

# Background

The Every Student Succeeds Act (ESSA) was signed in 2015 by President Obama and reestablishes the nation's national education law and longstanding commitment to equal opportunity for all students.

# ESSA Highlights

ESSA includes provisions that will help to ensure success for students and schools.

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

# Consultation & Collaboration

All schools are required to routinely consult and collaborate with stakeholders to:

- make information about school performance data easier to access and understand, and
- gather feedback from parents and stakeholders to help inform and guide the decision making processes of the District. Consultation

# Consultation & Collaboration

To submit feedback or contact the school to consult and/or collaborate:

- Attend monthly public board meetings - joining info found on school website (<https://www.forteprep.org/>)
- Email us at [info@forteprep.org](mailto:info@forteprep.org)
- Phone us at (929) 666-4430

# Title I, Part A

Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

# Title I, Part A - Required Reserves

## **Homeless Reserve**

All LEAs that receive Title I, Part A funds must reserve funds for services for homeless students. LEAs should conduct a needs assessment to determine the reserve amount and clearly show this reserve in the Title I budget and budget narrative.

## **Parent and Family Engagement Reserve (Formerly Parent Involvement)**

LEAs with Title I, Part A allocations greater than \$500,000 must reserve an amount equal to 1% of the Title I, Part A allocation and allocate 90% of those funds to Title I schools for Parent and Family Engagement activities. These funds must be clearly identified in the Title I budget.

## **Additional Reserve Requirements**

Additional reserves are required for LEAs with Neglected and Delinquent facilities and students attending private schools. Please see the 2022-23 Consolidated Application for ESSA-Funded Programs web page for more information.

# Title I, Part A - Required Reserves - Homeless Reserve

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless.

McKinney-Vento eligible students have the right to:

- receive a free, appropriate public education;
- enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness;
- enroll in school and attend classes while the school gathers needed documents;
- continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth;
- receive transportation to and from the school of origin, if requested by the parent or guardian, or by the local liaison on behalf of an unaccompanied youth; and
- receive educational services comparable to those provided to other students, according to each student’s need.

# Title I, Part A - Required Reserves - Homeless Reserve

If you think you are in need of any of the services listed please contact:

McKinney-Vento Homeless Liaison

Graham Browne

[gbrowne@forteprep.org](mailto:gbrowne@forteprep.org)

Phone: (929) 666-4430



# Title I, Part A - Allocation

\$75,835 - Preliminary Allocation  
(Homeless Reserve of \$1,500)

Project Period September 1st, 2022 - August 31, 2023

# Title II, Part A

The purpose of the program is to provide grants to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. Project types include:

- reforming teacher and principal certification programs
- providing support for new teachers
- providing professional development for teachers and principals
- recruiting and retaining effective teachers and principals
- providing professional development for teachers and principals
- reducing class size

# Title II, Part A - Allocation

\$10,900 - Preliminary Allocation

Project Period September 1st, 2022 - August 31, 2023

# Title III, Part A

The purpose of the program to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;

to assist teachers, principals and other school leaders in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

to assist teachers to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

# Title III, Part A - Allocation

\$9,453 - Preliminary Allocation

Project Period September 1st, 2022 - August 31, 2023

# Title IV, Part A

The purpose of this subpart is to improve students' academic achievement by increasing the capacity schools to:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

# Title IV, Part A - Allocation

\$10,000 - Preliminary Allocation

Project Period September 1st, 2022 - August 31, 2023

# More Information

United States Office of Elementary and Secondary Education (OESE)

Website (<https://oese.ed.gov/>)

New York State Education Department (NYSED)

Website (<http://www.nysed.gov/essa>)



# Contact Us

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