

**Section: Narratives - Targeted Assistance Programs**

**TITLE I TARGETED ASSISTANCE PROGRAMS**

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

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

- In-Class Model (additional Title I teacher in classroom during Reading/Math)
- Pull Out Model (student pulled out of class for small group instruction with Title I teacher)
- Computer Assisted Instruction
- Tutoring
- Extended Day Programs
- Extended Year Programs (including Summer Programs)
- Districtwide Pre-K
- EL Program
- Other

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

**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 judgment, and developmentally appropriate measures of child development.

Note: 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

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**

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.

### **Targeted Assistance Overview**

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.

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; and
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 I 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.

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.

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Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Founders' Hall Middle School	6,7,8	06/22/2022	4
Twin Rivers Elementary School	K,1,2,3,4,5	06/30/2022	9
Francis McClure Elementary School	K,1,2,3,4,5	06/30/2022	6.5

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<sup>th</sup>, 2022
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1<sup>st</sup>, 2022.



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 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 - "Materials/Resource/Supports Needed" section.

**Section: Narratives - Professional Development**

**TITLE I 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.

**IN STATE TRAVEL**

Please complete the table below for In State Travel ONLY.

PD Event Name	Type of PD Activity	Topic	Additional PD Information	Number of Staff	Estimated Travel Cost Total
PAFPC Conference	Conference	Title I Law/Regulations (DFP workshop)		3	\$2,000
Improving Schools Conference	Conference	Title I Law/Regulations (DFP workshop)		3	\$2,000
Literacy Training	Online Learning	Reading/Math Instruction Strategies		50	\$3,000
Math Training	Online Learning	Reading/Math Instruction Strategies		50	\$3,000
Literacy Training	On-Site Professional Development	Reading/Math Instruction Strategies		20	\$3,000
	On-Site	Reading/Math			



PD Event Name	Type of PD Activity	Topic	Additional PD Information	Number of Staff	Estimated Travel Cost Total
Math Training	Professional Development	Instruction Strategies		20	\$3,000

**OUT OF STATE TRAVEL**

Please complete the table below for Out of State Travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

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	Additional PD Information	Number of Staff	Justify Cost Effectiveness	Total Estimated Travel Cost
							\$

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

Yes

**Section: Narratives - Parent and Family Engagement**

**TITLE I 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 I program. An LEA may receive funds under Title I 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 I program with expectations and objectives for meaningful parent and family engagement.

**TITLE I 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 I PARENT AND FAMILY ENGAGEMENT USE OF FUNDS**

Does the LEA have \$500,000 or more in Title I 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 I 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

Briefly describe how the funds will be used at the school level. *Character limit 3000*

MASD will have either virtual or in person Parent and Family Engagement Sessions monthly. Topics may include: Literacy, Math, Science, Wellness, State Academic Standards, curriculum, State and local assessments, Technology or other topics deemed important to all stakeholders. MASD pays half of the Literacy Coaches salaries under Parent and Family engagement to plan, organize and deliver the Parent and Family Engagement events. Additionally, Title I pays for food and supplies needed for the events.

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)**

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

Yes

## **TITLE I SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT REQUIREMENTS**

Each Title I school is responsible for following parent and family engagement requirements. Title I law requires documentation that Title I 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 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 I 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 I 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

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

The LEA assures the MOU is uploaded to this application.

**Yes**

**No**

**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 I, Part A 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 I per-pupil allocation

The Federal Programs Coordinator and the Homeless Liaison's offices are in the same building and we communicate daily regarding homeless students and what the set-aside for homeless students should be. The guidance counselors and the district registrar have been instructed to identify those students who would qualify as homeless. Signs are placed in all buildings that give information regarding homeless and how to obtain information if necessary. All school employees have been instructed via an email and PD on how to report these children to the homeless liaison who in turn notifies the Federal Programs Coordinator.

**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 requirement.

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

Develop and implement clear written procedure 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
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Name	Title	Email Address
Allison Wynn	Administrative Assistant to the Superintendent	awynn@mckasd.net

**Section: Narratives - Performance Goals**

**PERFORMANCE GOALS**

**Summary:** LEAs need to develop performance based goals that align with the intent of the grant and help focus the spending of federal dollars for grant programs to eliminate fraud, waste and abuse of federal grant dollars. An annual performance report will be required for all federal grant programs.

**CREATING PERFORMANCE BASED GOALS FOR TITLE I:**

The intent of Title I is to increase the achievement levels of the lowest achieving students in your Title I schools through supplemental educational services; therefore, when completing this section, **you must have at least one performance goal that includes a student achievement target as the outcome**, public, nonpublic, neglected and delinquent, if applicable. For those of you receiving \$500,000 or more in Title I, the 1% mandatory parent and family engagement set aside requires you to implement parent and family involvement programs and services to result in greater parent participation in their children’s education; therefore, you will also need to have a performance goal related to parent and family engagement if you meet the \$500,000 threshold. Other goals may include professional development or other components that are identified in schoolwide plans.

**Directions:** Complete the following table to identify your Performance 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. Please refer to the Performance Goals help if you need assistance on writing an effective performance goal.

Performance goals must be aligned to improvement plans.

**Think of the following questions when determining a goal:**

Where are our students? Where should they be? How will support get them there? How will we know when they have arrived?

**Think of the following questions when measuring a goal:**

What needs to be done? How will you know you are doing what you planned? What will you look for to determine if it is working?

Note: only eGrants applications containing both a complete comprehensive program description and measurable performance goals will be processed.

**Goal Area** - Select the area that best fits your goal.

**Measurable Goal** - Describe the goal you want to achieve. This should be measurable/quantifiable.

**Baseline Data** - Describe the data that you're using to determine if the goal is met.

**By Whom?** - Indicate who will ensure that the goal is met.

**By When?** - Indicate when the goal will be met.

**Data Source** - Describe the data that will be used to measure the goal. Can be more than one source.

**Project #: FA-013-23-0242**  
**Agency: McKeesport Area SD**  
**AUN: 103026002**  
**Grant Content Report**  
**Title I, Part A - Improving Basic Programs**

Goal Area	Measurable Goal (limit 1000 characters)	Baseline Data (limit 300 characters)	By whom?	By when?	Data Source (limit 300 characters)
Nonpublic	60% of students in grades 3-6 Reading will show an increase of at least 8% on the RenStar comprehension assessments.	RenStar Comprehension Assessment Results	Catapult Learning	End of 2022-23 school year	RenStar Comprehension Assessment Results
Nonpublic	50% of students in Math will show an increase of at least 8% on the RenStar Math Assessments.	RenStar Math Assessments	Catapult Learning	End of 2022-23 school year	RenStar Math Assessments
Student Achievement	40% of students K-8th grade will meet or exceed their growth projection in Math.	NWEA MAP	MASD	End of 2022-23 school year	NWEA Student Growth Summary Report Aggregate by Districty (Student Norms - Percentage of Students Who Met Growth Projections)
Student Achievement	40% of students K-8th grade will meet or exceed their growth projection in Language Arts.	NWEA MAP	MASD	End of 2022-23 school year	NWEA Student Growth Summary Report Aggregate by Districty (Student Norms - Percentage of Students Who Met Growth Projections)

**Project #: FA-013-23-0242**  
**Agency: McKeesport Area SD**  
**AUN: 103026002**  
**Grant Content Report**  
**Title I, Part A - Improving Basic Programs**

Goal Area	Measurable Goal (limit 1000 characters)	Baseline Data (limit 300 characters)	By whom?	By when?	Data Source (limit 300 characters)
Parent and Family Engagement	Each Title I building will hold 5 parent and family engagement events per year.	Title I Parent and Family Engagement Sign-in Sheets and Agendas.	MASD	End of 2022-23 school year	Title I Parent and Family Engagement Sign-in Sheets and Agendas.
Parent and Family Engagement	Each school will host at least 2 parent and family engagement events during the school year.	Title I Parent and Family Engagement Sign-in Sheets and Agendas.	Catapult Learning	End of 2022-23 school year	Title I Parent and Family Engagement Sign-in Sheets and Agendas.
Parent and Family Engagement	Each school will host at least 2 parent and family engagement events during the school year.	Title I Parent and Family Engagement Sign-in Sheets and Agendas.	Allegheny Intermediate Unit 3	End of 2022-23 school year	Title I Parent and Family Engagement Sign-in Sheets and Agendas.
Nonpublic	For 70% of the district's students in the Title I Non-Public Program to show benchmark growth and/or 20% or greater increase on their applicable end of the year testing scores. In cases where there are 5 or fewer students, at least 50% of the district's students will	Applicable BOY Reading or Math Intervention: Reading Kindergarten: aimsWeb Phoneme Segmentation Fluency (*Middle of Year to End of Year) Reading 1-8: aimsWeb Oral Reading Fluency Reading 9+: GRADE Sentence Comprehensio	Allegheny Intermediate Unit 3	End of 2022-23 school year	Reading: aimsWeb: Grades K – 8 GRADE: Grades 9+ Math: aimsWeb: Grades 1-8 GRADE: Grades 9+ *Requests by non-public school administrators to use other assessments will be addressed on a

**Project #: FA-013-23-0242**  
**Agency: McKeesport Area SD**  
**AUN: 103026002**  
**Grant Content Report**  
**Title I, Part A - Improving Basic Programs**

Goal Area	Measurable Goal (limit 1000 characters)	Baseline Data (limit 300 characters)	By whom?	By when?	Data Source (limit 300 characters)
	show benchmark growth and/or 20% or greater increase on their applicable end of the year testing scores.	nMath 1 – 8: aimsWeb: Composite Score Math 9+: GMADE Operations and Computation			case by case basis in coordination with the LEA.
Professional Development	Quarterly ELA and Math meetings will be held for teachers to review student reading progress, monitor formative assessment data to reevaluate student needs, and to make adjustments to teaching and/or teaching strategies.	Data from Acadience Reading Assessment, NWEA MAP and PSSA indicate a need for professional learning focused on data driven instruction	MASD	End of 2022-23 school year	Agendas, Sign in sheets, morning meeting monthly calendars



## **Section: Narratives - Equity Plan**

### **EQUITY PLAN**

Describe how low-income and minority children enrolled in Title I 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 and has the lowest poverty rate. 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 and with the 1.6% multiplier given to school districts from CEP all buildings are 100% free and reduced. 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 99.42% of their teaching staff Appropriately State Certified in all K-8th grade schools. 98.6% of the 9th – 12th grade teachers are Appropriately State Certified. Two teachers, one at Twin Rivers and one at the High School have their master's degree and were certified in December 2021. McKeesport Area School District has 109.5 teachers at the Kindergarten through 5th grade level and 12 (11%) teachers at this level have three or less years of experience. At the secondary level, there are 135 total teachers, 19 teachers (14.07%) 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. Only 31 (12.68%) teachers have three or less years' experience within the district (defined as a public-school contract), and a large majority of those teachers were substitutes or facilitators prior to obtaining contracts.

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

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

**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, 2021 or within 30 days of funds being expended.

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

YES

**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**

2,202,173

**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	\$77,768
	<b>\$77,768.00</b>

**Section: Carryover - 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.

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	224,356	168,375	392,731	Funds will be used as Title I funds to support literacy, math and STEM at the K through 8th grade levels.
	<b>224,356.00</b>	<b>168,375.00</b>	<b>392,731.00</b>	

**Neglected Institutions**

There are no Neglected Institutions for McKeesport Area SD

**Section: Non Public Organizations - 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

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.

3

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)

3

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)

4,643

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)

47

### Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	02-15-2022	Low Income Information
E-mails	03-29-2022	Initial Consultation
E-mails	04-25-2022	Meaningful Consultation Form

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

Use the table below to explain your schedule of services.

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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:

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**

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.

7

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)

7

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)

10,833

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)

109

### **Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	04-25-2022	Meaningful Consultaton Form
E-mails	05-07-2022	Meaningful Consultation

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**
- 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.

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:

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: Mary of Nazareth Catholic School**

**Allocation Amount: 0.00**

### **Section: Non Public Organizations - Nonpublic Organizations**

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)

49,525

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)

501

### **Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	02-15-2022	Low Income Information
E-mails	03-29-2022	Initial Consultation
E-mails	04-25-2022	Meaningful Consultation Form

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

Use the table below to explain your schedule of services.

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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:

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: Queen of Angels Catholic School**

**Allocation Amount: 0.00**

### **Section: Non Public Organizations - Nonpublic Organizations**

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)

1,548

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)

16

### **Nonpublic 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 (optional)
Letters	11-18-2021	Initial Invitation Letter Sent
E-mails	11-23-2021	Response from Diocese of Greensburg
E-mails	04-07-2022	Signed Affirmation of Meaningful Consultation

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**
- 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	1	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:

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: Sister Thea Bowman Catholic Academy**

**Allocation Amount: 0.00**

### **Section: Non Public Organizations - Nonpublic Organizations**

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)

3,095

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)

31

### **Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	02-15-2022	Low Income Information
E-mails	03-29-2022	Initial Consultation
E-mails	04-25-2022	Meaningful Consultation Form

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**
- 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:

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: St Benedict the Moor**

**Allocation Amount: 0.00**

### **Section: Non Public Organizations - Nonpublic Organizations**

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)

3,095

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)

31

### **Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	02-15-2022	Low Income Information
E-mails	03-29-2022	Initial Consultation
E-mails	04-25-2022	Meaningful Consultation Form

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**
- 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:

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: St Therese**  
**Allocation Amount: 0.00**

### Section: Non Public Organizations - Nonpublic Organizations

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)

1,548

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)

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### Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
E-mails	02-15-2022	Low Income Information
E-mails	03-29-2022	Initial Consultation
E-mails	04-25-2022	Meaningful Consultation Form

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**
- 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:

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: Walnut Grove Christian School**

**Allocation Amount: 0.00**

### **Section: Non Public Organizations - Nonpublic Organizations**

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.

7

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)

7

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)

10,833

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)

109

### **Nonpublic 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 (optional)
Letters	11-18-2021	Invitation Letter
Letters	12-16-2021	Non-Public List of Students
E-mails	04-22-2022	Non-Public Funds
E-mails	04-25-2022	Meaningful Consultation

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**
- 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:

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.)

	<b>Nonpublic Organizations</b>	<b>Selection of Schools</b>
<b>Low-Income Students #</b>	55	55
<b>Total Nonpublic Title-I Instruction Funds</b>	\$85,120.00	\$85,120.00
<b>Total Nonpublic Title-I Parent and Family Engagement Funds</b>	\$860.00	\$860.00

**Nonpublic Organizations Summary**

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

	<b>AUN</b>	<b>Completed</b>	<b>Low-Income Students #</b>	<b>Title-I Participants #</b>	<b>Total Nonpublic Title-I Instruction Funds</b>	<b>Total Nonpublic Title-I Parent Involvement Funds</b>
<b>McKeesport Area SD</b>						
<b>Queen of Angels Catholic School</b>	207657305	<input checked="" type="checkbox"/>	1	1	\$1,548.00	\$16.00

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	AUN	Completed	Low- Income Students #	Title-I Participants #	Total Nonpublic Title-I Instruction Funds	Total Nonpublic Title-I Parent Involvement Funds
<b>Cornerstone Christian Prep-Wilson Campus</b>	300029770	<input checked="" type="checkbox"/>	7	7	\$10,833.00	\$109.00
<b>Campus Lab School of Carlow University</b>	202021105	<input checked="" type="checkbox"/>	3	3	\$4,643.00	\$47.00
<b>St Benedict the Moor</b>	202027885	<input checked="" type="checkbox"/>	2	2	\$3,095.00	\$31.00
<b>Sister Thea Bowman Catholic Academy</b>	203020011	<input checked="" type="checkbox"/>	2	2	\$3,095.00	\$31.00
<b>Mary of Nazareth Catholic School</b>	203025485	<input checked="" type="checkbox"/>	32	32	\$49,525.00	\$501.00
<b>St Therese</b>	203020015	<input checked="" type="checkbox"/>	1	1	\$1,548.00	\$16.00
<b>Walnut Grove Christian School</b>	203029635	<input checked="" type="checkbox"/>	7	7	\$10,833.00	\$109.00

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

(includes all budgeted items in all budget sections)

**Budget**

\$2,185,390.00

**Allocation**

\$2,185,390.00

**Budget Over(Under) Allocation**

\$0.00

**Instruction Expenditures**

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$229,510.00	Kindergarten Teachers (5 @ Francis McClure - Ekis, Jackson, Pionka, Richardson, Williamson) 1/2 Salaries
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$120,310.00	Kindergarten Teachers (5 @ Francis McClure - Ekis, Jackson, Pionka, Richardson, Williamson) 1/2 Benefits
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$74,683.00	Kindergarten Teachers (2 @ Twin Rivers - Hale, McBride) 1/2 Salaries
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$43,591.00	Kindergarten Teachers (2 @ Twin Rivers - Hale, McBride) 1/2 Benefits

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Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$92,196.00	Math Specialist at Founders' Hall (Shank) 100% of salary
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$29,214.00	Math Specialist at Founders' Hall (Shank) 100% of benefits
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$45,878.00	Math Specialist at Twin Rivers (Hayes) 100% of salary
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$35,962.00	Math Specialist at Twin Rivers (Hayes) 100% of benefits
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$226,484.00	Reading Specialists (3 at Francis McClure - Barnes, Ridinger, Pechersky) 100% of salaries
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$126,803.00	Reading Specialists (3 at Francis McClure - Barnes, Ridinger, Pechersky) 100% of benefits
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$183,606.00	Reading Specialists (2 at Twin Rivers - Funk, Gass) 100% of salaries
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$91,635.00	Reading Specialists (2 at Twin Rivers - Funk, Gass) 100% of benefits

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**Title I, Part A - Improving Basic Programs**

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$44,478.00	Reading Specialist (1 at Founders' Hall - Bachorski) 100% of salary
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$35,591.00	Reading Specialist (1 at Founders' Hall - Bachorski) 100% of benefits
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$16,007.00	Supplies for Instruction - Francis McClure
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$20,069.00	Supplies for Instruction - Founders' Hall
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$33,554.00	Supplies for Instruction - Twin Rivers
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$1,500.00	Supplies for STEAM Room at Twin Rivers
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$1,500.00	Supplies for STEAM Room at Francis McClure
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$85,120.00	Instructional Services from AIU3 and Catapult
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$42,378.00	STEM Teacher (1 at FH - Kelsch) 100% of salary.
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$35,168.00	STEM Teacher (1 at FH - Kelsch) 100% of benefits.

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**Title I, Part A - Improving Basic Programs**

Function	Object	Amount	Description
		<b>\$1,615,237.00</b>	

**Section: Budget - Equipment Expenditures**

**BUDGET OVERVIEW**

(includes all budgeted items in all budget sections)

**Budget**

\$2,185,390.00

**Allocation**

\$2,185,390.00

**Budget Over(Under) Allocation**

\$0.00

**Equipment Expenditures**

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				<b>\$0.00</b>	

**Section: Budget - Other Expenditures**

**BUDGET OVERVIEW**

(includes all budgeted items in all budget sections)

**Budget**

\$2,185,390.00

**Allocation**

\$2,185,390.00

**Budget Over(Under) Allocation**

\$0.00

**Other Expenditures**

Function	Object	Amount	Description
2270 - Professional Development	100 - Salaries	\$99,323.00	K - 8th grade Literacy Coach (Dellapenna) 100% of salary.
2270 - Professional Development	200 - Benefits	\$32,301.00	K - 8th grade Literacy Coach (Dellapenna) 100% of benefits.
2270 - Professional Development	100 - Salaries	\$60,461.00	K-8th grade Math Coach (Capozzoli) 100% of salary.
2270 - Professional Development	200 - Benefits	\$39,824.00	K-8th grade Math Coach (Capozzoli) 100% of benefits.
2270 - Professional Development	300 - Purchased Professional and Technical Services	\$3,670.00	Professional Development Training Services
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	100 - Salaries	\$123,200.00	Director of Federal Programs (Coughenour) 100% of salary.



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**Title I, Part A - Improving Basic Programs**

Function	Object	Amount	Description
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	200 - Benefits	\$56,437.00	Director of Federal Programs (Coughenour) 100% of benefits.
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	600 - Supplies	\$4,000.00	IPS Conference and PAFPC Conference Expenses
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	600 - Supplies	\$2,000.00	Director of Federal Programs - Travel Expenses
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	600 - Supplies	\$2,000.00	Office Supplies for the Director of Federal Programs
2850 - STATE AND FEDERAL AGENCY LIAISON SERVICES	600 - Supplies	\$600.00	Professional Memberships
3300 - Community Services	300 - Purchased Professional and Technical Services	\$860.00	Non-Public Parent and Family Engagement. Contract AIU3 and Catapult.
3300 - Community Services	600 - Supplies	\$3,000.00	Parent Involvement Activity Light Refreshments
3300 - Community Services	600 - Supplies	\$3,000.00	Parent Involvement Activity Supplies
3300 - Community Services	100 - Salaries	\$94,303.00	Parent Involvement Coordinator (Zosack) 100% of Salary
3300 - Community Services	200 - Benefits	\$44,174.00	Parent Involvement Coordinator (Zosack) 100% of Benefits

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**Title I, Part A - Improving Basic Programs**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$1,000.00	Homeless Set Aside
		<b>\$570,153.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

(includes all budgeted items in all budget sections)

**Budget**

\$2,185,390.00

**Allocation**

\$2,185,390.00

**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	\$939,213.00	\$518,274.00	\$0.00	\$0.00	\$0.00	\$72,630.00	\$0.00	\$1,530,117.00
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	\$85,120.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,120.00
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	\$1,000.00	\$0.00	\$1,000.00

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**Title I, Part A - Improving Basic Programs**

	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
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	\$159,784.00	\$72,125.00	\$3,670.00	\$0.00	\$0.00	\$0.00	\$0.00	\$235,579.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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**Title I, Part A - Improving Basic Programs**

	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
<b>PRINCIPAL SERVICES</b>								
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	\$123,200.00	\$56,437.00	\$0.00	\$0.00	\$0.00	\$8,600.00	\$0.00	\$188,237.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300								

**Project #: FA-013-23-0242**  
**Agency: McKeesport Area SD**  
**AUN: 103026002**  
**Grant Content Report**  
**Title I, Part A - Improving Basic Programs**

	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
Community Services	\$94,303.00	\$44,174.00	\$860.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$145,337.00
	\$1,316,500.00	\$691,010.00	\$89,650.00	\$0.00	\$0.00	\$88,230.00	\$0.00	\$2,185,390.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,185,390.00