Collaboration and Conversation - Federal Funding - 2026/07/16 18:06 EDT - Transcript

Attendees

Angela Wise-Landman, Beverly Brownsell, Elizabeth Van Dunk, Jennifer Fitzgerald, Jessica Fobert, Kathy Garry, Kristin Slover, Livia Clinton, President PBSEPTSA, Romulo Gabriel, Salome Gomez, Shannon Rosenberger, Tami Kretschmer, Thomas Breitfeller, Xue Dan Lin

Transcript

Angela Wise-Landman: Okay, the recording has now started. So, thank you all so much again for joining me evening for this collaborative conversation slashinformational session regarding title funding here in Pine Central School District. I'm now going to share my screen. So, let me do So, for those of you that don't know me, my name is Angela Wise Landman. I am the executive director of human resources and data here with Pine Central School District. I'm actually, believe it or not, entering my seventh year with the district in this capacity. I started right when COVID hit.

Angela Wise-Landman: walked in the door to over 80 retirements having to be filled before the start of the school year. and we had filled every single one that summer. but it was kind of trial by fire my first year here. so from then until now lots of things have happened lots of changes here within the district. All very positive and happy to still be here serving in a big piece of what I do, not only overseeing functions with the district, is overseeing all of our federal funding. I have two certifications. I'm a certified school district leader with the state of New York as well as school district business leader. and I hold an MBA and have a business background.

Angela Wise-Landman: So because of those things I'm able to kind of touch upon both worlds instructional and non-instructional in the business capacity and oversee the grant funding in my seat currently for the last several years. So, a big portion of that federal funding are our title dollars, here in the district. And that grant writing process sits with me and happens, pretty much every summer, within the district. I have been starting earlier and earlier each year only because of the amount of private schools that actually participate in our title programs have grown exponentially.

Angela Wise-Landman: and I'll get into the gritty of why that is the case and why they have certain rights to have access to that funding as So just in a nutshell the title funding sits under ESSA which is every student succeeds act. It's a federal law that ultimately outlines how states can use federal money to support in the state of New York, public schools must apply each summer to access these federal funds. Allocations are largely determined by student population and demographics, as well as family income levels. We look at that total poverty level across the entire district.

Angela Wise-Landman: Historically in our district, we've received funding under ESSA via title three, and title 4. Last school year, 2526, we received approximately $1.9 million total. and we're projecting about the same amount for this year. so that's been pretty steady. And the reason why that's been pretty steady, comparing last year to this year is because our poverty level is about the same. we're teetering around that 59% poverty level and that's based on the income parameters that the state and federal government

set for families in public school setting. So again, we're around that 59% poverty level across our looking at our entire district, all seven of our buildings. So with that being the case, our funding has stayed pretty steady across all of our title programs.

Angela Wise-Landman: So, let's talk about more specifically. We're going to talk about each title program individually, but let's talk more specifically about one to start off. title 1A under Every Student Succeeds Act, there's multiple options as into how a district is evaluated or can apply for the funding. It's either schoolwide or target here in Pine Bush. Because of the poverty level that we have across the district, we fit within the category of a schoolwide program, which means all seven of our school buildings receive Title One funding. which means all seven populations of students have access to these dollars, right?

Angela Wise-Landman: And really what Title One funding can cover by federal regulation and law and what it's allowed to cover by federal regulation in law is primarily around AIS services, academic intervention services in literacy and math as well as school counseling services and schoolwide literacy initiatives and programs to encourage a love for reading as well as parent and family engagement and temporarily displaced So, students that are considered or deemed homeless. so we have to by law when we write our title 1A grant application each year allocate funding specifically to these categories. we're bound by law to address these categories as we're writing that grant. So, what does that look like In practice, that looks like funding a lot of the salaries and benefits of almost all of our AIS teachers across the district.

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Angela Wise-Landman: So our academic intervention services teachers in reading and math. as well as covering a portion of some of our school counselors salaries and benefits. and parent and family engagement. what that looks like in practice. if you're familiar with our AIS family nights that we have primarily at the elementary level in literacy and math that encourages our parents and families to engage with the school building in those two categories and subjects of learning. so it also looks like parent and family engagement.

Angela Wise-Landman: In the past, we've done things at the secondary level, primarily with our STARS program at our high school, where we've invited parents and families in to engage, with our staff and our students in a positive way to tie in, the counseling initiatives of supporting positive mental health and positive attendance and reducing chronic absenteeism with that population of students at the high school. as well as temporarily displaced homeless students. By law, we have to allocate a portion of title 1A funding each year to support those students. does like in practice? That looks like getting school supplies for those students. providing them with healthy snack options to take home in their backpacks. Offsetting the cost of field trips or extracurricular activities as they come up.

Angela Wise-Landman: building a pantry of take-home personal hygiene items, toothbrushes, mouthwash, hair brushes, deodorant, things of that nature. and temporarily displaced could mean a student that's impacted by a house maybe their house unfortunately went on fire and they're temporarily living with another relative until they can find ing. That fits within that category. not your traditional definition of homeless. which is why they've brought in the language to call it temporarily displaced as well as with all of our title programs inclusive of title 1A Pine Central School District eligible children.

Angela Wise-Landman: So children that live within our district but are choosing to attend private school, we have to give them the option to opt in through their private school to participate in title funding and set

aside should their private school opt in. set aside dollars to support those students in those other institutions and locations for their learning. so to give you an example, a school that participates pretty much every year that I've been here is Chapel Field. we love our partnership and our collaboration with Chapel Field each year. we have o over 40 students, year-to-year, give or take, that participate that are eligible to participate based on their income level, in title 1A funding through Chapel Field.

Angela Wise-Landman: and we support Chapelfield and provide them with a small piece of that pie, whether that be curriculum materials for literacy and helping offset cost of parent and family engagement activities at their institution, whatever the case may be. And again, that's heavily regulated and something by law we have to do. And there are slew of other private schools that also participate within our district boundaries where we send our students shifting over to title What does title two look like? What does that mean? That's really supporting effective instruction across the district. That encompasses a lot of our professional development that we do for our administrators and our teachers. So the goal of title 2 really is to increase student achievement consistent with state standards, improve the quality and effectiveness of teachers, principles, and other school leaders.

Angela Wise-Landman: increase the number of teachers, principles, and other school leaders who are effective in improving student academic achievements in schools and provide low-income and minority students greater access to effective teachers, principles, and other school leaders. What does that look like In practice, historically, in the past, we've utilized title 2 funding to support contracted services of professional development providers that have come in and have sat with our principles, assistant directors to provide training, whether that be training in how to properly evaluate training in literacy and math curriculums and new initiatives that we may have throughout the district, year to year.

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Angela Wise-Landman: as well as this we've done a lot with the science of reading and we've had consultants come in from U Boseies and from other places where we've been able to utilize title 2 funding to pay for those services again to increase effective instruction across the district. is very specific. Title three exists to support ENL students. So those are students that come to us where English is not their primary spoken language and they are trying to learn not only English as a language but their subject areas as well and do well academically, emotionally. so Title 3 funding is designated specifically to support that group of students. Okay.

Angela Wise-Landman: So, it's designed to improve the education of ENL children by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youth. And funds are distributed to states based on a formula that takes into account the number of immigrant and ENL students in each state. What does that look like In practice, that looks like for us access to ongoing PD offerings yearround for all of our staff through OUIS. It also looks like digital instructional support programs such as Rosetta Stone as well as districtwide annual family engagement events. I don't know if anyone's ever been familiar with, I'm sure most of you have, with our ENL potluck dinner that we've done for several years at the high school. It's districtwide. We invite all of our district families to come and attend. And it's a great opportunity for not

Angela Wise-Landman: not only our ENL families to connect, but for all of our other families to come in and to see and recognize the cultures of those families and their backgrounds across our district. So, it's

a really great event. We do that every year and we're able to utilize Title Three funding to help offset the cost of that event. and we put a lot of hard work and dedication into that and the families come in and they're really able to showcase their cultures in that event, in that space.

Angela Wise-Landman: So that's just one example. And lastly, four. Title 4 really focuses upon three specific by federal regulation. Well-rounded education, safe and healthy students, and effective use of technology. Those are the three categories that we're allowed to spend Title 4 dollars on. What does that look like in practice here in Pine Bush? It looks like supplies and materials to support art, music, and physical education across all seven buildings. It looks like supporting our seal of civic readiness program at the high school. It also looks like supporting or offsetting some of the salaries and benefits of a portion of our security staff in our secondary buildings, that category of safe and healthy.

Angela Wise-Landman: And lastly, it also looks like teacher access to a designated district technology coach. We will now have two going into this coming school one at the secondary level to increase use of appropriate and effective technology to enhance student learning. So again, it's those three very specific categories under title 4 where we're allowed to allocate those dollars. And I would be remiss not to touch upon McKenna Vento is the regulation that supports our homeless population as well as are temporarily displaced. As I mentioned previously, students who may experience a houseire and may be living with another relative but don't have access to their primary home considered temporarily displaced. Right?

Angela Wise-Landman: So, McKenna Vento helps support those students in the educational setting. So, each public school is required to designate The liaison for McKenna Vento here in Pine Bush is our assistant superintendent for business. The local leaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. And we really work here at district office handinhand with our school counseling staff who is phenomenal with keeping track of those students and what's going on in their homes and in their personal lives and updating us to let us know that those families have these needs. so I just want to say that

Angela Wise-Landman: because they really do a wonderful job as well as our social workers and our school psychologists. That entire service team of those three individuals in each of our buildings does a really fantastic job of keeping the lines of communication open between the building and the district to ensure that those students needs are being met. So what does that look like in practice here in Pine Bush? It looks like accessing title 1A funds as I mentioned previously to provide those homeless students or temporarily display students with school supplies, backpacks, healthy snacks, basic clothing items, whether that be winter boots, winter jackets, hats, gloves, socks, personal hygiene items, toothbrushes, deodorant, soap, shampoo, conditioner, and we could also help offset the cost of a field trip or extracurricular activities.

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Angela Wise-Landman: To give you an example, we had a student this past school year I believe in one of our elementary buildings who was temporarily displaced due to a family situation qualified as being temporarily displaced. wanted to participate in Girls on the Run program which had a fee to it and we were able to access this funding to help offset the cost of that fee for her so that's just an example. some important places on the website that I want to just draw your attention to that correlate and are in conjunction with our title funding through ESSA are our annual notifications each year. So, I just want to draw your attention to that. Let me just exit out of this slide so I could click and bring up each one.

Angela Wise-Landman: I'm just going to switch over to the website and share from the website. Just give me one second. So, first and foremost is the parents parents right to know under federal funding gives you some information here. And basically what it says is that parents have sorry I'm just waiting for this to load. There we go.

Angela Wise-Landman: Parents have the right to know their students teachers qualifications their certification and also their subject areas and grade levels which their teacher it not only is able to teach but is certified to teach and it falls under ESSA. So, it's your right to know regarding your students teachers qualifications. And by law, that's posted every year under annual notifications on the district website under parent and community tab. In addition to that, I also want to draw your attention to our title one involvement policy.

Angela Wise-Landman: Sorry about that. Hold on. Our title one involvement policy. Let me just pull that up. So again, this is on our district website under our board of education policy manual and that illustrates and explains not only by federal and state law the requirement of us to involve parents and families and within within our school activities, but also by board policy. What does that look like and what does that mean? And that policy is right here on our website.

Angela Wise-Landman: So definitely I would encourage you to take a look at it, peruse it, reach out to me with any questions about it. and this is why within all of our title programs, a big portion of it is designated for parent and family engagement. because not only by law and by regulation and by policy is it required, but it's something we're really passionate about here in Pine Bush. And we want to have that partnership with our parents and families. We want you to come through the door and see all the wonderful things that we're doing. and this just kind of gives it some structure into what that looks like in practice. so again, I encourage you to take some time perusing that. It's right on our website under our board of education policy manual. If you have any questions about it, don't hesitate to reach out to me.

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Angela Wise-Landman: And then the last thing I want to just show you from a link standpoint on our website is our parent and school compact for each school building each year. and basically it just talks about our responsibilities as the school building and then your responsibilities as parents versus also your responsibilities as students. and this just assures that we're all on the same page, all have expectations, and are meeting those expectations to the best of our ability. especially as we're participating in activities or programs funded by Title 1A.

Angela Wise-Landman: throughout our district. So, I just want to share that so you can see what that looks like. And this also sits under annual notifications as well. And one exists for each school building. this is just the high schools, but they all read pretty much the same except the bottom just says which building so again, there's just responsibilities there that we have to abide by regulation for not only the school but for the parents and for the students.

Angela Wise-Landman: And some of those, as it reads off of here, for example, Pine Central School District will provide high quality curriculum instruction in a supported and effective learning environment that enables the participating children to meet the state's student academic achievement standards. We talk about that a little bit more specifically. Provide parents with frequent reports on their children's Provide parents with reasonable access to staff. and so on and so forth. Under parent responsibilities, it says as parents will support our children or child's learning in the following ways. Monitoring attendance,

making sure homework is completed, volunteering in my child's classroom, participating as appropriate, and decisions related to my child's education, and so on and so forth.

Angela Wise-Landman: And then under student responsibilities, some of the things it says here is that students will do their homework daily and ask for help when they need to, read at least 30 minutes every day outside of school time, participate in class, and attend school unless legally excused. So again, these are just some expectations that we hope each of us can abide by and live by, in daily practice during the school year. So again, that's under annual notifications right on our district website. and falls underneath the requirements for participating in ESSA funding each year. Let me just not sharing that. I'll go back to here. Sure.

Angela Wise-Landman: Okay, so that really concludes myformational portion of this and in a nutshell really each title program is for, what we're allowed to use those dollars for. I just want to share some additional information before we open up to Q&A. as I mentioned, the funding from last year compared to this year is about the same. And that's because our poverty level has stayed about the same, which is teetering around that 59%

Angela Wise-Landman: across the entire district for our students. and we already talked about based on federal requirements really we're tied to specific areas of how we can spend and allocate that money. And because we are a schoolwide program, we have to provide opportunities to all students outside of Title 3, which is very specific to ENL students. The other programs have to benefit all students throughout the buildings. so we can't really, peace meal or subset to different other groups. it's really supposed to benefit all students. throughout each of the buildings, as I mentioned, we do assess the use of the funds at the end of each school year.

Angela Wise-Landman: We sit down myself and the business office staff here and we look at okay was it spent according to the budget as it was outlined and supposed was there a chunk left over that's being carried over that wasn't spent for whatever reason and we also look at for example as I mentioned under title 1A we support all of our AIS family nights across the district primarily at the elementary level so we look at attendance did a lot of people go and attend those events was it well supported? if that's the case and it was well supported, then yes, let's continue funding this and supporting this going into the next school year. so those are the discussions we continually have at the end of each year to assess those overall use of funds.

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Angela Wise-Landman: And then I just want to talk about just more specifically and give you those specific numbers of our preliminary allocations for this upcoming school year. So, I'm just going to be sitting down now to write the grants for 2026 2027 school year. which has a run date of September 1st to June 30th. of pretty much the traditional school year is the spending period. So under title one, we've been preliminary allocated here in Pine Bush a little over 1.5 million. That's where a big chunk of that overall 1.9 sits is within Title 2 is significantly smaller. That allocation is approximately 189,000.

Angela Wise-Landman: Title three is still yet to be determined because we're still waiting on final ENL counts of students from the state. So those official counts get ratified and certified by the state. We don't have that official allocation yet because those student counts are still in the process of being configured. so we don't have an allocation yet for title three and title four is probably the least that we get from year to

year. At least that's the trend it's been for the last several years that I've been overseeing the program. Title four, we're getting approximately 114,000 57.

Angela Wise-Landman: $7. Okay. So again, a big chunk of the title programming really falls under title one and then you'll see smaller portions underneath the remaining. So now I'm going to shut off the recording. and what I'd like to do is open it up to Q&A with the group. and just lastly share that please know as a participant and attendee in this evening's workshop I will be submitting your contact information. So just your last name, your email address on the form that I submit each year with our grant application to say that you participated in thisformational workshop. So essentially, it helps me sort of check that box. nobody has ever been contacted in the last seven years that I've had to do this have done that. But I just want to make you aware that that's the case. Okay, let me stop the recording.

Meeting ended after 00:27:55 👋

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