

Section: Narratives - Targeted Assistance Programs

TITLE I TARGETED ASSISTANCE PROGRAMS--OVERVIEW

Section 1115 of ESSA

**All the narratives and checkmarks must be completed in this section if your school(s)/charter is Targeted Assistance.*

ESSA Flexibility

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; **WELL-ROUNDED EDUCATION**. - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use methods and instructional strategies to strengthen the academic program of the school, extended learning time, early intervening services, and schoolwide tiered model of behavioral problems (Response to Intervention).

Use of Funds for Dual or Concurrent Enrollment

A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does this LEA provide Title I Targeted Assistance programs in one or more eligible Title I buildings?

(If YES, complete the Targeted Assistance Program questions below. If NO, scroll to the bottom and click **Mark Section Complete** to continue.)

No

TITLE I STAFF IN TARGETED ASSISTED PROGRAMS

Title I funds may be used to pay for staff to provide services to Title I identified children. If the staff are paid by Title I funds, appropriate time and effort documentation must be maintained to support their payment from Title I versus other funding sources.

Please list those staff who are paid by Title I in the table below. For the prorated staff, also include a summary of the Title I related duties/tasks and the estimated percentage of time spent on Title I activities. Positions may be grouped together if the percentage of time charged to Title I is the same for each person.

Title I Building Name	Position/Job Title	Number of Positions	Percentage of Time for Title I	Time/Effort Documentation Method	Summary of Title I Responsibilities

TITLE I TARGETED ASSISTANCE PROGRAM DETAILS

Instructional delivery

How is the Title I instruction provided?
(Check all that apply)

- ☐ In-Class Model (additional Title I teacher in classroom)
- ☐ Pull Out Model (student pulled out of class for small group instruction with Title I teacher)
- ☐ Tutoring
- ☐ Extended Day Programs
- ☐ Extended Year Programs (including Summer Programs)
- ☐ Districtwide Pre-K
- ☐ Other

If Other selected above, please describe: *Character limit 3000*

Program Resources

List the Program's resources to help eligible children meet the state's challenging academic standards necessary to provide a well-rounded education. Resources may include: programs, activities, and academic courses.

Academic Assessments - Grades PreK - 2

Describe the high-quality academic assessments that will be used to identify students in PreK - 2 that are eligible for Title I. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed.

LEAs must use at a minimum two criteria, including at least one objective criteria (assessments). This may include data collected such as interviews with parents, teacher

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

judgment, and developmentally appropriate measures of child development.

Note: ****Preschool-age children only**** The use of family income as one factor in determining eligibility is allowable, especially for the purpose of prioritizing when there are not sufficient Title I funds to serve all eligible preschool-age children, but children should not be identified as eligible solely on the basis of family income.

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures - Grades PreK - 2

Title I requires multiple measures be used to identify students eligible for Title I in a targeted assisted program. Please indicate which of the following additional measures (if any) will be used by your LEA, in addition to the academic assessments identified above, to identify those students eligible for Title I.

Additional Assessment Measures, Grades PreK - 2: (check all that apply)

- ☐ Teacher Recommendation
- ☐ Parent Recommendation
- ☐ Developmentally Appropriate Assessments
- ☐ Family income (Preschool age children only)

If you selected Developmentally Appropriate Assessment above, please provide a description of the assessment and the grade level below:

Academic Assessments - Grades 3 - 12

Describe the high-quality academic assessments that will be used to identify students in grades 3-12 that are eligible for Title I services. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed. LEAs must use a minimum of two criteria to identify Title I students and all criteria must be objective (assessments).

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures, Grades 3-12: (check all that apply)

- ☐ Anecdotal Records
- ☐ Attendance and Suspensions
- ☐ Report Card Grades
- ☐ Retention

Timeline

Describe the timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

Student Progress

Describe the process that will be used to review the progress necessary of eligible children and the steps taken to revise the program under this section, if necessary.

TITLE IA TARGETED ASSISTANCE PROGRAM PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Targeted Assistance Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome**. LEAs can choose to use school level goals or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.

Traits of quality program goals

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

TITLE IA TARGETED ASSISTANCE PROGRAM ASSURANCES

Each Title I Targeted Assistance School will provide the LEA assurances that it will:

1. Use program's resources to help eligible children meet the state's challenging academic standards
2. Use methods and instructional strategies to strengthen the academic program of the school
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs
4. Provide Professional Development
5. Provide strategies to increase the involvement of parents of eligible children
6. If appropriate and applicable, coordinate with Federal, State, and local programs
7. Help provide an accelerated, high quality curriculum
8. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part

Section: Narratives - Schoolwide Programs

TITLE IA SCHOOLWIDE PROGRAMS

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. Schoolwide includes flexibility to address the needs of the students in the school. Flexibility includes, but is not limited to providing students with the following program/services based on the needs assessment:

- Counseling and mental health programs
- Mentoring programs
- Access to advanced coursework
- Student behavioral supports
- Teacher retention and recruitment
- Professional learning
- Credit recovery programs

Schoolwide schools have the opportunity to incorporate the concept of a well-rounded education. **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

TITLE IA SCHOOLWIDE PROGRAMS--BUILDINGS

Does your district have one or more Title I buildings served as schoolwide programs?

(If YES, complete the following question; if NO, click **Mark Section Complete** to proceed.)

Yes

Indicate the names of the Title I eligible buildings that will run Title I Schoolwide programs for the school year and the number of Full Time Equivalent (FTE) staff in the schoolwide buildings **paid from Title I funds**.

Note: All Title I expenditures must be explained in the schoolwide plan.

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Founders' Hall Middle School	6th - 8th	06/01/2023	
Francis McClure Elementary School	K - 5th	05/15/2023	
Twin Rivers Elementary School	K - 5th	08/31/2022	

TITLE IA SCHOOLWIDE PROGRAMS PROGRAM GOALS

Purpose

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Creating Program Goals for Title IA Schoolwide Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome**. LEAs can choose to use school level goals to align with their schoolwide plans or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
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3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--SWP School Level Goal	80% of students in 6th, 7th and 8th grades	Feeling safe and welcome in school	Most of the time	The end of the 4th quarter (June 30th), at least 80% of students	Founders' Hall - By the end of the 4th quarter (June 30th), at least 80% of students in each grade level will report feeling safe and welcome in school at least most of the time as measured by Google Survey.
Title IA--SWP School Level Goal	80% of students in 6th, 7th and 8th grades	Will have less than 5 major referrals	Throughout the year	The end of the 4th quarter (June 30th), at least 80% of students	Founders' Hall - By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals as measured by Google Forms Data.
Title IA--SWP School Level Goal	70% of students across the school	Fewer than 18 absences	Throughout the year	June 30th of 2024	Founders' Hall - By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences.
Title IA--SWP School Level Goal	50% of students across grade levels	Score average or above on the Spring MAP assessment.	Throughout the year	End of June 2024	Founders' Hall - By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP assessment.
Title IA--SWP School Level Goal	50% of students across grade levels	Score average or above on the Spring MAP Math assessment	Throughout the year	End of June 2024	Founders' Hall - By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment
Title IA--SWP School Level Goal	50% of students across grade levels	Individual growth goal on their ELA MAP testing	Throughout the year	May 2024	Francis McClure - 50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end. Up tp 80% of students will score at benchmark in May 2024 with use of Tier One interventions.
Title IA--SWP School Level Goal	More than 10% of students in 3rd, 4th and 5th grades	Advanced on the 2024 PSSA ELA test	End of the year	Spring 2024	Francis McClure - More than 10% of students in grades 3/4/5 will be advanced on the 2024 PSSA ELA test.
Title IA--SWP School Level Goal	100% of students and staff	Partnerships with community organizations	Throughout the year	End of June 2024	Francis McClure will continue to partner with WQED as a Smart School to provide resources for staff and students. We will implement a partnership with several other community organizations to meet student needs. These could include- Cool Zone, Awaken Pittsburgh, Adagio Health.
Title IA--SWP School Level Goal	100% of students in 3rd, 4th and 5th grades	Social and Emotional Curriculum	2023-2024 School Year	End of June 2024	Francis McClure will pilot a social emotional learning curriculum in our school in the 23-24 school year.

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--SWP School Level Goal	100% of students in 3rd, 4th and 5th grades	MTSS Process	2023-2024 School Year	End of June 2024	Francis McClure will implement a more detailed MTSS Process by utilizing resources from our IU.
Title IA--SWP School Level Goal	100% of students in the school	Implementing opportunities for exposure to different careers students	2023-2024 School Year	End of School Year	Twin Rivers - By implementing opportunities for exposure to different careers students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark
Title IA--SWP School Level Goal	100% of students in the school	implementing a variety of Supportive instructional practices, such as a wellness welcome center and a midday block and a resource center	2023-2024 School Year	End of School Year	Twin Rivers - By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center 80% of learners will attendance school 150 days out of a 180 day school year.

TITLE IA SCHOOLWIDE PROGRAMS--ASSURANCES

The school/charter assures that:

**To operate a Schoolwide Program all of the following checkboxes must be checked.*



The plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]



The plan will be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]



The school/charter is meeting the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]



The plan and its implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

- CSI-A-TSI Schoolwide will be completed by June 30, 2023
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1, 2023.



The schoolwide school/charter developed a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]



The schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help

Project #: FA-013-24-0242

Agency: McKeesport Area SD

AUN: 103026002

Grant Content Report

Title I, Part A - Improving Basic Programs

- provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]



All Schoolwide Title I schools in the LEA included a description of how Title I funds will be used in the Schoolwide Plan in the Future Ready Comprehensive Planning Portal in the Expenditures Table

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Section: Narratives - Professional Development
TITLE IA PROFESSIONAL DEVELOPMENT (PD) PLAN

Title I funds may be used to provide professional development related to the Title I programs in Targeted Assistance Programs in schools (to staff paid for by Title I and/or other content area staff that may interact with Title I students throughout the school day), and overall professional development in Schoolwide Program schools as long as it is identified as a need in the comprehensive needs assessment and addressed in the schoolwide plan.

Please provide a summary of the professional development planned for the school year through Title I by completing the chart below. If using Title I funds for attendance at conferences, please list each conference on a separate line and include the specific costs that will be covered by Title I.

Is your LEA using Title IA funds for Professional Development/Conferences (in-state/out-of-state)? If no, select 'No' and mark the section complete. If yes, select 'Yes' and complete the table as applicable and the questions.

Yes

ON-SITE/IN-STATE TRAVEL

Please complete the table below for on-site/in-state travel ONLY.

PD Event Name	Type of PD Activity	Topic	Additional PD Information	Number of Staff	Estimated Travel Cost Total
Summer Symposium	Conference	Title I Law/Regulations (DFP workshop)		1	\$500
Improving Schools Conference	Conference	Title I Law/Regulations (DFP workshop)		2	\$1,700
Federal Programs Conference	Conference	Title I Law/Regulations (DFP workshop)		2	\$2,500
Literacy and Math Instruction	On-Site Professional Development	Reading/Math Instruction Strategies	Provided by the AIU or the vendor of the product	20	\$4,000

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Notes:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Please note, the use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Additional PD Information	Number of Staff	Total Estimated Travel Cost
							\$

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an ongoing, sustained professional development plan that align with specific program goals of the district.

Relevance to Program Goals: These conferences and trainings are carefully selected to align with the program goals of the district. The content covered in these events is directly related to the district's priorities, initiatives, and focus areas. This ensures that educators are equipped with knowledge and skills that directly support the district's vision and objectives. Current Research and Best Practices: The conferences and trainings bring together experts, researchers, and experienced practitioners who share the latest research findings and best practices in education. By attending these events, educators can stay abreast of current trends, evidence-based strategies, and innovative approaches that can enhance teaching and learning within the district. Professional Growth and Skill Development: The conferences and trainings offer educators a platform to enhance their professional skills and expand their knowledge base. They may include workshops, sessions, and hands-on activities that provide practical strategies, instructional techniques, and assessment methods. By engaging in these opportunities, educators can refine their teaching practices, acquire new skills, and develop expertise in specific areas, ultimately benefiting student achievement. Tailored Product-Specific Trainings: Product-specific trainings allow educators to fully utilize educational tools, resources, and technologies that align with the district's goals. These trainings provide in-depth knowledge and guidance on how to effectively integrate and implement specific products or platforms in the classroom. By utilizing these tools to their full potential, educators can enhance instruction, personalize learning experiences, and meet the specific needs of their students.

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Sustained: The professional development plan involves ongoing activities rather than one-time events. By participating in conferences and trainings throughout the year, educators engage in continuous learning and growth. **Intensive:** The conferences and trainings provide intensive learning experiences for educators. They often involve focused sessions, workshops, and hands-on activities that delve into specific topics or areas of expertise. These intensive learning opportunities enable educators to acquire in-depth knowledge and develop specialized skills to enhance their instructional effectiveness. **Collaborative:** The professional development activities emphasize collaboration among educators. Conferences and trainings often offer networking opportunities, group discussions, and collaborative problem-solving sessions. These interactions encourage educators to share ideas, experiences, and best practices with their peers, fostering a collaborative professional learning community. **Job-Embedded:** The professional development activities are designed to be job-embedded, meaning they directly relate to educators' daily work and classroom practices. The content, strategies, and techniques shared in these activities are relevant and applicable to educators' teaching contexts, allowing them to immediately implement what they learn into their classrooms. **Data-Driven:** The professional development activities align with the data-driven approach outlined in the definition. Effective professional development involves the analysis and utilization of data to inform instructional decision-making. **Classroom-Focused:** The professional development activities are explicitly designed to enhance classroom practices. They aim to improve instructional delivery, student engagement, and overall learning outcomes. Educators gain practical strategies, instructional techniques, and assessment methods that directly impact their teaching and students' learning experiences.

The LEA assures that the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Yes

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

Yes

Section: Narratives - Parent and Family Engagement

TITLE IA PARENT AND FAMILY ENGAGEMENT

Section 1116 of the Every Student Succeeds Act (ESSA) requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title IA program. An LEA may receive funds under Title IA only if:

- the LEA conducts outreach to all parents and family members;
- the LEA implements programs, activities, and procedures for the involvement of parents and family members; and
- the LEA planned and implemented the Title IA program with expectations and objectives for meaningful parent and family engagement.

TITLE IA LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

The LEA assures the LEA Parent and Family Engagement Policy will be revised annually with parent and family input and disseminated to parents and family members.

Yes

The LEA assures an annual evaluation was conducted with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, and used the results of the evaluation to design evidence-based strategies for more effective parental involvement.

Yes

Parents and family members are required to have input on the Consolidated Application. If the application is not satisfactory to the parents of participating children, please include them in the box below. If parents and family members are satisfied with the plan, please mark N/A.

N/A

TITLE IA PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

Does the LEA have \$500,000 or more in Title IA funds (including transfer of funds)? If yes, complete the section below. If no, type N/A in the text boxes below.

Yes

An LEA shall reserve 1% if the Title IA funds are \$500,000 or more. LEAs are not limited to reserving more than 1%. Not less than 90% of the funds shall be distributed to the schools with priority given to high-need schools. Parents and family members must have input on how the funds are allotted for parent and family engagement activities.

If any funds remain at the LEA level for Parent and Family engagement activities, please describe below how the funds will be used. If all funds are distributed to the schools, please type N/A. *Character limit 3000*

N/A

At least 90% of the funds, must be distributed to the Title I Schools. Briefly describe how the funds will be used at the school level. *Character limit 3000*

Title I Parent and Family Engagement funds at the school level is utilized to support various initiatives related to technology, literacy, math, science, and the PSSA test. Technology: Provide training and professional development opportunities for parents and families to improve their technological literacy skills, enabling them to support their child's learning at home. Organize technology workshops or information sessions for parents and families to learn about educational apps, online resources, and digital tools that can be used to reinforce classroom learning. Literacy: Offer parent workshops or training sessions on effective literacy strategies, reading comprehension techniques, and promoting literacy at home. Provide resources, such as books, reading materials, and literacy kits, that parents can borrow and use with their children. Math: Conduct math workshops or seminars for parents to improve their understanding of math concepts and develop strategies for supporting their child's math learning. Provide math manipulatives, games, or online resources that parents can use at home to reinforce math skills and concepts. Science: Arrange science-themed family nights or STEM (Science, Technology, Engineering, and Mathematics) events to involve parents and families in hands-on science activities and experiments. Offer parent workshops or training sessions on inquiry-based learning, scientific thinking, and supporting science education at home. PSSA Test: Conduct informational sessions or workshops for parents to familiarize them with the format, content, and expectations of the PSSA test. Provide resources, study guides, or practice materials for parents and families to support their child's preparation for the PSSA test. Establish communication channels, such as newsletters or online platforms, to keep parents informed about test dates, strategies for test success, and resources available to support their child's performance. It's important to note that the specific allocation and utilization of Title I Parent and Family Engagement funds may vary based on the needs and priorities of the school and its stakeholders. Schools always actively involve parents and families in the decision-making process to ensure that the funds are used effectively to promote parental involvement and enhance student learning in these subject areas.

Funds reserved by the LEA shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below. Please check all that apply.

Any item checked below must be included in the LEA Parent and Family Engagement Policy.

- ☐ Professional Development for school and LEA personnel on parent and family engagement strategies
- ☒ Supporting programs that reach parents and family members at home, in the community, and at school
- ☒ Disseminating information on best practices
- ☐ Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement
- ☒ Engaging in other activities that are described in the LEA/school Parent and Family Engagement Policy
- ☐ N/A - LEA does not have \$500,000 or more in Title I funds (including transfer of funds)

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Did parents and family members have input on how the funds are allotted for parent and family engagement activities?

Yes

TITLE IA PARENT AND FAMILY ENGAGEMENT PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Does this LEA receive less than \$500,000 for Title IA requiring the 1% reservation? **If Yes, no program goals are required.**

No

Creating Program Goals for Title IA Parent and Family Engagement

The intent of Title IA is to increase the achievement levels of the lowest achieving students in your Title I schools and recognizes that parent and family engagement is a critical component to support student success. Program goals for parent and family engagement are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Parent and Family Engagement	Students and Families	10% of students will have families attend the events..	More families and students attend	Increase in number of attendees from first workshop to last workshop.	Twin Rivers, Francis McClure and Founders' Hall will host a minimum of 5 family engagement events throughout the year offering families time to gather and fellowship and bring the community into school. This will be measured by sign in sheets at each event.

TITLE IA SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT ASSURANCES

Each Title IA school is responsible for following parent and family engagement requirements. Title IA law requires documentation that Title IA parents and family members are involved in the planning, implementation, and evaluation of these components.

At the beginning of the school year the LEA assures that it will notify parents of each student attending all Title I schools that the parents may request the qualifications of the teachers and paraprofessionals.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input the School Parent and Family Engagement Policy. The policy will be disseminated to parents and family members in a language they can understand.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

members and teachers.

Yes

The LEA assures that each Title I school will inform parents and family members of State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.

Yes

The LEA assures each Title I school will provide training materials for parents and family members.

Yes

The LEA assures that each Title I school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.

Yes

The LEA assures each Title I school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.

Yes

The LEA assures each Title I school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.

Yes

The LEA assures that each Title I school will hold an annual Title I parent and family member meeting to provide timely information to Title I parents about the purpose of Title I.

For details regarding requirements, click here: [Parent and Family Engagement — SPAC Home](#)

Yes

Section: Narratives - Transitions and Coordination

TRANSITIONS AND COORDINATION--IDENTIFICATION OF ORGANIZATIONS

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Complete the sections below only if it applies to served Title IA buildings. For example, if the middle and high school are not served, do not complete questions on transition for those grade spans.

Describe transition activities for children from early education programs to elementary programs. Include details on coordination efforts with Head Start and/or other early education providers. *Character limit 3000*

MASD coordinates transitions from preschool into elementary school in the following ways: we provide our preschool partners information on best practices in the areas of instruction, curriculum and behavior management. The district offers workshops for parents and children before they are Kindergarten age, these activities are held both at our school and within the community. At these workshops we supply parents and families with books, strategies, and tools that can be utilized within the home environment to ensure children are receiving the highest quality early learning experiences as possible. We also have two times a year a Transitions Committee meeting with all community Pre-K partners. This meeting allows the partners an opportunity to share and highlight their efforts in the area of transition. Additionally, we offer preschool aged students several opportunities to come into the schools in which they will attend prior to the start their formal learning education. During these opportunities, the parents and students have the opportunity to meet with Kindergarten teachers, walk the halls, visit the classrooms, cafeteria and take a short school bus ride. Throughout these events, families are provided with math and reading information as well as many other resources to help ease any anxiety of both the future Kindergartners and the parents, making the transition to Kindergarten as smooth as possible.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education. *Character limit 3000*

Strengthening transition plans across the district enables MASD to build positive relationships that lead to a greater understanding of the needs and concerns of all students and their families ensuring student success. The district has a written transition plan for Birth-Grade 12 along with perceptual surveys that are distributed to students, families, staff and community members which helps to understand the needs and concerns of all of our students and families as well as to determine the effectiveness of the plan. The following are a few examples of the transitions that are in place to assist with elementary moving to middle school and middle school moving to high school. All students changing schools will have a tour prior to the end of the school year. Also, students will be given time to talk with older students and ask questions about their new school. Parents will have an opportunity to talk with the building principal prior to the start of the year and an orientation will occur before the start of the school year. Ongoing individualize and small group activities occur throughout the year as student needs dictate.

Indicate which agencies for coordination efforts.

- ☒ **Institutions of Higher Education**
- ☒ **Employers**
- ☒ **Other Local Partners**

Indicate which services will be coordinated with the agencies selected above.

- ☐ **Access to Early College High School**
- ☐ **Dual or Concurrent Enrollment Options**
- ☒ **Career Counseling to Identify Student Interests and Skills**
- ☒ **Academic and Career & Technical Education Content through Coordinated Instructional Strategies**
- ☒ **Work-based Learning Opportunities with in-depth interaction with Industry Professionals**

LEA assures 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.

Yes

TRANSITIONS AND COORDINATION--MEMORANDUM OF UNDERSTANDING (MOU)

The LEA must develop an MOU with the county Head Start agency. The purpose is to establish collaborations with Head Start and develop a plan stating how the LEA will transition children who have attended a Head Start program or other early learning program. The MOU must have all five of the required activities and must be inclusive of Head Start.

- Establish channels of communication between school staff and Head Start staff;
- Receive and transfer children's records, enrollment, parent communication;
- Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Link LEA educational services with Head Start agency services.

The MOU must be uploaded to this application.

- ☐ **Some LEAs are exempt from creating and uploading the MOU. If your LEA falls in these two categories, please check this box and mark N/A in the question below.**
- **Cyber Charter Schools**

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

- Charter School that has an address and children go to the school daily but NO kindergarten

The LEA assures the MOU is uploaded in the Consolidated Application Upload Section, not in the Title IA Upload Section.

- ☒ Yes
☐ N/A

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

Students under any of these categories are considered "homeless":

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- "Migratory children" who qualify as homeless under federal law because the children are living in circumstances described in the first three bullets above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian". This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Title IA funds must only be used as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.

What type of services will be provided to homeless children and youth?
The list below is not limited to these items. Check all that apply.

- ☒ Items of clothing if necessary to meet a school's dress or uniform requirement
- ☐ Clothing and shoes necessary to participate in physical education classes
- ☐ Student fees that are necessary to participate in the general education program
- ☒ Personal school supplies such as backpacks and notebooks
- ☐ Birth certificates necessary to enroll in school
- ☐ Immunizations
- ☐ Medical and dental services
- ☐ Eyeglasses and hearing aids
- ☐ Counseling services to address anxiety related to homelessness that is impeding learning
- ☐ Outreach services to students living in shelters, motels, and other temporary residences
- ☐ Extended learning time (before and after school, summer school, Saturday classes) to compensate for lack of quiet time in shelters or other living conditions
- ☒ Tutoring services, especially in shelters or other locations where homeless students live
- ☐ Parental involvement specifically oriented to reaching out to parents of homeless students
- ☐ Fees for AP and IB testing
- ☐ Fees for college entrance exams such as SAT or ACT
- ☐ GED testing for school-age students
- ☐ Other, please explain below:

If Other selected above, please describe below:

Character limit 1000

Describe the method used for determining the amount set aside to support homeless children and youth. Optional methods to determine set aside include:

- Needs Assessment
- Past homeless student enrollment and support service cost data
- Reserving a flat percentage based on the LEA's overall poverty rate
- Reserving an amount per homeless child equal to the LEA's Title IA per-pupil allocation

Past homeless student enrollment and support service cost data

Section: Narratives - Foster Care

FOSTER CARE

Every Student Succeeds Act (ESSA) Assurance Requirements for Local Education Agencies (LEAs).

TRANSPORTATION PROCEDURE ASSURANCES

Read statements carefully and choose "yes" to indicate that you have reviewed and agree to implement the requirements.

LEA assures they will collaborate with local **County Children and Youth Agency** (CCYA) to:

Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Yes

Procedures must ensure that children will properly receive transportation in a cost-effective manner in accordance with the *Fostering Connections Act*.

Yes

Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:

- The local CCYA agrees to reimburse the LEA;
- The LEA agrees to pay the cost;
- The LEA and local CCYA agree to share the cost; or
- The LEA of origin, LEA of residence, and the placing CCYA agree to share the cost.

Yes

POINT OF CONTACT REQUIREMENT (POC)

LEAs will designate a POC for the corresponding CCYA, if the CCYA notified the LEA, in writing, that it has designated a POC.

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address
Allison Wynn	Administrative Assistant to the Superintendent	awynn@mckasd.net

Section: Narratives - Equity Plan

EQUITY PLAN

Describe how low-income and minority children enrolled in Title IA schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Character limit 3000

McKeesport Area School District has 4 schools. Two elementary schools that each have Kindergarten through 5th graders. The Middle School and the High School are separate buildings but housed on one campus. The Middle School also houses 4 Pre-K Classrooms. Francis McClure and Twin Rivers Elementary have no designation. The High School, which does not receive Title I funding. During the 2018-2019 school year, Founders' Hall Middle School received the designation of "Comprehensive Support and Improvement" and the High School received the designation of "Additional Targeted Support and Improvement". All schools within the McKeesport Area School District experience poverty at a very high level. All of our students receive a free breakfast and lunch due to our involvement in the Community Eligibility Program. McKeesport Area School District's percentage of minority students throughout the district does not vary much from school to school. The percentage of minority students is slightly higher at Twin Rivers Elementary School, but not overly remarkable. All district students attend Founders' Hall Middle School and McKeesport Area Senior High School, thus the minority numbers are a true reflection of the district population. McKeesport Area School District has 100% of their teaching staff Appropriately State Certified in all schools. McKeesport Area School District has 122 teachers at the Kindergarten through 5th grade level and 11 (9.1%) teachers at this level have three or less years of experience. At the secondary level, there are 149 total teachers, 24 teachers (16.1%) with three or less years' experience in teaching. At this time, we do not have any vacancies for CORE Academic Subjects that need filled. However, substitute teachers are extremely difficult to hire, and thus professional development does not occur as often as we would like. Furthermore, without enough substitute teachers, staff is required to coverage classrooms and then their plan periods are often eliminated. Due to a chronically young female staff at the elementary level, MASD has had employee many long-term substitutes due to pregnancy related extended absenteeism. However, with that said, we have been able to consistently fill all positions with ASC teachers. Additionally, COVID-19 has caused an additional level of need for substitute teachers.

The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.

Yes

Section: Narratives - Supplement Not Supplant Methodology

SUPPLEMENT, NOT SUPPLANT METHODOLOGY

Check the box to claim exemption from written methodology if your LEA satisfies one or more of the following criteria:

- LEA has only one school (Charter School or K-12 Building)
- LEA has no overlapping gradespans
- ☒ • All schools within your LEA are served by Title I funds

The LEA shall demonstrate that the methodology used to allocate state and local funds to each Title IA school ensures that the school receives all the state and local funds it would otherwise receive if it were not receiving Title IA funds. In other words, an LEA's school level budgeting methodology must be "Title I neutral." This requirement ensures that Title IA funds will be supplemental to the school's budget.

Please provide your LEA's methodology below (5,000 character limit):

Neglected Institutions

There are no Neglected Institutions for McKeesport Area SD

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Enter appropriate carryover values in the tables below. Report it separately in the Nonpublic Carryover table.

Example: TOTAL LEA carryover is \$100,000 and remaining share to provide equitable services to nonpublic students is \$10,000.

Enter \$90,000 in the Public LEA Carryover Amount field.

Enter \$10,000 in Nonpublic Carryover Amount field.

***Nonpublic Carryover will be tracked separately by the LEA.**

The 15% carryover requirement will be verified by DFP staff during the final review prior to approval by DFP.

A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2025 or within 30 days of funds being expended.

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

PUBLIC LEA CARRYOVER

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
McKeesport Area SD	\$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation 2,185,034

Carryover Percentage

%

0.00

Carryover amount cannot exceed 15%

Note: Carryover amount cannot exceed 15% of the previous year's allocation without an approved waiver on file from the Division of Federal Programs.

Do not include the Nonpublic Carryover amount in the Public LEA Carryover value.

NONPUBLIC CARRYOVER (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))

The Nonpublic Carryover value is informational ONLY. If you elect to redistribute carryover funds in Selection of Schools – Data Entry, the nonpublic amount entered below will not be included in the Redistribution of Title I Carryover Funds.

Enter the amount of nonpublic carryover remaining from the previous year's nonpublic equitable share.

***If this is a consortium application, add a row for each member of the consortium that has nonpublic carryover funds.**

LEA Name	Nonpublic Carryover Amount
McKeesport Area School District	\$86,287
	\$86,287.00

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IA below. The total value will then need to be entered on Reservation of Funds within the Data Entry Wizard. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds. The Nonpublic Equitable Share is calculated post transfer.

LEA Name	Title IIA into Title IA	Title IVA into Title IA	Total Funds Transferred into Title IA (*Calculated - leave blank)	Describe Use of Funds
McKeesport Area School District	208,252	173,957	382,209	The money will be used to support literacy and math instruction for the most at risk students in the elementary and middle schools.
	208,252.00	173,957.00	382,209.00	

Section: Non Public Organizations - Nonpublic Assurances

TITLE IA NONPUBLIC ASSURANCES

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), nonpublic school students and teachers have been eligible to participate in programs under Title I, Part A (Title I).

To ensure local educational agencies, in consultation with appropriate nonpublic school officials, are providing eligible children attending nonpublic elementary and secondary schools, their teachers, and their families with Title I services that are equitable to those provided to eligible public school children **please read and complete each assurance below.**



If there are NO eligible nonpublic school students in your public school attendance area, or you are a Charter School select N/A in each assurance, SAVE, and mark the section complete.

LEA ensures timely and meaningful, consultation has occurred prior to the design and development of such programs and before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. (ESEA section 1117(b)(3)).

Yes

If 'No' was selected, please explain.

Funds allocated to an LEA for educational services and other benefits to eligible nonpublic school participants will be obligated in the fiscal year for which the funds are received by the LEA.

Yes

If 'No' was selected, please explain.

Timely and meaningful consultation occurred prior to the obligation of nonpublic funds.

Yes

If 'No' was selected, please explain.

The results of agreement following consultation have been transmitted to the equitable services ombudsman. (via Affirmation of Consultation upload to eGrants) Affirmation of Consultation form: <https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/EquitableServices/Pages/default.aspx>

Yes

If 'No' was selected, please explain.

The LEA will follow their procurement procedures if contracting with third-party providers for services to nonpublic school children and educational personnel.

Yes

If 'No' was selected, please explain.

Nonpublic Institutions

Agency: McKeesport Area SD
Nonpublic Institution: Campus Lab School of Carlow University
Allocation Amount: 0.00
Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

2

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

2

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

3,990

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

40

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-23-2023	Meaningful Consultation Form
Meetings	01-19-2023	In Person Visit - Met with the Principal

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Hours	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☒ Other

If other, please explain:

DIBELS Benchmark Scores and Principal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☒ Local Assessment
- ☒ Curriculum Based Assessment
- ☐ Other

If other, please explain:

Nonpublic Institutions

Agency: McKeesport Area SD
Nonpublic Institution: Cornerstone Christian Prep-Wilson Campus
Allocation Amount: 0.00
Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

1

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

1

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

1,995

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

20

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-17-2023	Meaningful Consultation Form
Meetings	01-24-2023	In Person Visit - Met with the Principal

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Hours	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☒ Other

If other, please explain:

Measures of Academic Progress (MAP)AIMS WEB

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☒ Local Assessment
- ☐ Curriculum Based Assessment
- ☒ Other

If other, please explain:

Measures of Academic Progress (MAP)AIMS WEB

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Mary of Nazareth Catholic School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

32

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

32

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

63,837

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

648

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-23-2023	Meaningful Consultation Form
Meetings	01-18-2023	In Person Visit - Met with the Principal

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Hours	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☒ Other

If other, please explain:

Acadience (DIBELS) Benchmark scoresPrincipal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☒ Local Assessment
- ☒ Curriculum Based Assessment
- ☒ Other

If other, please explain:

Acadience (DIBELS) Benchmark scores

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Sister Thea Bowman Catholic Academy

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

2

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

2

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

3,990

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

40

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-23-2023	Meaningful Consultation Form

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

☒ **Third-Party Contractor - Private vendors or Intermediate Units**

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Hours	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ **Standardized test scores**
- ☒ **Local assessment (report card grades)**
- ☐ **Classroom performance**
- ☐ **Teacher recommendations**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scoresPrincipal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ **Standardized Test**
- ☒ **Local Assessment**
- ☒ **Curriculum Based Assessment**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scores

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: St Benedict the Moor

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

2

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

2

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

3,990

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

40

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-23-2023	Meaningful Consultation Form

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

☒ **Third-Party Contractor - Private vendors or Intermediate Units**

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Minutes	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ **Standardized test scores**
- ☒ **Local assessment (report card grades)**
- ☒ **Classroom performance**
- ☐ **Teacher recommendations**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scoresPrincipal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ **Standardized Test**
- ☒ **Local Assessment**
- ☒ **Curriculum Based Assessment**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scores

Nonpublic Institutions

Agency: McKeesport Area SD
Nonpublic Institution: St Therese School
Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

2

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

2

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

3,990

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

40

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	03-23-2023	Meaningful Consultation Form

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

☒ **Third-Party Contractor - Private vendors or Intermediate Units**

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Minutes	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ **Standardized test scores**
- ☒ **Local assessment (report card grades)**
- ☐ **Classroom performance**
- ☐ **Teacher recommendations**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scoresPrincipal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ **Standardized Test**
- ☒ **Local Assessment**
- ☒ **Curriculum Based Assessment**
- ☒ **Other**

If other, please explain:

Acadience (DIBELS) Benchmark scores

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Walnut Grove Christian School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATION FUNDING DETAILS

Number of low-income students (generators of funds) from this LEA's Title I schools attending this Nonpublic school:

Determined by the income eligible students at this Nonpublic school who would attend one of your Title I buildings, if enrolled in public school.

11

Number of students (participants) attending this Nonpublic school that are eligible for Title I services, based on academic services (estimated):

Determined by the students' academic need based on assessments for service. (same as Targeted Assistance program Section 115(c) criteria)

11

Total Nonpublic Title I Instruction funds (applicable to this Nonpublic school):

Determined by multiplying the number of low-income students (generators) from this school by the Nonpublic Per Pupil Amount found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

21,945

Total Nonpublic Title I Parent and Family Engagement funds (applicable to this Nonpublic school):

If applicable, this amount is determined for each school using the data in the Nonpublic Share of Parent and Family Engagement Set Asides found in SECTION: Selection of Schools, Data Entry, Neglected/Nonpublic Summary (Step 5)

220

NONPUBLIC ORGANIZATION CONSULTATIONS

To ensure timely and meaningful consultation, the LEA must consult with appropriate nonpublic school officials during the design and development of such agency's programs under this part.

The results of consultation must be transmitted to the ombudsman. (ESEA section 1117(b)(1).) This requirement is met by uploading the signed Affirmation of Consultation form in the Consolidated Application.

Make selections below to indicate Consultation Method and then select the Date of Consultation. Add an additional row for each consultation.

Consultation Method	Date of Consultation	Description
E-mails	06-28-2023	Meaningful Consultation Form
Meetings	02-08-2023	In Person Visit - Met with the Principal

NONPUBLIC ORGANIZATION PROGRAM DETAILS

Type of Instructional Service(s) (check all that apply):

- ☒ Instructional services (including evaluations to determine the progress in meeting such students' academic needs)
- ☐ Expanded learning time, including before-and after-school programs
- ☐ One-on-one tutoring
- ☐ Summer school programs
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Mentoring programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers; and
- ☐ Any combination of the above, Title I services or other benefits, including materials and equipment, must be secular, neutral, and non-ideological. (ESEA section 1117(a)(2)).

Service Provider Choices:

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

- ☐ Direct - Services provided by LEA (sub-recipient) staff
- ☐ Interdistrict Agreement - Services provided by neighboring LEA
- ☒ Third-Party Contractor - Private vendors or Intermediate Units

Use the table below to explain your schedule of services.

Service Type	Times / Week	Time / Session	Time Type	Service Provider	If Other, please explain.
Instructional Services	2	60	Minutes	Third-Party Contractor	

Academically Eligible Students will be identified by (check all that apply) :

- ☒ Standardized test scores
- ☒ Local assessment (report card grades)
- ☐ Classroom performance
- ☐ Teacher recommendations
- ☒ Other

If other, please explain:

Acadience (DIBELS) Benchmark scoresPrincipal Recommendations

Program evaluation assessment to be used (check all that apply) :

- ☒ Standardized Test
- ☒ Local Assessment
- ☒ Curriculum Based Assessment
- ☐ Other

If other, please explain:

Section: Non Public Organizations - Nonpublic Organizations Summary

Nonpublic Organizations Summary

The following table compares the totals of the figures entered on the individual nonpublic narratives to the total low income nonpublic students from Selection of Schools (Step 4) and the total nonpublic low income funds and the nonpublic shares of the set asides from Selection of Schools (Step 5).

IMPORTANT!: You should not mark this section complete until you have

- completed all of the individual nonpublic narratives in the Nonpublic Organizations section
- completed the Data Wizard section
- verified that the nonpublic total matches the selection of schools total in each row of this table.

If the totals in any row of this table do not match, please contact your Regional Coordinator BEFORE submitting your application. (NOTE: For monetary totals, it is considered a match if you are within \$1 since this section only allows whole numbers.)

	Nonpublic Organizations	Selection of Schools
Low-Income Students #	52	52
Total Nonpublic Title-I Instruction Funds	\$103,737.00	\$103,737.00
Total Nonpublic Title-I Parent and Family Engagement Funds	\$1,048.00	\$1,048.00

Nonpublic Organizations Summary

Summary of information that was entered in the individual nonpublic narratives.

	AUN	Completed	Low-Income Students #	Title-I Participants #	Total Nonpublic Title-I Instruction Funds	Total Nonpublic Title-I Parent Involvement Funds
McKeesport Area SD						
Campus Lab School of Carlow University	202021105	<input checked="" type="checkbox"/>	2	2	\$3,990.00	\$40.00
Mary of Nazareth Catholic School	203025485	<input checked="" type="checkbox"/>	32	32	\$63,837.00	\$648.00
St Benedict the Moor	202027885	<input checked="" type="checkbox"/>	2	2	\$3,990.00	\$40.00
St Therese School	203028045	<input checked="" type="checkbox"/>	2	2	\$3,990.00	\$40.00
Sister Thea Bowman Catholic Academy	203020011	<input checked="" type="checkbox"/>	2	2	\$3,990.00	\$40.00
Walnut Grove Christian School	203029635	<input checked="" type="checkbox"/>	11	11	\$21,945.00	\$220.00
Cornerstone Christian Prep-Wilson Campus	300029770	<input checked="" type="checkbox"/>	1	1	\$1,995.00	\$20.00

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Nonpublic Programs

The intent of Title IA is to increase the achievement levels of the lowest achieving students through supplemental educational services including eligible nonpublic students who attend nonpublic schools and are served through an equitable share portion of the LEA's allocation. Therefore, when completing this section, **you must have at least one program goal that targets student achievement as the outcome**.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Through consultation the LEA and Nonpublic Officials should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Nonpublic Goal	Students identified for READING Services	Will show benchmark growth (red to yellow,yellow to green) or 20% or greater (low red to high red, low yellow to high yellow)increase on their applicable end of yeartesting scores.	aimsWeb Reading Composite score at endof school year (May or earlier if dismisseddue to performance)	70% of district's Title Istudents. In cases of 5 or fewerstudents, 50%	Given the aimsWeb Reading Benchmark in May 2024, at least70% of the district's Title I reading students will showbenchmark growth or 20% or greater increase on theirapplicable end of year testing scores. If there are fewer than 5students, 50% will show growth
Title IA--Nonpublic Goal	Students identified for MATHServices	Will show benchmark growth (red to yellow,yellow to green) or 20% or greater (low red to high red, low yellow to high yellow)increase on their applicable end of yeartesting scores.	aimsWeb Math Composite score at end ofschool year (May or earlier if dismisseddue to performance)	70% of district's Title Istudents. In cases of 5 or fewerstudents, 50%	Given the aimsWeb Math Benchmark in May 2024, at least 70%of the district's Title I math students will show benchmarkgrowth or 20% or greater increase on their applicable end of yeartesting scores. If there are fewer than 5 students, 50% willshow growth

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,344,440.00
Allocation \$2,344,440.00

Budget Over(Under) Allocation \$0.00

Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$93,303.00	100% salary of a Reading Specialist at Francis McClure - Carrie Barnes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$24,119.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Francis McClure - Carrie Barnes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$28,842.00	100% health and life insurance benefits of a Reading Specialist at Francis McClure - Carrie Barnes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$45,541.00	50% salary of a Kindergarten Teacher at Francis McClure - Tamara Ekis
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,772.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Francis McClure - Tamara Ekis
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$14,421.00	50% health and life insurance benefits of a Kindergarten Teacher at Francis McClure - Tamara Ekis
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$93,303.00	100% salary of a Reading Specialist at Twin Rivers - Marcy Funk
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$24,119.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Twin Rivers - Marcy Funk
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$25,376.00	100% health and life insurance benefits of a Reading Specialist at Twin Rivers - Marcy Funk
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$93,303.00	100% salary of a Reading Specialist at Twin Rivers - Rebecca Gass
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$24,119.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Twin Rivers - Rebecca Gass
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$28,842.00	100% health and life insurance benefits of a Reading Specialist at Twin Rivers - Rebecca Gass
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$46,291.00	50% salary of a Kindergarten Teacher at Twin Rivers - Melissa Hale
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,966.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Twin Rivers - Melissa Hale
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$14,421.00	50% health and life insurance benefits of a Kindergarten Teacher at Twin Rivers - Melissa Hale

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$48,628.00	100% salary of the Math Specialist at Twin Rivers - Maria Hayes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$12,570.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of the Math Specialist at Twin Rivers - Maria Hayes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$28,842.00	100% health and life insurance benefits of the Math Specialist at Twin Rivers - Maria Hayes
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$46,291.00	50% salary of a Kindergarten teacher at Francis McClure - Melissa Piontka
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,966.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Francis McClure - Melissa Piontka
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$14,421.00	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure - Melissa Piontka
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$45,901.00	50% salary of a Kindergarten teacher at Francis McClure - Linda Richardson
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,866.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Francis McClure - Linda Richardson
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$14,421.00	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure - Linda Richardson
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$45,378.00	100% salary of Career Readiness Teacher at Founders' Hall Middle School - India Conway
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,730.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Readiness Teacher at Founders' Hall Middle School - India Conway
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$10,239.00	100% health and life insurance benefits of Career Readiness Teacher at Founders' Hall Middle School - India Conway
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$12,940.00	50% of health and life insurance benefits of Special Education teacher at Founders' Hall Middle School - John Snatterly (School Improvement is paying everything else)
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$45,378.00	50% salary of Math Specialist at Founders' Hall Middle School - Christina Shank
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$11,730.00	50% of gov't benefits (FICA, Medicare, Retirement, WC and UC) of Math Specialist at Founders' Hall Middle School - Christina Shank
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$93,303.00	100% salary for Reading Specialist at Francis McClure - Kelly Ridinger
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$24,119.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Francis McClure - Kelly Ridinger

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$27,798.00	100% health and life insurance benefits for Reading Specialist at Francis McClure - Kelly Ridinger
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$93,303.00	50% salary of a Kindergarten Teacher at Francis McClure - Susan McDowell
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$24,119.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Francis McClure - Susan McDowell
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$25,376.00	50% health and life insurance benefits of a Kindergarten Teacher at Francis McClure - Susan McDowell
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$24,314.00	50% salary of a Kindergarten Teacher at Twin Rivers - Tonya Andrews
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$6,285.00	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Twin Rivers - Tonya Andrews
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$10,846.00	50% health and life insurance benefits of a Kindergarten Teacher at Twin Rivers - Tonya Andrews
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$65,705.00	100% salary for Reading Specialist at Twin Rivers - Joseph Coghill
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$16,984.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Twin Rivers - Joseph Coghill
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$28,842.00	100% health and life insurance benefits for Reading Specialist at Twin Rivers - Joseph Coghill
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$57,113.00	100% salary of Career Education Teacher at Founders' Hall Middle School - Lena Fitchwell
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$14,764.00	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Education Teacher at Founders' Hall Middle School - Lena Fitchwell
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$27,798.00	100% health and life insurance benefits of Career Education Teacher at Founders' Hall Middle School - Lena Fitchwell
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,990.00	Services at Campus Lab School of Carlow University provided by AIU3.
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$63,837.00	Services at Mary of Nazareth Catholic School provided by AIU3.
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,990.00	Services at St. Benedict the Moor provided by AIU3.
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,990.00	Services at St. Therese School provided by AIU3.
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,990.00	Services at Sister Thea Bowman Catholic Academy provided by AIU3.

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$21,945.00	Services at Walnut Grove Christian School provided by AIU3.
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$1,995.00	Services at Cornerstone Christian Prep - Wilson Campus provided by AIU3.
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$128,250.00	New Reading series for Twin Rivers
		\$1,724,695.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget\$2,344,440.00
Allocation\$2,344,440.00

Budget Over(Under) Allocation\$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,344,440.00
Allocation \$2,344,440.00

Budget Over(Under) Allocation \$0.00

Other Expenditures

Function	Object	Amount	Description
2270 - Professional Development	100 - Salaries	\$98,323.00	100% of the salary for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Amy Dellapenna
2270 - Professional Development	100 - Salaries	\$74,957.00	80% of the salary for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
2270 - Professional Development	100 - Salaries	\$65,702.00	100% of the salary for Elementary Math Coach at Twin Rivers and Francis McClure - Melissa Capozoli
2270 - Professional Development	200 - Benefits	\$25,417.00	100% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Amy Dellapenna
2270 - Professional Development	200 - Benefits	\$19,376.00	80% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
2270 - Professional Development	200 - Benefits	\$16,984.00	100% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for the Elementary Math Coach at Twin Rivers and Francis McClure - Melissa Capozoli
2270 - Professional Development	200 - Benefits	\$27,798.00	100% of the health and life insurance benefits for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Amy Dellapenna
2270 - Professional Development	200 - Benefits	\$23,074.00	80% of the health and life insurance benefits for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
2270 - Professional Development	200 - Benefits	\$28,842.00	100% of the health and life insurance benefits for the Elementary Math Coach at Twin Rivers and Francis McClure - Melissa Capozoli
2270 - Professional Development	600 - Supplies	\$8,700.00	Money set aside for conferences, trainings and workshops at Twin Rivers, Francis McClure and Founders' Hall
3300 - Community Services	100 - Salaries	\$18,740.00	20% of the salary for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
3300 - Community Services	200 - Benefits	\$4,844.00	20% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
			20% of the health and life insurance

Function	Object	Amount	Description
3300 - Community Services	200 - Benefits	\$5,768.00	benefits for the Elementary Literacy Coach at Twin Rivers and Francis McClure - Jill Medich
3300 - Community Services	600 - Supplies	\$4,500.00	Money for supplies necessary for Parent and Family Engagement Events.
2900 - Other Support Services	600 - Supplies	\$1,000.00	Required Homeless Set-Aside
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	100 - Salaries	\$127,000.00	100% of the salary for the Director of Federal Programs - Jane Coughenour
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	200 - Benefits	\$32,830.00	100% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for the Director of Federal Programs - Jane Coughenour
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	200 - Benefits	\$28,842.00	100% of the health and life insurance benefits for the Director of Federal Programs - Jane Coughenour
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	600 - Supplies	\$6,000.00	Supplies for the office of the Director of Federal Programs
3300 - Community Services	300 - Purchased Professional and Technical Services	\$40.00	Parent and Family Engagement Activities for Campus Lab School of Carlow University provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$648.00	Parent and Family Engagement Activities for Mary of Nazareth Catholic School provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$40.00	Parent and Family Engagement Activities for St. Benedict the Moor provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$40.00	Parent and Family Engagement Activities for St. Therese School provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$40.00	Parent and Family Engagement Activities for Sister Thea Bowman Catholic Academy provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$220.00	Parent and Family Engagement Activities for Walnut Grove Christian School provided by the AIU3
3300 - Community Services	300 - Purchased Professional and Technical Services	\$20.00	Parent and Family Engagement Activities for Cornerstone Christian Prep- Wilson Campus provided by the AIU3
		\$619,745.00	

Project #: FA-013-24-0242
Agency: McKeesport Area SD
AUN: 103026002
Grant Content Report
Title I, Part A - Improving Basic Programs

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,344,440.00
Allocation \$2,344,440.00

Budget Over(Under) Allocation \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$937,055.00	\$555,653.00	\$0.00	\$0.00	\$0.00	\$128,250.00	\$0.00	\$1,620,958.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$103,737.00	\$0.00	\$0.00	\$0.00	\$0.00	\$103,737.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$238,982.00	\$141,491.00	\$0.00	\$0.00	\$0.00	\$8,700.00	\$0.00	\$389,173.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$127,000.00	\$61,672.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$194,672.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$18,740.00	\$10,612.00	\$1,048.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$34,900.00
	\$1,321,777.00	\$769,428.00	\$104,785.00	\$0.00	\$0.00	\$148,450.00	\$0.00	\$2,344,440.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,344,440.00