

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

## Project Purpose

For the 2022-23 school year, the New York State Education Department (NYSED or “the Department”) is providing Target Districts with identified schools that have been in accountability status for multiple consecutive years the opportunity to receive additional support and technical assistance to assist these schools in meeting their annual identified targets.

Title I School Improvement Grant 1003 TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS funds will be provided to support these programs. These funds will be separate from the Title I School Improvement Grant 1003 BASIC funds that districts are currently using to advance their improvement initiatives.

## Eligibility

Target Districts that submitted a Notice of Intent and have at least one identified school that meet the criteria below are eligible to submit applications for this grant:

1. Currently identified CSI schools that were previously identified as Priority Schools from 2015 to 2018; or
2. Currently identified TSI schools that were previously identified as Priority Schools from 2012 to 2018

A full list of eligible schools can be found in Attachment C – SIG TARGETED SUPPORT Eligible Schools.

## Funding

The Department is providing \$250,000 per eligible school.

## Allowable Uses of Funds

The Department has established guidance and parameters for districts regarding the use of these funds:

1. The funds must directly connect to the 2022-23 Continuation Plan for all eligible Receivership schools and established School Comprehensive Education Plan (SCEP) Commitments for all eligible non-Receiverhsip schools.
2. The funds must support activities and expenses that will contribute to success with the Demonstrable Improvement Indicators (DIIs) / Lead Strategies OR SCEP Commitments.

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

3. Principals will work with their District to complete a School Spending Plan for each eligible school as part of a single LEA application. Districts should ensure that the submitted school spending plans align with the Demonstrable Improvement Indicators (DIIs) / Lead Strategies OR SCEP Commitments identified in the school improvement plans.

As part of the application review, NYSED will be looking for alignment between school improvement plans, Spending Plans, and the FS-10 budget costs.

Please refer to Attachment A and Attachment B for examples of how to complete the Spending Plan.

4. Due to the size of these grants, the Department will support districts that choose to pay for staff positions with these funds, provided these staff positions directly connect to established DIIs / Lead Strategies or SCEP Commitments. Any staff positions funded through this program must comply with federal “supplement, not supplant” guidelines and should not include core instructional positions. This approach will allow participating districts to establish staff positions that can be supported as long as the district has eligible schools participating in the support.
5. SIG TARGETED SUPPORT funds cannot be used to support schools within the district that are not listed in Attachment C as an eligible school. If the district wishes to fund an expense that would support eligible and non-eligible schools, SIG TARGETED SUPPORT funds could only be used for the portion that will go toward eligible schools. The remaining amount for the portion that will support non-eligible schools must be covered by a different funding stream.

## Project Period

September 1, 2022 to August 31, 2023

## Application Deadline

Completed applications are due by **August 31, 2022** and will be reviewed on a rolling basis. LEAs are encouraged to submit completed applications as soon as possible to expedite the review and approval process.

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

## Submission Instructions

To receive SIG TARGETED SUPPORT funding, eligible Districts must submit:

1. the Application Cover Page
2. a School Spending Plan for each participating school
3. one signed original and two hard copies of the District's FS-10 budget form
4. the 2022-23 Continuation Plan for each participating Receivership school and SCEP for each participating TSI school (if applicable)

LEAs are required to send the submission documents listed above to:

**NYS Education Department - Office of Accountability  
Attn: Title I SIG 1003 TARGETED SUPPORT Grant  
89 Washington Avenue – Room 320 EB  
Albany, New York 12234**

In addition, eligible Districts must submit one electronic copy of each of the items listed above to [fieldsupport@nysed.gov](mailto:fieldsupport@nysed.gov) and [SIGA@nysed.gov](mailto:SIGA@nysed.gov).

For additional information or assistance please contact: [fieldsupport@nysed.gov](mailto:fieldsupport@nysed.gov).

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**COVER PAGE**

<b>District:</b>	<b>BEDS Code:</b>
<b>Address:</b>	
<b>Program Contact Person:</b>	<b>Telephone:</b>
<b>Address of Contact:</b>	
<b>E-mail Address:</b>	<b>Fax:</b>

I hereby certify I am the chief school officer of the applicant LEA and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, attached Assurances and Certifications, and that the requested budget amounts are necessary for the implementation of this project. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School/Administrative Officer (**in blue ink**)

<b>Typed Name:</b>	<b>Date:</b>
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**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**School Spending Plan**

School Name: \_\_\_\_\_

School BEDS Code: \_\_\_\_\_

<b>Lead Strategy &amp; Specific Demonstrable Improvement Indicator Strategy (Receivership schools) OR SCEP Commitment (non-Receivership schools)</b> <i>(Written as it appears on the improvement plan)</i>	<b>Expense</b> <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	<b>Activities to be Implemented</b> <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	<b>Rationale</b> <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)</i>	<b>SIG 1003 Targeted Funds Allocated</b>
				\$
				\$
				\$
				\$
				\$
				\$
				<b>Indirect Costs</b>
				<b>TOTAL</b>

Signature of School Principal \_\_\_\_\_

Date \_\_\_\_\_

Principal Email \_\_\_\_\_

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**Attachment A: Sample School Spending Plan (Receivership)**

School Name: SAMPLETOWN MIDDLE SCHOOL (RECEIVERSHIP)

School BEDS Code: SAMPLE

<b>Lead Strategy &amp; Specific Demonstrable Improvement Indicator Strategy (Receivership schools)</b> <i>(Written as it appears on the improvement plan)</i>	<b>Expense</b> <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	<b>Activities to be Implemented</b> <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	<b>Rationale</b> <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)</i>	<b>SIG 1003 Targeted Year 3 Funds Allocated</b>
Differentiated Instruction /3-8 Math All Students Core Subject Performance Index: Utilizing Coaching Strategies to Improve Tier 1 Instruction through Differentiation	0.5 Math Instructional Coach ( <i>salary + benefits</i> )	<ul style="list-style-type: none"> <li>• Provide targeted support to promote progressive, consistent grade-level pedagogical routines for problem-solving, numeracy skill development, and accountable talk.</li> <li>• Facilitate monthly grade level meetings to review trends in end-of week student assessment data.</li> <li>• Based on trends in student performance, teachers will be supported through coaching cycles to design instructional practices in order to group students based on their need for targeted support.</li> </ul>	Based on 2022 NWEA Spring performance, the overall PI was 35.6, which was below 2021-22 indicator target. By develop consistent grade level pedagogical routines, teachers will be better positioned to assess the instructional needs of individual students in their classroom. The impact of these action step will be measured using walkthrough data and trends in student assessment performance outcomes.	\$34,250 <i>(\$31,000 salary + \$3,250 benefits)</i>
Improving Comprehension Across Content Areas/3-8 Math All Students Core Subject Performance Index: Responding to Word Problems	1.0 AIS Math teacher ( <i>salary + benefits</i> )	<ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade math intervention (40%)</li> <li>• 8<sup>th</sup> grade math intervention (40%)</li> <li>• Recordkeeping, data analysis, and consultation with core math teachers (20%)</li> </ul>	Spring iReady data indicated an increase in students struggling to meet grade level math standards. Small group Tier 2 intervention aligned to core instruction allows for targeted, differentiated interventions to improve student proficiency as demonstrated on grade level assessments.	\$68,500 <i>(\$62,000 salary + \$6,500 benefits)</i>
Literacy Workshop Model /3-8 ELA All Students Core Subject Performance Index: Schoolwide Teacher	Consultant-provided schoolwide professional development on the	<ul style="list-style-type: none"> <li>• Quarterly two-hour professional development sessions will be conducted by an external consultant.</li> </ul>	Based on 2021-22 walkthrough data, student progress on Tier 1 instruction, and students'	\$5,000

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

<b>Lead Strategy &amp; Specific Demonstrable Improvement Indicator Strategy (Receivership schools)</b> <i>(Written as it appears on the improvement plan)</i>	<b>Expense</b> <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	<b>Activities to be Implemented</b> <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	<b>Rationale</b> <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)</i>	<b>SIG 1003 Targeted Year 3 Funds Allocated</b>
Professional Development in use of Mini-Lesson.	use of mini lessons as an instructional tool	<ul style="list-style-type: none"> <li>Weekly grade-level PLC sessions will include a reflective analysis on the application of mini-lessons.</li> <li>Weekly classroom walkthroughs will include a focus on teacher's effective use of the mini lesson.</li> </ul>	performance on ELA assessments, incontinences in the effective planning and delivery of ELA standards-based instruction were shown. The use of the workshop model has been shown to improve the consistency of instruction, with the use of mini lesson as a critical foundation to implementing the workshop model as a lead strategy. The impact of this action step will be measured using walkthrough data and trends in student assessment performance outcomes.	
Inquiry-Based Learning Across Content/Grade 4 Science All Students Core Subject Index: Use of Inquiry-Based Science Curriculum Modules	Purchase of Grade 4 Science Module Kits	<ul style="list-style-type: none"> <li>Grade 4 students will take a modified written and performance assessment to establish a baseline to target the instructional application of modules. Provide professional development to all Grade 4 teachers to implement modules aligned to grade-level standards and written/performance assessments.</li> </ul>	Based on the 2021-22 Grade 4 Science Common Formative Assessment, 80% of students performed at Levels 1 or 2 on constructed responses. The use of grade-level science modules will ensure continuity of focus on essential grade level content and skill attainment. The impact will be measured based on student progress on related classroom assessments and mock state assessments.	\$2,500
<b>Indirect Costs</b>				\$1,213
<b>TOTAL</b>				\$111,463

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**Attachment B: Sample School Spending Plan (non-Receivership)**

School Name: **SAMPLETOWN MIDDLE SCHOOL (NON-RECEIVERSHIP)**

School BEDS Code: **SAMPLE**

<b>SCEP Commitment (non-Receivership schools)</b> <i>(Written as it appears on the improvement plan)</i>	<b>Expense</b> <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	<b>Activities to be Implemented</b> <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	<b>Rationale</b> <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)</i>	<b>SIG 1003 Targeted Year 3 Funds Allocated</b>
Developing a Proactive Approach to Discipline	0.2 FTE Playground Monitor	<ul style="list-style-type: none"> <li>Employee will organize group activities with students (50%)</li> <li>Employee will supervise playground activities (50%)</li> </ul>	Suspension data indicates that the playground is the most common location of incidents leading to suspension. Additional supervision and more organized activities would prevent future incidents.	\$16,000
Strengthening ELA Intervention	1.0 FTE Reading Intervention Teacher <i>(salary + benefits)</i>	<ul style="list-style-type: none"> <li>4th grade ELA intervention (30%)</li> <li>5th grade ELA intervention (30%)</li> <li>6th grade ELA intervention services (30%)</li> <li>Data collection and analysis (10%)</li> </ul>	Assessment data indicates 35% of students are below grade level for ELA; current intervention services are provided to approximately 20% of students. Additional staff are necessary to provide intervention services to students below grade level.	\$95,000 <i>(\$70,000 salary + \$25,000 benefits)</i>
Strengthening ELA Intervention	<i>Wilson Reading System (WRS) Student Workbook 1-6A combo pack – 10 packs @ \$25 each</i>	<ul style="list-style-type: none"> <li>Utilize <i>WRS</i> Student workbooks for intensive Tier 3 reading intervention with grades 4-6. This supplements the existing intervention program, and the range of workbook levels supports differentiation.</li> </ul>	This reading system is specifically intended for students not making sufficient progress in current intervention programs and includes opportunities for multi-sensory language instruction. By expanding the materials and strategies available to teachers, the school can strengthen its ELA intervention program.	\$250
Improving Communication with Families	Purchase annual subscription and training for a school-home	<ul style="list-style-type: none"> <li>Introduce the communication program to faculty and provide time for them to take part in online tutorials.</li> </ul>	A spring 2022 survey showed that only 40% of district families felt well-informed about classroom, school, and district events.	\$18,185



**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

<b>SCEP Commitment (non- Receivership schools)</b> <i>(Written as it appears on the improvement plan)</i>	<b>Expense</b> <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	<b>Activities to be Implemented</b> <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	<b>Rationale</b> <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)</i>	<b>SIG 1003 Targeted Year 3 Funds Allocated</b>
	communication platform and mobile application	<ul style="list-style-type: none"> <li>• Use multiple communication methods to invite families to explore the application and make them aware of its range of uses.</li> <li>• Encourage staff at all levels to utilize the application; develop a district-wide resource book of creative ways teachers and staff use the application to engage parents.</li> </ul>	Implementing the application will streamline communication by having a single platform for all types of two-way communication: emails, texts, parent conference scheduling, videoconferencing, submitting permission slips, etc. If families are more informed about a child's progress and schoolwide events, they are more likely to feel comfortable engaging in school-sponsored activities and contacting the school when needed.	
<b>Indirect Costs</b>				\$1,425
<b>TOTAL</b>				\$130,860

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**Attachment C: SIG TARGETED SUPPORT Grant Eligible Schools**

<b>District Name</b>	<b>School Name</b>
ALBANY CITY SCHOOL DISTRICT	GIFFEN MEMORIAL ELEMENTARY SCHOOL
ALBANY CITY SCHOOL DISTRICT	SHERIDAN PREPARATORY ACADEMY
BINGHAMTON CITY SCHOOL DISTRICT	BENJAMIN FRANKLIN ELEMENTARY SCHOOL
BUFFALO CITY SCHOOL DISTRICT	MARVA J DANIEL FUTURES PREPARATORY SCHOOL
BUFFALO CITY SCHOOL DISTRICT	ACADEMY SCHOOL
BUFFALO CITY SCHOOL DISTRICT	HARVEY AUSTIN SCHOOL #97
HEMPSTEAD UNION FREE SCHOOL DISTRICT	HEMPSTEAD HIGH SCHOOL
HEMPSTEAD UNION FREE SCHOOL DISTRICT	ALVERTA B GRAY SCHULTZ MIDDLE SCHOOL
POUGHKEEPSIE CITY SCHOOL DISTRICT	POUGHKEEPSIE MIDDLE SCHOOL
POUGHKEEPSIE CITY SCHOOL DISTRICT	MORSE YOUNG MAGNET SCHOOL
ROCHESTER CITY SCHOOL DISTRICT	DR WALTER COOPER ACADEMY
ROCHESTER CITY SCHOOL DISTRICT	FRANKLIN LOWER SCHOOL
ROCHESTER CITY SCHOOL DISTRICT	FRANKLIN UPPER SCHOOL
ROCHESTER CITY SCHOOL DISTRICT	JAMES MONROE LOWER SCHOOL
ROCHESTER CITY SCHOOL DISTRICT	JAMES MONROE UPPER SCHOOL
ROCHESTER CITY SCHOOL DISTRICT	JOSEPH C WILSON FOUNDATION ACADEMY
ROCHESTER CITY SCHOOL DISTRICT	DR. ALICE HOLLOWAY YOUNG SCHOOL OF EXCELLENCE
ROCHESTER CITY SCHOOL DISTRICT	NORTHEAST COLLEGE PREPARATORY HS
ROCHESTER CITY SCHOOL DISTRICT	EDISON CAREER & TECHNOLOGY HIGH
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 16-JOHN WALTON SPENCER
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 17-ENRICO FERMI
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 19-DR CHARLES T LUNSFORD
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 28-HENRY HUDSON
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 33-AUDUBON
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 45-MARY MCLEOD BETHUNE
ROCHESTER CITY SCHOOL DISTRICT	SCHOOL 8-ROBERTO CLEMENTE
SCHENECTADY CITY SCHOOL DISTRICT	WILLIAM C KEANE ELEMENTARY SCHOOL
SYRACUSE CITY SCHOOL DISTRICT	FRAZER K-8 SCHOOL
SYRACUSE CITY SCHOOL DISTRICT	HENNINGER HIGH SCHOOL
SYRACUSE CITY SCHOOL DISTRICT	CLARY MIDDLE SCHOOL
SYRACUSE CITY SCHOOL DISTRICT	LINCOLN MIDDLE SCHOOL
TROY CITY SCHOOL DISTRICT	PS 2
WYANDANCH UNION FREE SCHOOL DISTRICT	MILTON L OLIVE MIDDLE SCHOOL
YONKERS CITY SCHOOL DISTRICT	MUSEUM SCHOOL 25
YONKERS CITY SCHOOL DISTRICT	CROSS HILL ACADEMY

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**New York State Education Department**

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**ASSURANCES AND CERTIFICATIONS FOR FEDERAL PROGRAM FUNDS**

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The following assurances and certifications are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with applicable State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, ESEA:

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

- ESEA Assurances
- School Prayer Certification

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**ESSA Section 8306 Assurances**

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

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

10. The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of

**2022-23 Title I School Improvement Grant 1003**  
**TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

**2022-23 Title I School Improvement Grant 1003**  
**TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR Part 200, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by 2 CFR Part 200, Authorized for Local Reproduction, as amended by New York State Education Department**



**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND  
OTHER RESPONSIBILITY MATTERS**

These certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 2 CFR Part 200, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

This certification is required by OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement), 2 CFR Part 180

**A. The applicant certifies that it and its principals:**

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of any offenses listed in 2 CFR §180.800(a) or had a civil judgment rendered against them for one of those offenses within that time period; and ;

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses listed in 2 CFR §180.800(a); and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

**B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.**

**3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIERED COVERED TRANSACTIONS**

The terms “debarment,” “suspension,” “excluded,” “disqualified,” “ineligible,” “participant,” “person,” “principal,” “proposal,” and “voluntarily excluded” as used in this certification have the meanings set forth in 2 CFR Part 180, Subpart I, “Definition.” A transaction shall be considered a “covered transaction” if it meets the definition in 2 CFR Part 180 Subpart B, “What is a covered transaction?”

**A. The applicant certifies that it and its principals:**

- (a) Upon approval of their application, in accordance with 2 CFR Part 180 Subpart C, they shall not enter into any lower tier nonprocurement covered transaction with a person without verifying that the person is not excluded or disqualified unless authorized by USDOE.
- (b) Will obtain an assurance from prospective participants in all lower tier covered nonprocurement transactions and in all solicitations for lower tier covered nonprocurement transactions that the participants will comply with the provisions of 2 CFR Part 180 subparts A,B, C and I.
- (c) Will provide immediate written notice to the New York State Education Department if at any time the applicant and its principals learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

**NEW YORK STATE DEPARTMENT OF EDUCATION  
ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) ASSURANCES**

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**These assurances are required for programs funded under the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act of 2015.**

As the chief school officer of the applicant, by signing the Application Cover Page, I certify that:

- (1) the applicant will comply with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (2) the applicant will comply with the requirements of 20 U.S.C. § 7908 on military recruiter access;
- (3) the applicant will comply with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;
- (4) the applicant will comply with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and
- (5) the applicant will comply with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.
- (6) the applicant understands the importance of privacy protections for students and is aware of the responsibilities of the grantee under section 20 U.S.C. 1232g (FERPA) (ESSA §854

**2022-23 Title I School Improvement Grant 1003  
TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information

**2022-23 Title I School Improvement Grant 1003**  
**TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS Grant**

from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.