an agreement with the OSSE on the use of Title II-A funds per NCLB, Section 2141(c). If your LEA plans to consolidate Title II-A funds, please specifically address how Title II-A funds will be used to achieve 100% highly qualified teacher compliance. For more information on the LEA HQT Improvement Plan, please reference the HQT attachments sent with the consolidated application for plan submission requirements.
- III. Include any profile information for your school that would be relevant in assessing your plan (for example, what grades or languages your LEA serves, etc.).

**REMINDER: Please provide your responses on the green "SWP Answer" tab of this workbook - see the tabs below.**

Identify all extended learning opportunities offered in this LEA outside of the regular school day, per Section 1114(b)(1)(B)(ii)(II) of ESEA.

<input checked="" type="checkbox"/>	Before school (Identify participating grade levels):	9-12
<input checked="" type="checkbox"/>	After school (Identify participating grade levels):	9-12
<input checked="" type="checkbox"/>	Summer school (Identify participating grade levels):	9-11
<input type="checkbox"/>	Year-round school calendar (Identify participating grade levels):	
<input type="checkbox"/>	Weekend school sessions (Identify participating grade levels):	
<input type="checkbox"/>	Other (please describe):	



**TARGETED ASSISTANCE PROGRAMS**  
 If your charter school LEA operates a targeted assistance program, please complete this section. (Schoolwide Programs must skip this section.)

**ASSURANCE REGARDING TARGETED ASSISTANCE PROGRAMS**

The LEA assures that Title I, Part A funds are targeted only to Title I, Part A eligible students. Eligible children must include students who are failing or most at risk of failing to meet state standards. Other eligible children include: students with limited English proficiency; students who have participated in Head Start, Even Start or Early Reading First programs in the last two years; neglected and delinquent students; and homeless

**Method of Determining Eligible Students**

Please describe how the charter school LEA will identify eligible children who are failing, or most at risk of failing, to meet the District of Columbia's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA.

Identify all extended learning opportunities offered in this LEA outside of the regular school day funded with Title I, Part A program funds for eligible students, if applicable.

Before school (Identify participating grade levels:   
 After school (Identify participating grade levels):   
 Summer school (Identify participating grade levels):   
 Year-round school calendar (Identify participating grade levels):   
 Weekend school sessions (Identify participating grade levels):   
 Other (please describe):

**Effective Methods and Research-based Instructional Strategies**

Briefly describe how the school is using effective methods and research-based instructional strategies that strengthen the core academic program of the school and help provide an accelerated, high-quality curriculum, and participating Title I, Part A students to meet the state's challenging academic achievement standards, including all aspects of your LEA's plan that will involve Title I, Part A expenditures.

**Educational and Instructional Initiatives or Projects:**

OSSE is planning on tracking how Title I, Part A expenditures are used by LEAs to fund certain categories of educational and instructional initiatives or projects. These categories do not represent additional requirements for LEAs as to the use of Title I, Part A funds, but OSSE does encourage LEAs to consider these types of expenditures in planning how best to use these funds.

To the extent that your LEA has not already detailed these initiatives or projects in your responses above, please tell us how Title I, Part A funds will be used for any of the following categories or activities:

<input type="checkbox"/> Early childhood education services:	<input type="text"/>
<input type="checkbox"/> Secondary school reform: (includes middle and high schools)	<input type="text"/>
<input type="checkbox"/> Support for English language learners:	<input type="text"/>
<input type="checkbox"/> Improved technology:	<input type="text"/>
<input type="checkbox"/> Class-size reduction initiatives:	<input type="text"/>
<input type="checkbox"/> Curriculum development:	<input type="text"/>
<input type="checkbox"/> School and student safety:	<input type="text"/>
<input type="checkbox"/> Extended learning opportunities:	<input type="text"/>
<input type="checkbox"/> In-school interventions:	<input type="text"/>

**Meeting the Requirements of Section 427 of the General Education Provisions Act (GEPA)**

**Describe the steps your LEA proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.**

Section 427 of GEPA allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. To the extent that this requirement was addressed within your schoolwide or targeted assistance program plans above, you need not restate those parts in this description.

For more information and for examples of how an applicant can comply with Section 427, see <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

We are proposing to implement a voluntary model science program for secondary students and we have heard concerns that female students may be less likely than male students to enroll in the course. We will therefore be implementing certain outreach efforts to the female students to encourage their enrollment by... (details)




Total Amount for Title I, Part A (non-SWP) SALARIE \$ 40,000.00

TITLE II, PART A  
Improving Teacher Quality

**IMPORTANT NOTE:**  
Please complete this section ONLY if you have Title II, Part A funds that your LEA is NOT consolidating into a schoolwide program pool of funds. If all of your Title II, Part A funds are being consolidated into your schoolwide pool, do not complete this section.

**ASSURANCE REGARDING LOCAL NEEDS ASSESSMENT FOR PROFESSIONAL DEVELOPMENT AND HIRING**

Title II, Part A requires LEAs to conduct an assessment of local needs for professional development and hiring. The purpose of the needs assessment is to determine the needs of the LEA's teaching force in order to have all students meet challenging state content and academic achievement standards. An LEA may want to use information such as student achievement data, information about numbers of teachers (disaggregated by subject taught and grade level) who lack full teacher certification or licensure, assessments by administrators and mentor teachers who evaluate teacher and student performance, and teacher self-evaluations.

The LEA assures that it has conducted an assessment of local needs for professional development and hiring that takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills to provide students with the opportunity to meet challenging state and local student academic assessments, and to give principals the instructional leadership skills to help teachers. This needs assessment was conducted with the involvement of teachers.

Please indicate the date or time period the comprehensive needs assessment was developed or revised:

The LEA assures that it will make records required under Title II, Part A available to OSSE. The required records shall detail:

- Results of the local needs assessment;
- The activities that the LEA will carry out with program funds, including the professional development provided to teachers and principals and how these activities will align with challenging state academic content standards, student academic achievement standards, state assessments, and the curricula and programs tied to those standards;
- How the proposed activities are based on a review of scientifically based research and how the activities will have a substantial, measurable, and positive impact on student academic achievement, and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students;
- How the LEA will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other federal, state, and local programs;
- How the LEA will ensure that the professional development needs of teachers (including teacher mentoring) and principals will be met with the LEA's Title II, Part A funds;
- How the LEA will integrate Title II, Part A funds with funds the LEA receives through the Enhancing Education Through Technology program (Title II, Part D) to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
- How the LEA's teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in preparing the local plan and will collaborate in the activities to be undertaken;
- How the LEA will provide training to enable teachers to (1) teach to the needs of students with different learning styles - particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency; (2) improve student behavior in the classroom; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve classroom practice and student
- How the LEA will use Title II, Part A funds to meet the requirements of Title I, Section 1119 of ESEA for teachers and paraprofessionals. That section requires an SEA to establish annual measurable objectives for each LEA and school that ensure that all teachers of core academic subjects are highly qualified. It also includes a requirement for the LEA's plan to include an annual increase in the percentage of teachers who receive high-quality professional development (Section
- How the LEA will: (1) target program funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Section 1116(b); and (2) comply with Title IX, Section 9501 of ESEA regarding participation of private school

Please check the data sources that were used to perform the local needs assessment for professional development and hiring:

- Highly qualified teacher (HQT) data (this data must be examined in schools that are not 100% compliant with the federal HQT requirements)
- DC CAS
- Other student achievement test data (such as classroom level assessments or other achievement tests), please specify
- Human resources data (that would yield information on retention rates, vacancies, etc.)
- Teacher input (such as through teacher surveys, minutes of meetings, etc.)
- Parent input (such as through parent surveys, minutes of meetings, etc.)
- Other; please specify:

**Title II, Part A Proposed Expenditures**  
Based on the educator quality needs assessment, please indicate how the LEA plans to expend Title II, Part A funds.

Proposed Activity <small>(Please indicate with a check mark the proposed Title II, Part A activities selected by the LEA. Note that LEAs do <u>not</u> have to select every one.)</small>	Details on how (unconsolidated) Title II, Part A funds will be used for this activity <small>(Position titles to be funded, what will be purchased, structure of program, etc.)</small>	Estimated Percentage of total unconsolidated Title II, Part A Allocation	Estimated Dollar Amount to be Expended <small>(automatically calculated)</small>
<input type="checkbox"/> <b>Highly Qualified Teacher and/or Principal Recruitment and Retention Initiatives</b> <small>(including monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages)</small>		0.00%	\$ -

Title II, Part A Funds

<input type="checkbox"/>	<b>Professional Development</b> (describe to whom the PD will be targeted and the content of the PD to be offered in the narrative section—including whether the PD will be on academic subject matter content or classroom practices)		0.00%	\$ -
<input type="checkbox"/>	<b>Teacher and/or Principal Mentoring Activities</b>		0.00%	\$ -
<input type="checkbox"/>	<b>Teacher Testing Activities</b>		0.00%	\$ -
<input type="checkbox"/>	<b>Merit Pay Programs</b>		0.00%	\$ -
<input type="checkbox"/>	<b>Hiring Highly Qualified Teachers for Class-size Reduction Purposes</b> (if used for this purpose in the past, describe the impact in the description column)		0.00%	\$ -
<input type="checkbox"/>	<b>Developing Teacher Certification Routes for Highly Qualified Paraprofessionals</b>		0.00%	\$ -
<input type="checkbox"/>	<b>Principal Development Programs</b> (ie: Academies for aspiring or current principals)		0.00%	\$ -
<input type="checkbox"/>	<b>Administration</b> (If the LEA chooses admin purposes, the LEA assures that admin expenses will not exceed a necessary and reasonable amount. In general, the OSSE will closely examine administrative costs in excess of 5% for the Title II, Part A program)		0.00%	\$ -
<input type="checkbox"/>	<b>Other</b> (specify and describe completely in description column)		0.00%	\$ -
<b>Total Percentage of (unconsolidated) Title II, Part A Funds Above (should equal 100%):</b> <input type="text" value="0%"/>		<b>Total Amount for (unconsolidated) Title II, Part A Activities:</b> <input type="text" value="-"/>		

<b>TITLE III, PART A</b> English Language Acquisition and Language Enhancement	
<b>IMPORTANT NOTE:</b> Please complete this section ONLY if you have Title III, Part A funds that your LEA is <u>NOT</u> consolidating into a schoolwide program pool of funds. If all of your Title III, Part A funds are being consolidated into your schoolwide pool, do not complete this section.	
<b>For Charter School LEAs allocated less than \$10,000 for Title III, Part A: Requirement to Enter into a Consortium</b>	
Under the requirements of Title III, Part A, the State Educational Agency (the OSSE) may not award a subgrant to an LEA if it would be less than \$10,000. If, based on preliminary allocation calculations, your LEA would receive an allocation of less than \$10,000, it must enter into a consortium with other LEAs to pool Title III, Part A funding in order to access Title III, Part A funds.	
Please check the box below that corresponds with your LEA's status for Title III, Part A funding:	
<input type="checkbox"/>	This LEA is allocated <u>over \$10,000</u> for Title III, Part A funds and is therefore eligible to participate in Title III, Part A without entering into a consortium. <b>Please complete the Title III, Part A application sections below.</b>
<input type="checkbox"/>	This LEA is allocated <u>under \$10,000</u> for Title III, Part A funds and is interested in receiving Title III, Part A funding. Please complete and submit the "Notice of Intent to Enter into a Consortium" form as soon as possible, but no later than <b>September 30, 2009</b> . <b>Do not complete the Title III, Part A application sections below.</b>
<input type="checkbox"/>	This LEA is allocated <u>under \$10,000</u> for Title III, Part A funds and is <u>not</u> interested in receiving Title III, Part A funding. <b>Please skip the Title III, Part A application sections below.</b>

ASSURANCES REGARDING TITLE III, PART A PROGRAMS			
<input type="checkbox"/>	The LEA assures that it has developed a local plan in accordance with Section 3116 of the ESEA.		
<input type="checkbox"/>	The LEA assures that it will provide to OSSE, at the conclusion of every second fiscal year during which the grant is received, an evaluation including all information required by Section 3121 of the ESEA.		
Title III, Part A Planning Requirements			
<p align="center"><b>Planning Requirement 1:</b> Describe how the LEA will ensure that it is accountable for:</p> <p>1. Meeting the annual measurable achievement objectives (AMAOs);  2. Making adequate yearly progress (AYP) for limited English proficient (LEP) students; and  3. Annually measuring the English proficiency of limited English proficient (LEP) students so that children served by the program develop proficiency in English while meeting state academic content and student academic achievement standards.</p>			
<p align="center"><b>Planning Requirement 2:</b> Describe how the LEA will promote parental and community participation in programs for LEP students.</p>			
Title III, Part A REQUIRED Expenditures			
Required Expenditures <small>(These activities MUST be checked and carried out by the LEA if they receive Title III, Part A funds)</small>	Details on how (unconsolidated) Title III, Part A funds will be used for this activity <small>(Position titles to be funded, what will be purchased, structure of program, etc.)</small>	Estimated Percentage of total unconsolidated Title III, Part A Allocation	Estimated Dollar Amount to be Expended <small>(automatically calculated)</small>
<input type="checkbox"/> Provide activities to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing: (a) English proficiency, and (b) Student academic achievement in the core academic subjects.		0.00%	\$ -
<input type="checkbox"/> Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is: (A) designed to improve the instruction and assessment of limited English proficient children; (B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children; (C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the		0.00%	\$ -

Title III, Part A Funds

<b>Total Percentage of (unconsolidated) Title III, Part A Funds Above (cannot exceed 100%)</b> <span style="float: right;">0.00%</span> <b>Total Amount for Title III REQUIRED Activities:</b> <span style="float: right;">\$ -</span>			
Title III, Part A PERMISSIBLE Expenditures			
Permissible Expenditures <small>(In addition to the required activities above, LEAs may use Title III, Part A funds for the activities below – please indicate which, if any, of the activities below will be carried out by the LEA)</small>	Details on how (unconsolidated) Title III, Part A funds will be used for this activity <small>(Position titles to be funded, what will be purchased, structure of program, etc.)</small>	Estimated Percentage of total unconsolidated Title III, Part A Allocation	Estimated Dollar Amount to be Expended <small>(automatically calculated)</small>
<input type="checkbox"/> <b>Administrative Costs, including indirect costs</b> <small>(If the LEA selects this expenditure, by checking this box, it assures that this expenditure will not exceed 2% of the total Title III, Part A allocation)</small>		0.00%	\$ -
<input type="checkbox"/> <b>Upgrading Program Objectives and Effective Instruction Strategies</b>		0.00%	\$ -
<input type="checkbox"/> <b>Improving the Instruction Program for Limited English Proficient Children</b> <small>(by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures)</small>		0.00%	\$ -
<input type="checkbox"/> <b>Providing:</b> <small>(a) tutorials and academic or vocational education for LEP children; and (b) intensified instruction</small>		0.00%	\$ -
<input type="checkbox"/> <b>Developing and Implementing Elementary School or Secondary School Language Instruction Educational Programs that are Coordinated with Other Relevant Programs and Services</b>		0.00%	\$ -
<input type="checkbox"/> <b>Improving the English Proficiency and Academic Achievement of Limited English Proficient Children</b>		0.00%	\$ -
<input type="checkbox"/> <b>Providing Community Participation Programs</b> , family literacy services, and parent outreach and training activities to limited English proficient children and their families: <small>(a) to improve the English language skills of LEP children; and (b) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</small>		0.00%	\$ -
<input type="checkbox"/> <b>Improving the Instruction of Limited English Proficient Children</b> by providing for: <small>(a) the acquisition or development of educational technology or instructional materials; (b) access to, and participation in, electronic networks for materials, training, and communication; and (c) incorporation of the resources described above into curricula and programs.</small>		0.00%	\$ -
<input type="checkbox"/> <b>Other Activities</b> that are consistent with the purposes of Title III, Part A - please specify		0.00%	\$ -
<b>Total Percentage of (unconsolidated) Title III, Part A Funds Above (cannot exceed 100%)</b> <span style="float: right;">0.00%</span> <b>Total Amount for Title III PROPOSED Activities:</b> <span style="float: right;">\$ -</span>			
<b>TOTAL Percentage for unconsolidated Title III, Part A Activities (should be 100%)</b> <span style="float: right;">0.00%</span> <b>TOTAL Amount for unconsolidated Title III, Part A Activities:</b> <span style="float: right;">\$ -</span>			

**TITLE IV, PART A**  
Safe and Drug Free Schools and Communities

**IMPORTANT NOTE:**  
Please complete this section ONLY if you have Title IV, Part A funds that your LEA is NOT consolidating into a schoolwide program pool of funds. If all of your Title IV, Part A funds are being consolidated into your schoolwide pool, do not complete this section.

**ASSURANCE REGARDING LOCAL NEEDS ASSESSMENT**

To meet the principles of effectiveness, the program or activity must be based on: (1) an assessment of objective data regarding the incidence of violence and illegal drug use; and (2) an analysis of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence, protective factors, buffers, assets, or other variables. Below please check all the factors that were considered in formulating the needs assessment; documentation must be maintained for audit and monitoring purposes.

The LEA assures that it performed a needs assessment and developed its Title IV, Part A program based on its needs assessment. The LEA assures that the materials checked below will be available to the SEA for monitoring purposes, and technical assistance where appropriate.

Please indicate the date or time period the comprehensive needs assessment was developed or revised:

Please indicate below the data sources that were used to perform the needs assessment.

**Quantitative Data Sources:**

- Office referrals for disruptive behavior
- Office referrals for bullying behavior
- Student surveys
- Children in juvenile justice system
- Referrals to law enforcement for firearm violations
- Rates of students suspended or expelled due to violence
- Rates of students suspended or expelled due to alcohol violations
- Rates of students suspended or expelled due to drug violations
- Rates of reported cases of child abuse and domestic violence
- Student violence rates
- Truancy rates
- Other; please specify:

**Application Requirements (Data Collection and Record Maintenance)**

The LEA assures that it will collect and report all data required to comply with ESEA section 4114(d); maintain documentation of these records, and afford access to those records if required by the Office of the State Superintendent of Education in fulfillment of its statutory duties.

**Title IV, Part A Proposed Expenditures**  
Based on the needs assessment, please indicate how the LEA plans to expend Title IV, Part A funds.

Please note that the activities described below must be:

- (a) Consistent with the needs assessment and principles of effectiveness established in Section 4115 of the ESEA
- (b) Research based (or the LEA must have an approved waiver in advance of submitting this portion of the application)
- (c) Designed to develop, implement, and evaluate comprehensive programs, which are coordinated with other school and community based services and programs, that meet the following program requirements:
  - Foster a safe and drug-free learning environment that supports academic achievement
  - Prevent or reduce violence
  - Prevent or reduce the use, possession and distribution of illegal drugs
  - Prevent or reduce delinquency
  - Create a well disciplined environment conducive to learning, which includes consultation between teachers, principals and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts
  - Promote the involvement of parents in the activity or program
  - Promote coordination with community groups and coalitions, and government agencies

Proposed Expenditures	Details on how (unconsolidated) Title IV, Part A funds will be used for this activity <small>(Position titles to be funded, what will be purchased, structure of program, etc.)</small>	Estimated Percentage of total unconsolidated Title IV, Part A Allocation	Estimated Dollar Amount to be Expended <small>(automatically calculated)</small>
<input type="checkbox"/> Administrative Costs, including indirect costs (by checking this box, the LEA assures it will not spend more than 2% of its Title IV, Part A allocation on administrative costs)		0.00%	\$ -
<b>Security Services:</b>			
<input type="checkbox"/> (1) Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies	Please note: LEAs may not spend more than <b>40%</b> of their Title IV, Part A allocations on security services (Activities 1 through 5). Within that total, LEAs may not spend more than <b>20%</b> of their Title IV, Part A allocations on Activities 1 through 4 in this line item. <b>Activities 1 to 4</b>		
<input type="checkbox"/> (2) Reporting criminal offenses committed on school property			
<input type="checkbox"/> (3) Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico		0.00%	\$ -
<input type="checkbox"/> (4) Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs			

Title IV, Part A Funds	(5) The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the	Activity 5			
			0.00%	\$ -	
	Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs			0.00%	\$ -
	Dissemination of drug and violence prevention information to schools and the community			0.00%	\$ -
	Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence			0.00%	\$ -
	Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention			0.00%	\$ -
	Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers			0.00%	\$ -
	Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities			0.00%	\$ -
	Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the state academic achievement standards and to reenter the regular education setting			0.00%	\$ -
	Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs			0.00%	\$ -
	Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use			0.00%	\$ -
Drug and violence prevention activities designed to reduce truancy			0.00%	\$ -	

	Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence		0.00%	\$	-
	Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects		0.00%	\$	-
	Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment		0.00%	\$	-
	Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local educational agency to any public or private elementary school or secondary school		0.00%	\$	-
	Developing and implementing character education programs, as a component of drug and violence prevention programs, that take into account the views of parents of the students for whom the program is intended and such students		0.00%	\$	-
	Establishing and maintaining a school safety hotline		0.00%	\$	-
	Community service, including community service performed by expelled students, and service learning projects		0.00%	\$	-
	Conducting a nationwide background check of each local educational agency employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness: (i) to be responsible for the safety or wellbeing of children; (ii) to serve in the particular capacity in which the employee or prospective employee is or will be employed; or (iii) to otherwise be employed by the local		0.00%	\$	-
	Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide		0.00%	\$	-
	Programs that respond to the needs of students who are faced with domestic violence or child abuse		0.00%	\$	-
	The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives		0.00%	\$	-
TOTAL Percentage for (unconsolidated) Title IV, Part A Activities (should be 100)			0.00%		
Total Amount for (unconsolidated) Title IV, Part A Activities			\$		-

**Title I, Part A: Schoolwide Program Narrative Responses**  
**Please provide your responses to the Schoolwide Plan narrative questions below.**

(Hint, it may be easier to type your response in a separate document and COPY/PASTE the response below. If your response goes beyond the space below, you can adjust the row sizes to accommodate your answers.

**Response I**

In-depth details on schoolwide plan that address the 7 issues in the question - be sure to include everything that involves expenditures from the schoolwide funds.

**Response II**

How this LEA's schoolwide plan will address Title I and Title II intents and purposes and ensure that beneficiaries are addressed.

**Response III**

Serve grades 9-12, primarily English and Spanish speaking students, dance- and arts-influenced curriculum, etc.

**Budget Table - Definitions and Examples for Each Program and Budget Category**

**IMPORTANT NOTE:** This table is provided as a guide only. It is not a complete set of possible expenditures. It is also not intended to represent a list of all allowable expenditures. OSSE's approval of a budget does not indicate the costs contained in the budget are allowable. Allowability is a fact specific analysis, and it is the responsibility of the LEA to ensure its costs are allowable. OSSE will monitor costs charged to federal programs through a variety of mechanisms, and costs found to be unallowable will be disallowed and may be required to be repaid.

DIRECT COSTS		Budget Categories					
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)
Program Categories	<p align="center"><b>INSTRUCTION</b></p> <p>The direct instructional interaction between teachers and students. This instruction may be provided to students in a school classroom, in an alternate location (ie: home or hospital), or in other learning situations, including those involving co-curricular activities. The activities of teacher aides or classroom assistants of any type (ie: clerks, graders, teaching machines) who assist in the instructional process are also in this category.</p>	Teachers, Project Directors, Coaches, Substitute Teachers, Teacher's Aides, Reading Specialists, Classroom Paraprofessionals	General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees - Site License	Rental of Instruction Equipment	Contracted Teachers or Substitute Teachers (those that are not an official employee)	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
	<p align="center"><b>SUPPORT SERVICES</b></p> <p>The technical and logistical support to facilitate and enhance instruction. These are services within programs that aid in fulfilling that program's instructional objectives or community service goals, rather than being full-service entities. Such services include activities or stipends associated with providing professional development to the instructional staff, assessing and improving the well-being of students, and supplementing the teaching process.</p>	Tutors, Librarians, Counselors, Audiovisual, Curriculum Consultants, Program Evaluators, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Instructional Staff Trainers, Chief Academic Officer, Dean of Students	General Supplies, Energy, Books, Library Books, Periodicals, Testing Materials	Rental of Support Services Equipment	Contracted Consultants, Counselors, Therapists, Doctors or Instructional Staff Trainers. Fees for Professional Development, In-service Training, or Conference Registration	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
	<p align="center"><b>ADMINISTRATIVE COSTS</b></p> <p>The activities concerned with establishing and administering policy for operating the LEA or with handling the overall administrative responsibilities for a school and program. NOTE: The total amount of all budget items in this Admin category CANNOT exceed the optional Administrative set-aside requested in your LEA's Consolidated Application.</p>	Office assistants, Clerks, Researchers, Public Relations, Project Directors, Purchasers, Accounting, Human Resources, Printers, Publishers, Data Processing	General Supplies, Books, Periodicals	Rental of Administrative Equipment	Auditors, Lawyers, Accountants, Admin Staff Trainers	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
	<p align="center"><b>OPERATIONS AND MAINTENANCE</b></p> <p>The activities concerned with keeping the physical plant open and comfortable; maintaining safety in buildings, grounds, and the vicinity of schools; and keeping the grounds, buildings, and equipment in effective working condition and state of repair.</p>	Maintenance, Security, Cooks	General Supplies	Utility Services, Cleaning Services, Repair and Maintenance Services, Rentals, Other Property Services	Other Contracted Services	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
	<p align="center"><b>STUDENT TRANSPORTATION</b></p> <p>Those activities concerned with conveying students to and from school as part of the School Choice requirements for schools in School Improvement.</p>	Bus drivers	General Supplies	Rental of Equipment and Vehicles	Other Contracted Services	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
	<p align="center"><b>OTHER (Specify)</b></p>	Salaries	Supplies and Materials	Rents and Utilities	Contracts	Machinery, Furniture, Fixtures, Technology-related Hardware	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Travel Costs, Non-Payroll Taxes, Miscellaneous
<b>INDIRECT COSTS</b>		<b>NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.</b>					
Indirect Costs may be claimed ONLY if the LEA has an indirect cost rate approved by OSSE. Budgeted amounts must reflect this approved indirect cost rate. The following formula should be used to determine the amount that could be budgeted for indirect cost reimbursement. (Indirect Cost Rate% / 1.0 + ICR%) X (Total Award minus Capital Outlay, Sub-awards, and Stipends)		Total Amount					
		Reimbursement for indirect costs consistent with an APPROVED indirect cost rate					

Schoolwide Program Pool Budget Table									
DIRECT COSTS - No Set-Asides on this Tab		Budget Categories						Program Grand Totals	LEA's Notes re: Budget Figures (please type below)
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)		
Program Categories	Instruction	\$ 210,000.00	\$ 150,000.00			\$ 100,000.00		\$ 460,000.00	Instruction/Equipment: computers and language lab equipment
	Support Services		\$ 100,000.00		\$ 100,000.00			\$ 200,000.00	Other/Supplies: Scripts for performances
	Administrative Costs					\$ 50,000.00		\$ 50,000.00	Administrative/Equipment: Student Metrics Tracking System
	Operations and Maintenance							\$ -	
	Transportation							\$ -	
	Other (Specify)		\$ 30,000.00					\$ 30,000.00	
<b>Budget Grand Totals</b>		\$ 210,000.00	\$ 280,000.00	\$ -	\$ 100,000.00	\$ 150,000.00	\$ -	\$ 740,000.00	
Total SWP Salary Indicated in Narrative Portion		\$ 210,000.00			Total Consolidated Funds Indicated in Narrative Portion			\$ 740,000.00	
INDIRECT COSTS	NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.								
	Total Amount								

**NON SWP: Title I, Part A Budget Table**

NON SWP: Title I, Part A Budget Table												
DIRECT COSTS		Budget Categories							Program Grand Totals	LEA's Notes re: Budget Figures (please type below)		
		Breakdown by Set-aside and Non Set-aside Amounts	Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)				
Program Categories	Instruction	Non Set-aside / Other							\$ -	Support Services/Other for HQT purposes: Covers travel to HQT conference and Praxis Exam Fees for 10 non-HQ teachers		
		Parental Involvement							\$ -			
		Supplemental Educational Services		\$ 10,000.00							\$ 10,000.00	
		Financial Incentives and Rewards									\$ -	
	Instruction Sub-Total		\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 10,000.00	
	Support Services	Non Set-aside / Other									\$ -	Support Services/Other for Professional Development purposes: Covers travel and fees for January 28th-Feb 4th Conference on Mathematics and English teaching techniques in Philadelphia PA for 3 teachers
		Parental Involvement		\$ 500.00	\$ 500.00	\$ 9,000.00					\$ 10,000.00	
		Highly-Qualified Teachers		\$ 5,000.00		\$ 5,000.00		\$ 40,000.00			\$ 50,000.00	
		Supplemental Educational Services		\$ 15,000.00		\$ 175,000.00					\$ 190,000.00	
		Professional Development	\$ 40,000.00			\$ 50,000.00		\$ 10,000.00			\$ 100,000.00	
		Financial Incentives and Rewards									\$ -	
	Support Services Sub-Total		\$ 40,000.00	\$ 20,500.00	\$ 500.00	\$ 239,000.00	\$ -	\$ 50,000.00	\$ -		\$ 350,000.00	
	Administrative Costs	Other Administrative Set-aside									\$ -	
		Parental Involvement									\$ -	
		Highly-Qualified Teachers									\$ -	
		Supplemental Educational Services									\$ -	
		Professional Development									\$ -	
	Administrative Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
	Operations and Maintenance	Non Set-aside / Other									\$ -	
	Operations Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
	Transportation	Non Set-aside / Other									\$ -	
		Parental Involvement									\$ -	
		Choice-related Transportation									\$ -	
		Supplemental Educational Services									\$ -	
Transportation Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Other (Specify)	Non Set-aside / Other								\$ -			
	Optional "Off the top" (Specify)								\$ -			
Other Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>Budget Grand Totals</b>			\$ 40,000.00	\$ 30,500.00	\$ 500.00	\$ 239,000.00	\$ -	\$ 50,000.00	\$ 360,000.00			
Total Title I, Part A (NON SWP) Salary Indicated in Narrative Portion			\$ 40,000.00	Total Funds NOT in SWP Consolidated Pool Indicated in Narrative Portion			\$ 360,000.00					
Total Indicated in Narrative for Each Set-Aside												
OSSE USE ONLY	Set-Aside Totals	Parental Involvement	\$ -	\$ 500.00	\$ 500.00	\$ 9,000.00	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00		
		Highly-Qualified Teachers	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 40,000.00	\$ 50,000.00	\$ 50,000.00		
		SES/Choice-related Transportation	\$ -	\$ 25,000.00	\$ -	\$ 175,000.00	\$ -	\$ -	\$ 200,000.00	\$ 200,000.00		
		Professional Development	\$ 40,000.00	\$ -	\$ -	\$ 50,000.00	\$ -	\$ 10,000.00	\$ 100,000.00	\$ 100,000.00		
		Financial Incentives and Rewards	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
		Optional "Off the top" (Specify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
		Non Set-aside / Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
INDIRECT COSTS	NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.											
	Total Amount											

NON SWP: Title II, Part A Budget Table										
DIRECT COSTS	Budget Categories								LEA's Notes re: Budget Figures (please type below)	
	Programmatic Objective	Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)	Grand Totals		
Program Categories	Instruction	Recruitment							\$ -	
		Professional Development							\$ -	
		Mentoring							\$ -	
		Teacher Testing							\$ -	
		Merit Pay							\$ -	
		Class-size Reduction							\$ -	
		Teacher Advancement							\$ -	
		Other							\$ -	
	Instruction Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Support Services	Recruitment							\$ -	
		Professional Development							\$ -	
		Mentoring							\$ -	
		Teacher Testing							\$ -	
		Merit Pay							\$ -	
		Class-size Reduction							\$ -	
		Teacher Advancement							\$ -	
		Other							\$ -	
	Support Services Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Administrative Costs	Recruitment							\$ -	
		Professional Development							\$ -	
		Mentoring							\$ -	
		Teacher Testing							\$ -	
		Merit Pay							\$ -	
		Class-size Reduction							\$ -	
		Teacher Advancement							\$ -	
		Other							\$ -	
	Administrative Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Operations and Maintenance of Non-Instructional Services	Recruitment							\$ -	
Professional Development								\$ -		
Mentoring								\$ -		
Teacher Testing								\$ -		
Merit Pay								\$ -		
Class-size Reduction								\$ -		
Teacher Advancement								\$ -		
Other								\$ -		
Operations Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Transportation	Recruitment							\$ -		
	Professional Development							\$ -		
	Mentoring							\$ -		
	Teacher Testing							\$ -		
	Merit Pay							\$ -		
	Class-size Reduction							\$ -		
	Teacher Advancement							\$ -		
	Other							\$ -		
Transportation Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other (Specify)	Other							\$ -		
	Other Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Budget Grand Totals		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
OSSE USE ONLY	Programmatic Objective Totals	Recruitment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Total Indicated in Narrative for Each Activity
		Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Mentoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Teacher Testing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Merit Pay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Class-size Reduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Teacher Advancement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.								
INDIRECT COSTS	Total Amount									

NON SWP: Title III, Part A Budget Table										
DIRECT COSTS		Budget Categories							Grand Totals	LEA's Notes re: Budget Figures (please type below)
		Programmatic Objective	Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)		
Program Categories	Instruction	Eng Proficiency/Academic Achievement							\$ -	
		Professional Development							\$ -	
		Program Objectives/Strategies							\$ -	
		Materials/Technology/Assessment							\$ -	
		Tutorials							\$ -	
		Language Instruction Programs							\$ -	
		Community/Parental							\$ -	
		Other							\$ -	
	Instruction Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Support Services	Eng Proficiency/Academic Achievement							\$ -	
		Professional Development							\$ -	
		Program Objectives/Strategies							\$ -	
		Materials/Technology/Assessment							\$ -	
		Tutorials							\$ -	
		Language Instruction Programs							\$ -	
		Community/Parental							\$ -	
		Other							\$ -	
	Support Services Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Administrative Costs	Eng Proficiency/Academic Achievement							\$ -	
		Professional Development							\$ -	
		Program Objectives/Strategies							\$ -	
		Materials/Technology/Assessment							\$ -	
		Tutorials							\$ -	
		Language Instruction Programs							\$ -	
		Community/Parental							\$ -	
		Other							\$ -	
	Administrative Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Operations and Maintenance of Non-Instructional Services	Eng Proficiency/Academic Achievement							\$ -	
Professional Development								\$ -		
Program Objectives/Strategies								\$ -		
Materials/Technology/Assessment								\$ -		
Tutorials								\$ -		
Language Instruction Programs								\$ -		
Community/Parental								\$ -		
Other								\$ -		
Operations Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Transportation	Eng Proficiency/Academic Achievement							\$ -		
	Professional Development							\$ -		
	Program Objectives/Strategies							\$ -		
	Materials/Technology/Assessment							\$ -		
	Tutorials							\$ -		
	Language Instruction Programs							\$ -		
	Community/Parental							\$ -		
	Other							\$ -		
Transportation Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other (Specify)	Other							\$ -		
Other Sub-Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Budget Grand Totals		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
OSSE USE ONLY	Programmatic Objective Totals	Eng Proficiency/Academic Achievement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Total Indicated in Narrative for Each Activity
		Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Program Objectives/Strategies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Materials/Technology/Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Tutorials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Language Instruction Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Community/Parental	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.										
INDIRECT COSTS	Total Amount									

NON SWP: Title IV, Part A Budget Table										
DIRECT COSTS		Budget Categories								LEA's Notes re: Budget Figures (please type below)
		Programmatic Objective	Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	Other Expenses (Specify in Notes)	Grand Totals	
Program Categories	Instruction	General							\$ -	
		Security (Activities 1-4)							\$ -	
		Security (Activity 5)							\$ -	
		Instruction Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Support Services	General							\$ -	
		Security (Activities 1-4)							\$ -	
		Security (Activity 5)							\$ -	
		Support Services Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Administrative Costs	General							\$ -	
		Security (Activities 1-4)							\$ -	
		Security (Activity 5)							\$ -	
		Administrative Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Operations and Maintenance of Non-Instructional Services	General							\$ -	
		Security (Activities 1-4)							\$ -	
		Security (Activity 5)							\$ -	
		Operations Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Student Transportation	General							\$ -	
		Security (Activities 1-4)							\$ -	
		Security (Activity 5)							\$ -	
		Transportation Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Other (Specify)	Other							\$ -	
		Other Sub-Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Grand Totals		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Total Indicated in Narrative for Each Activity									
OSSE ONLY	Programmatic Objective Totals	Security (Activities 1-4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
		Security (Activity 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
		General	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
NOTE: Indirect Costs are applicable ONLY if the LEA has an indirect cost rate approved by OSSE.										
INDIRECT COSTS		Total Amount								

Yes
No

X

Alone
Consortium