

New York City  
Department of  
Education  
Updated  
June 2021

# The Reimbursable Funding Technical Manual

A Reference and Support Guide for Schools and Central on the Appropriate Use of Reimbursable Funds

## THE REIMBURSABLE FUNDING TECHNICAL MANUAL

This technical manual was developed in response to a New York State Education Department's review of the Citywide Consolidated Application, highlighting the need for standardization in the use of reimbursable dollars across all districts.

This handbook is a collaborative effort by the Office of the Chief Operating Officer, Senior Grants Officers and various program offices. The main purpose of this handbook is to assist school and school-support personnel in the appropriate use and requirements associated with reimbursable funds. This is a living document and will be updated periodically, as necessary.

There are two over-arching pre-requisites of reimbursable funding:

- 1) Expenditures must support the purpose and intent for which the funding was allocated
- 2) Funds must supplement, not supplant

Reimbursable funding for grants fall under two general categories:

- Allocative/Formula Grants – funding that is allocated to districts using a formula based on specific populations or needs.
- Competitive/Discretionary Grants – funding that is awarded based on submission of a successful grant proposal and approved budget narrative. Use of this funding is dictated by the approved budget narrative and often involves a minority- and women-owned business enterprises (MWBE) component.

## TABLE OF CONTENTS

The Reimbursable Funding Technical Manual .....	1
American Rescue Plan of 2021 .....	3
Elementary and Secondary School Emergency Relief Fund (ARP ESSER) .....	3
Attendance Improvement Dropout Prevention (AIDP) Discretionary Allocations .....	13
Attendance Improvement Dropout Prevention (AIDP) Attendance Teachers .....	16
Attendance Improvement Dropout Prevention (AIDP) Students in Temporary Housing .....	18
Attendance Improvement Dropout Prevention (AIDP) OFFICE OF COMMUNITY SCHOOLS.....	22
Individuals With Disabilities Education Act (IDEA) Special Needs Allocation .....	28
Universal Pre-Kindergarten & Universal Pre-Kindergarten Plus (UPK and UPK Plus) 4K for All <b>(awaiting updates)</b> .....	31
Students with Interrupted Formal Education (SIFE) & Long Term English Language Learners (LTE) .....	35
Title I Neglected and Delinquent Programs .....	38
Title I School-Wide Programs (SWP) .....	44
Title I Students in Temporary Housing (STH) .....	57
Title I STH for Non-Title I School .....	57
Program Descriptions.....	58
Title I Targeted Assistance (TA) Programs .....	63
Title IIA Supplemental.....	72
Title III Limited English Proficient (lep) and Immigrant Title III Programs .....	76
Title IV Part A .....	85

## AMERICAN RESCUE PLAN OF 2021

### ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ARP ESSER)

FACT SHEET AS OF JUNE 9, 2021

**Updates will be made available as further guidance is provided by both USDOE and NYSED**

On March 27, Last December 2020, the Coronavirus Response and Aid, Relief Supplemental Appropriation, and Economic Security Act CARES Act was signed into law. Later Congress enacted the American Recovery Plan Act. NYCDOE received both Coronavirus Response and Relief Supplemental Appropriation Act (CRSSA) and American Recovery Plan Act Elementary and Secondary School Emergency Relief Fund (ARPA ESSER) which is which are administered by the state.

Local plans for use of funds continue as of this update and are governed by current and future guidance from Federal ED and NYSED.

ARPA - American Rescue Plan Act of 2021, SIGNED INTO LAW MARCH 11, 2021

GRANT PERIOD: March 13, 2020 to September 30, 2024

AUTHORIZING LEGISLATION: Section 2001 of the American Rescue Plan Act (ARPA)

NYC ALLOCATION: est. \$4.5 billion

**ALLOWABLE USES:**

Expenses are limited to several broad categories. Funding will be allocated to schools and central program of-fices in accordance with these allowable use categories. As a result, budget modifications and changes to programming may not be permitted.

With few exceptions, the following guidance will apply:

Funds will not be available for salaries, unless otherwise indicated. In the event of an exception to this, split-funding will be strongly discouraged unless unavoidable.

Funds will be fringe generating, and central allocations will have to account for indirect cost.

Funds will only be available in the fiscal year in which they are allocated (not subject to deob-reob).

Budget mod requests will not be guaranteed, and swapping between PS and OTPS will be limited.

**Requirements:**

There is a local maintenance of equity requirement, and a mandatory setaside of 20% to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs or extended school year programs and ensure that such interventions respond to students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on the underrepresented student subgroups.

Unallowable Costs: Unless otherwise specified in the SAM, this funding cannot support salary expenses, due to its temporary nature.

**GROUND RULES AND/OR REQUIRED ACTIVITIES THAT ACCOMPANY THIS FUND SOURCE:**

Summer Rising Academic Support (SAM 7) - With the goal of supporting student needs in a 12-month school year, the per capita funding methodology for summer 2021 is described below.

Summer Rising will support pupils in grades K-8 and 9-12, including those who are mandated, at the school level in districts 1-32. The program for grades K-8 will run from 8:30 am to 12:30 pm, (or a similar 4-hour window) Monday to Thursday beginning July 6 and ending August 12. For grades 9-12, the program will run from 9:00 am to 1:00 pm (or a similar 5-hour window) Monday to Friday beginning July 6 and ending August 13.

Since many students will be attending summer school in their own school buildings, schools can use their current curriculum for ELA and mathematics. Using existing curriculum supports continuity of instruction and prepare for success in the fall. Where affiliated schools use different curriculum, digital curriculum options are available on ShopDOE that schools can use their summer funds to purchase.

Funding is allocated directly to schools for the academic support program.

### **Grades K-8:**

Schools serving grades K-8 will receive an allocation based on the number of students who attend Summer Rising in July and August of 2021. Funding will be issued in two installments as follows:

Initial allocation: Schools will receive an allocation based on the number of students anticipated to enroll in the summer program, at an applied attendance factor of 75%.

Final allocation - issued in Fall 2021: Where the number of students who attended one or more days of the summer program was greater than the initial allocation, the school will receive an increase in funding. Allocation adjustments will be made only where schools have increased student populations; no reductions will be made

### **Grades 9-12:**

High school students who need credits towards graduation will continue to have access to credit-bearing courses over the summer. Schools serving grades 9-12 will receive an allocation based on the number of students who attend Summer Rising in July and August of 2021, including students who are over 21 per NYSED guidance. Funding will be issued in two installments as follows:

Initial allocation: Schools will receive an allocation based on the number of students anticipated to enroll in the summer program, at an applied attendance factor of 75%.

Final allocation - issued in Fall 2021: Where the number of students who attended one or more days of the summer program was greater than the initial allocation, the school will receive an increase in funding. Allocation adjustments will be made only where schools have increased student populations; no reductions will be made.

Where schools are consolidating in the 2021-2022 school year, Summer Rising funding will be provided to the prevailing school. The allocation methodologies identified above will be applied after the relevant factors of the dissolving school are added to the prevailing school.

Allocations for the academic portion of the summer program will be placed in the TL Summer Rising Shared and ARPA Academic Recovery Summer Rising allocation categories.

ARPA Academic Recovery Summer Rising funds must be scheduled in the school location where the funds were allocated. As such, ARPA Academic Recovery Summer Rising funds were allocated only to host sites. Feeder sites may transfer TL Summer Rising Shared funds to host sites using the school-to-school transfer facility.

For this portion of the summer program funded by ARPA, the appropriate program description must be selected in the program field dropdown in Galaxy as noted below to identify funds that are being spent to make up for academic recovery. Schools should select the program description from the list available and not type the descriptions in directly. ARPA Academic Recovery Summer Rising funding will not come up in Galaxy as a funding recommendation unless one of the program descriptions is used to describe the item.

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### **DROP-DOWN PROGRAM DESCRIPTION**

ARPA AR Academic Needs Assessments

ARPA AR Evidence-based Interventions

ARPA AR Family Engagement

ARPA AR Student Attendance

ARPA AR Intervention for Under-Represented Students

ARPA AR Afterschool Programming

ARPA AR Extended Day

Note these program descriptions are also required for the middle school ASD summer program.

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### Academic Recovery AP Summer Rising

Schools serving students in grades K-8 will receive funding for the equivalent of one assistant principal, which can be used to fund a 12-month assistant principal or supervisor per session for the summer to provide supplemental support supervising summer learning. (K-8 sites will continue to receive support for a centrally-funded assistant principal as per prior practice.) Funds are allocated to be scheduled by schools in the ARPA Academic Recovery AP Summer Rising allocation category. These funds expire on August 31, 2021. If your school is hiring a 12-month assistant principal to work full-time during July and August who is not on your school's Table of Organization, and won't be working in your school during the regular school year, contact your BCO budget director for assistance. Update (as of May 28, 2021): Where schools have accruals at the end of the summer, 25% of the amount of the schools' Summer Rising assistant principal allocation will be carried forward for use on supervisor per session after August 31, 2021. School expenditures will be evaluated and funds reissued at the end of September.

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### ALLOWABLE TITLES:

Title Desc
COOP STUDENT - TECH AIDE
DATA PROCESSING REPAIR - CONTRACTUAL
GUIDANCE COUNSELOR - PER SESSION
MANDATED TEACHER TRAINEE - PER SESSION
PRINCIPAL PER SESSION
SUPERVISOR PER SESSION
SUPPLIES - GENERAL
BULK: SCHOOL AIDE (RAIDN)
BULK: SCHOOL AIDE - OCC (SAIDN)
BULK: SCHOOL SAFETY OFFICER
ED PARA - BULK
EDUCATIONAL CONSULTANTS

EQUIPMENT - GENERAL
LABORATORY SPECIALIST - PER SESSION
LIBRARY BOOKS
NON-CONTRACTUAL SERVICES
NON-DP EQUIPMENT REPAIR
PAYMENT FOR CONTRACT SERVICES
PER SESSION SUPERVISOR OF RECREATION
SCHOOL SECRETARY - PER SESSION
SCHOOL SOCIAL WORKER - PER SESSION
TEACHER - REGULAR GRADES - PER SESSION
TELECOMMUNICATION CONTRACTS
TRANSPORTATION OF PUPILS - OTHER
SUPERVISOR PER SESSION
ASST PRINCIPAL (12 Month)

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**EDUCATIONAL PARAPROFESSIONAL SUPPORT**

Summer Rising sites serving students in grades K-12 will be allocated funding to hire one education paraprofessional for supplemental support services to assist special education students during the summer. Schools will receive additional allocations for paraprofessionals based on identified need beyond the one base position allocated. Any unused funds may be used during the regular school year for the same purpose only. Funds are allocated to be scheduled by schools in the ARPA Academic Recovery Para Summer Rising allocation category.

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**ALLOWABLE TITLES:**

TITLE DESC
ED PARA - BULK

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**SUMMER RISING LITERACY SUPPORTS FOR STUDENTS WITH DISABILITIES:**

Grades K-12:

Students with disabilities attending Summer Rising will receive additional instructional support by a Special Education Intervention teacher as part of their summer day. Sites will receive an allocation for (1) Special Education intervention teacher to 25 students with disabilities.

Special Education teachers will provide small group intervention instruction to students with using a research-based literacy intervention program, in a group size no larger than 5, in 30 minute intervals. The balance of the Special Education Teacher Interventionist schedule will be used to provide direct and indirect programmatic support to students with disabilities including but not limited to: consulting with Summer Rising Teachers, accommodating and adapting instructional materials, push-in instruction if applicable

Any unused funds may be used during the regular school year for the same purpose only. Funds are allocated to be scheduled by schools in the ARPA Academic Recovery SE Support Summer Rising allocation category.

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ALLOWABLE TITLES:

TITLE DESC
TEACHER - SPECIAL EDUCATION - PER SESSION

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ASD SUMMER RISING PROGRAM:

The ASD summer program provides current program students the opportunity to practice social communication and pragmatic skills with ASD trained staff to support development and prevent regression. Students with autism need explicit instruction (teachable moments) in realistic settings, ability to build language and communication skills to fully engage and access curriculum, and build flexibility, self-awareness, and understanding of social concepts. Without the continuation of these specific supports, many students with autism will struggle to integrate back into the classroom and engage in academics in the fall. The ASD summer program provides elementary and middle school students the support of ASD trained staff, e.g. teachers, related services providers, and paraprofessionals.

The ASD summer program provides skill based support for four-weeks, at four days per week for four hours per day with intergraded related services through collaboration between summer program educators and related service providers.

Programmatic and operational information provided by the Central ASD Programs Team, within the Special Education Office (SEO) of the Division of Specialized Instruction and Student Support.

Funds are allocated to the summer ASD programs schools to support the following services as needed: teachers, paraprofessionals, related service providers, and OTPS for materials and supplies. Allocations for middle schools will be placed in the following allocation category: ARPA Academic Recovery Summer Rising ASD. Schools receiving ARPA funding must use the program descriptions described in section A above in order to properly identify services in Galaxy and enable ARPA as a funding recommendation.

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ALLOWABLE TITLES:

TITLE DESC
CURRICULUM & STAFF DEVELOPMENT CONTRACTS
PROFESSIONAL SERVICES OTHER
TEACHER - SPECIAL EDUCATION - PER SESSION

BULK: OCCUPATIONAL THERAPIST (DOE) SUMMER
GUIDANCE COUNSELOR - PER SESSION
SUPPLIES - GENERAL
ED PARA - BULK
OVERTIME ADMIN
SCHOOL PSYCHOLOGIST - PER SESSION
SPEECH & LANGUAGE EVALUATOR PER SESSION
EQUIPMENT - GENERAL
NON-CONTRACTUAL SERVICES
SCHOOL SOCIAL WORKER - PER SESSION
SUPERVISOR PER SESSION
TEACHER - REGULAR GRADES - PER SESSION
TRANSPORTATION OF STAFF - NON-CONTRACT

## ARPA ACADEMIC RECOVERY SOCIAL WORKER

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### School Social Workers in High-Need Schools

To expand an FY 2020 initiative for school-based social worker positions in order to provide access to direct mental health supports at schools citywide. The goal of the funding is to ensure that schools, with demonstrated need, receive funding for a full-time school social worker who is able to support students with their varied social and emotional needs. Social workers funded are intended to provide mental health supports at their respective school location.

#### Responsibilities:

- Provide targeted supports to individuals and selective services to identified groups;
- Deliver counseling with an emphasis on supporting mental health;
- Conduct parent workshops;
- Make needed referrals for health and professional services and access to public benefits;
- Provide workshops and support to school staff to educate them on mental health matters and students' social-emotional needs;
- Communicate and coordinate with other adults who may be supporting these students; and
- Perform related work.

#### Selection Criteria:

Schools selected to receive this funding in prior years were chosen from the cohort of schools that lacked direct mental health services and lacked a full-time school social worker in the 2018-2019 school year. Additional selection criteria included the number and rate of behavioral incidents, mental health crises, and NYC School

Survey data regarding parent, teacher, and student perception of school environment, specifically those aspects linked to preventing bullying and supporting social-emotional health. Tax levy funds will continue to fund the FY 2020 cohort at the city-wide average social worker salary.

For FY 2022, an additional, larger cohort of schools are receiving this funding because they lacked direct mental health services and lacked a full-time school social worker in the 2020-2021 school year. Additional selection criteria include being in a neighborhood or zip code hardest hit by Covid-19 and economic need index (ENI). For the FY 2022 cohort, ARPA funds for academic recovery (or learning loss) will be allocated at the city-wide average social worker salary including fringe.

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#### REPORTING AND SUPPORT STRUCTURE:

These social workers report directly to the school principal and receive training, coaching and professional development from borough and central offices. Social workers funded are expected to participate in scheduled professional development, including meetings, and other professional learning opportunities.

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#### RECORD-KEEPING RULES:

Time and Effort certifications must be completed—semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with ARPA ESSER.

full documentation of activities and expenditures (i.e., purchase orders, SIPPs, per session postings, bulk job postings, equipment inventory for equipment purchased with ARPA ESSER)

TITLE DESC
SCHOOL SOCIAL WORKER

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#### CRRSA - Coronavirus Response and Relief Supplemental Appropriations Act, 2021

Signed into law on December 27, 2020

Grant period: March 13, 2020, to September 30, 2023

Authorizing Legislation: Section 313 of the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act

NYC Allocation: \$2.15 billion

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#### ALLOWABLE USES

Expenses are limited to several broad categories. Funding will be allocated to schools and central program offices in accordance with these allowable use categories. As a result, budget modifications and changes to programming may not be permitted.

With few exceptions and unless otherwise indicated, the following guidance will apply:

Funds will not be available for salary expenses

In the event of an exception to this, no split-funding will be permitted

Funds will be fringe generating

Funds will only be available in the fiscal year in which they are allocated (not subject to deob-reob)

Budget mod requests will not be guaranteed, and swapping between PS and OTPS will be limited

SAM 01, FSF allocation, is a notable exception to the above guidance.

CRRSA funding is filling the state and city funding gap to raise the FSF floor to 100%.

These funds will be tracked separately, however, this allocation will be available as tax levy, will not be fringe-generating, and may be used for any purpose FSF is used for.

Records should be maintained for all expenses incurred with these funds.

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### Unallowable Costs

Unless otherwise specified in the SAM, this funding cannot support salary expenses, due to its temporary nature.

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### GROUND RULES AND/OR REQUIRED ACTIVITIES THAT ACCOMPANY THIS FUND SOURCE:

#### CRRSA COVID 19 Reopening Staffing Supplement (SAM 56)

This memorandum allocates funding to schools which have identified a staffing need through the District Review Team (DRT) process. This additional staffing need is a result of the COVID-19 social distancing guidelines and to support blended or remote learning programming models in SY 2020-21. This one-time allocation may be used to support per diem substitute, prep period coverage, sixth period shortage and F-status service.

This allocation is expected to support school opening. DOE is continuing to evaluate staffing needs and may continue to provide supports to schools after re-opening for in person schooling.

#### Updated Allocations for Spring Term

The allocation was adjusted in mid-February to cover projected payroll costs for fall staff continuing through the end of the spring term based on school-specific expenditures. Schools may receive funds or may have their allocations reduced, based on the payroll analysis. The following schools were only adjusted if their projected payroll costs exceeded the current allocation amount: Citywide Special Education (District 97), schools that had recently received an allocation adjustment after January 1, or schools with allocations lower than \$34,000.

#### Guidance on Allocations Issued Prior to the Update for the Spring Term

This allocation has been updated to fund the in-person teacher need confirmed by the DRT. Where schools no longer have needs, but were previously allocated funds under this memorandum, those funds have been recouped. Allocations have been offset by a portion of the school's unscheduled balances in major discretionary funding streams. Any such resources should be prioritized to fund the staffing need.

Funding has been allocated for the Fall semester. School staffing needs will be monitored on an on-ongoing basis throughout the Fall. Needs for the Spring semester will be reviewed and reassessed accordingly.

Schools should continue to submit substitute teacher nominations in Galaxy for per diem substitutes.

If schools would like to use this funding for a regular substitute (unappointed teacher) or permanent hire, Principals should contact their BCO Finance and Human Resources Director. Schools making permanent hires must not have exceeded any staff this year and must be able to demonstrate an ability to pay for staff next year.

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### FUNDING RESOURCES

School budgets will be evaluated to ensure that schools have sufficiently prioritized staffing for student needs. In instances where schools are deemed to have sufficient on-site staff, including central or ATR staff which have been deployed but are not on school Tables of Organization, this allocation may be recouped in part or in full at a point in the future.

Schools with available COVID-19 Planning Supplement resources (SAM No. 38) may also utilize those funds to meet reopening staffing needs. As always, schools should maximize their existing school budget resources to support immediate staffing, per diem substitute, prep period coverage, sixth period shortage, and F-status service.

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FUNDING WILL BE PLACED IN SCHOOLS' BUDGETS IN THE FOLLOWING ALLOCATION CATEGORIES:

TL COVID Teacher Support

TL COVID Teacher Support D79

TL COVID Teacher Support CW

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AVAILABLE TITLES:

CRRSA COVID Register Loss Restoration - funding to schools in order to partially offset budget declines resulting from the SY 2020-21 mid-year adjustment.

As school year 2020-21 enrollment projections were developed prior to the pandemic, they did not account for the greater than normal enrollment declines. For this year only, and in recognition of the pandemic-driven enrollment fluctuations, this SAM allocates to schools with weighted register losses sufficient funding to restore 25% of the school's total weighted register loss in both Round 1 and Round 2 combined.

Schools with weighted register increases will receive the full balance of their mid-year adjustment through the usual process.

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COVID MID-YEAR REGISTER LOSS RESTORATION FUNDING

Restoration funds will be allocated in the special allocation categories indicated below, which can only be used to fund teachers. Schools should select teachers currently funded with FSF, and re-fund them with the restoration funding received in these allocation categories. This will help reduce overscheduling in FSF after the mid-year adjustment is entered in Galaxy.

The first 25% of register loss restoration will be allocated city tax levy funds in the below categories:

TL COVID MY Register Loss Restoration (for elementary and middle schools)

TL COVID MY Register Loss Restoration HS (for high schools)

The remaining 75% of register loss restoration will be allocated federal Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) funds in the below categories:

TL CRRSA COVID MY Register Loss Restoration (for elementary and middle schools)

TL CRRSA COVID MY Register Loss Restoration HS (for high schools)

Note: To assist schools with aligning their budgets, teachers currently funded with TL Potential MY to be Repaid and TL MY SE Specialized Programs HH have had their funding updated automatically to the "CRRSA" allocation categories listed above, as appropriate by school level.

Refunds of School Over-Payments for Register Loss

Schools may have previously paid back funds for register loss that will now be covered by the restoration funding. Such schools will have excess pay back dollars returned in the new allocation categories. Schools should select teachers currently funded with FSF, and refund them with the restoration funding received in the special

allocation categories. Available funding resulting from these actions can be used at the principal's discretion in support of programs described in the school's Comprehensive Education Plan.

Instructions for Schools Currently Receiving Funds Over Formula Allocations

Schools receiving "TL Funds Over Formula" allocations will receive the full COVID mid-year register loss restoration funding to which the school is entitled. However, for the purpose of the FY 2022 initial allocation, the 25% city restoration funds will be swapped out for funds over formula dollars. This will reduce affected school's FY 2022 initial allocation Funds Over Formula downwards towards 100%. This action will not reduce FY 2021 allocations.

ALLOWABLE TITLES:

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Title Desc
TEACHER - BILINGUAL
TEACHER - LIBRARY
TEACHER - REGULAR GRADES
TEACHER - REGULAR GRADES - ESL
TEACHER - SPECIAL ED (LINE 3101)

RECORD-KEEPING RULES:

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Time and Effort certifications must be completed—semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with CRSSA.

Full documentation of activities and expenditures (i.e., purchase orders, SIPPs, per session postings, bulk job postings, equipment inventory for equipment purchased with CRSSA)

## ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP) DISCRETIONARY ALLOCATIONS

In 1984, the New York State legislature initiated the [Attendance Improvement Dropout Prevention \(AIDP\)](#) program to provide intensive support services addressing the academic, physical and social needs of students at-risk of dropping out of NYC Public schools. These services are provided to elementary, middle and high school students in all districts including District 75/Citywide Special Education programs. AIDP is administered by the New York State Education Department (NYSED), but funding targeted for this program are now consolidated and awarded as Foundation Aid.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- AIDP
- AIDP Attendance Teacher Transportation
- AIDP STH School and Site Based Shred
- CTL AIDP CBO Contract OTPS D93 UA402

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### FUNDING PURPOSE

AIDP programs provide opportunities for students at-risk of dropping out of school in order to improve their attendance and academic performance. AIDP discretionary allocations are provided to fund attendance support positions in eligible schools. In addition, AIDP discretionary allocation funds student support services to address barriers to academic progress including attendance problems, family related issues and discipline problems. Services provided may include school guidance and counseling, attendance improvements efforts and coordination of services provided by other agencies.

AIDP Discretionary school allocations are for personnel costs. Funds utilized for OTPS are re-distributed among AIDP eligible schools to cover staff positions.

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### ELIGIBLE SCHOOLS

Selected schools are eligible based on attendance rates and the percent of students they serve who are considered chronically absent.

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### STUDENTS SERVED

Students with attendance below 90%. All students to prevent low attendance.

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### PROGRAMS/EXPENSES WITH THIS FUNDING

Staff funded with **AIDP Discretionary** must provide direct services to the students who are most at-risk of missing schools and, therefore, falling behind and dropping out of school. Services can include guidance and counseling, coordination of services provided by other agencies or others in the school, family outreach, or any of a range of academic and behavioral supports. Funded staff may also be engaged in maintaining and applying accurate records of attendance. A small percent of funds may be used for transportation of staff to cover home and field visits.

**AIDP Attendance Teacher Transportation** is exclusively to cover travel expenses for centrally-funded Attendance Teachers.

UNALLOWABLE COSTS

Staff funded under **AIDP Discretionary** may not perform everyday tasks like monitoring hallways or lunch rooms and may not spend most of their time on daily attendance data collection routines (collecting and scanning rosters). The funded positions must supplement normal school functions.

GROUND RULES AND/OR REQUIRED ACTIVITIES THAT ACCOMPANY THIS FUND SOURCE

- All program activities and expenditures must focus on providing service to students who missed 20+ days the previous year or who are missing 2 or more days a month, and chronically absent students who are most at-risk of dropping out of school.
- AIDP attendance procedures must be incorporated into the school's Attendance Plan, and is part of the OSYD Consolidated Plan.
- Per [Chancellor's Regulations A-210](#), all schools must name an Attendance Coordinator, a pedagogue or administrator, to oversee all aspects of a school's attendance program and must establish a formal Attendance Committee that will meet to discuss program implementation, case management and school attendance issues.

RECORD-KEEPING RULES

Schools receiving AIDP Discretionary must document how AIDP funded attendance support and counseling services provide direct services to students demonstrating patterns of poor attendance or address barriers to improve academic performance. This is done through a description of supplemental services in the Attendance Plan of the OSYD Consolidated Plan, ILOG records of interventions for individual students by the AIDP-funded staff persons, and responding annually to a description of programs and services.

SCHOOL'S ACCOUNTABILITY

Schools receiving AIDP Discretionary are responsible for monitoring student-level attendance data to ensure that intervention services are targeting eligible students and are achieving results.

ALLOWABLE TITLES

TITLE	AIDP	TITLE	AIDP
BULK: DC 37 PARAPROFESSIONAL - (LINE	X	PRINCIPAL SCHOOL NEIGHBORHOOD	X
BULK: SCHOOL AIDE (RAIDN)	X	SCHOOL AIDE (LESS THAN 20 HRS/WK)	X
BULK: SUPV SCHOOL AIDE	X	SCHOOL AIDE (MORE THAN 20 HRS/WK)	X
COMMUNITY ASSOCIATE (H-BANK)	X	SCHOOL NEIGH WORKER - (HOURLY)	X
COMMUNITY COORDINATOR (H-BANK)	X	SCHOOL NEIGHBORHOOD WORKER (H-	X
F STATUS - GUIDANCE COUNSELOR	X	SCHOOL SOCIAL WORKER	X
F STATUS - SCHOOL SOCIAL WORKER	X	SCHOOL SOCIAL WORKER - PER SES-	X
F STATUS - SUPERVISOR	X	SENIOR SCHOOL NEIGHBORHOOD	X
F-STATUS - TEACHER	X	SENIOR SCHOOL NEIGHBORHOOD	X
GUIDANCE COUNSELOR	X	SUPV SCHOOL AIDE (LESS THAN 20	X
GUIDANCE COUNSELOR - PER SESSION	X	SUPV SCHOOL AIDE (MORE THAN 20	X

The Reimbursable Funding Technical Manual

<b>TITLE</b>	<b>AIDP</b>	<b>TITLE</b>	<b>AIDP</b>
GUIDANCE COUNSELOR BILINGUAL	X	TEACHER – ATTENDANCE	X
JR SCH NEIGH WORKER (ANNUAL))	X	TEACHER - REGULAR GRADES - PER	X
JUNIOR SCHOOL NEIGHBORHOOD	X	TEACHER ATTENDANCE - PER SESSION	X
PRINCIPAL SCH NEIGH WORKER - HOURLY	X	TRANSPORTATION OF STAFF - NON-	X

## ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP) ATTENDANCE TEACHERS

In 1984, the New York State legislature initiated the [Attendance Improvement Dropout Prevention \(AIDP\)](#) program to provide intensive support services addressing the academic, physical and social needs of students at-risk of dropping out of NYC Public schools. These services are provided to elementary, middle and high school students in all districts including District 75/Citywide Special Education programs. AIDP is administered by the New York State Education Department (NYSED), but funding targeted for this program are now consolidated and awarded as Foundation Aid.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- AIDP Attendance Shared
- TL Attendance Shared

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### FUNDING PURPOSE

AIDP and TL funding have been provided to support attendance teacher positions. In order to facilitate the continuity of attendance services to schools, attendance teachers are assigned to Borough City Office (BCO) in accordance with the guidelines established for the use of AIDP funding (that is, for schools with greater than average rates of chronic absenteeism). Every effort is made to minimize the movement of attendance teachers and to provide continuity of service to schools. The primary role of Attendance Teachers is to undertake investigations to ensure the safety and well-being of students with unexplained absences, make contact and identify the basic needs a family might lack, or otherwise understand the causes of absences and gather resources that will enable a student's successful return to school.

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### ELIGIBLE SCHOOLS

Schools do not receive funding for any purpose other than serving as a payroll school for an itinerant position.

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### STUDENTS SERVED

Schools may refer chronically absent students to centrally-funded attendance teachers for outreach and intervention when school-based efforts have failed to develop a home-school connection. Attendance teachers also conduct investigations to locate student with unexplained absences and to "clear the register" with appropriate discharges for any no show students in September.

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### PROGRAMS AND EXPENSES FUNDED WITH THIS ALLOCATION

- Itinerant Attendance Teachers only.

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### UNALLOWABLE COSTS

This allocation can cover the cost of attendance support positions. All activities other than attendance outreach and investigations are not allowed.

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GROUND RULES

In order to be compliant:

- The payroll school collaborates with the Borough Citywide Office (BCO) to complete an annual pedagogical review of the Attendance Teacher.
- The payroll school completes all timekeeping functions.

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RECORD-KEEPING RULES

- see above

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SCHOOL'S ACCOUNTABILITY

- n/a

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ALLOWABLE TITLES

Title	AIDP Attendance Shared	TL Attendance Shared
Teacher – Attendance	X	X
Teacher Attendance - Per Session	X	X

## ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP) STUDENTS IN TEMPORARY HOUSING

In 1984, the New York State legislature initiated the [Attendance Improvement Dropout Prevention \(AIDP\)](#) program to provide intensive support services addressing the academic, physical and social needs of students at-risk of dropping out of NYC Public schools. These services are provided to elementary, middle and high school students in all districts including District 75/Citywide Special Education programs. AIDP is administered by the New York State Education Department (NYSED), but funding targeted for this program are now consolidated and awarded as Foundation Aid.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- AIDP STH School and Site Based Shared

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### FUNDING PURPOSE

AIDP [STH](#) programs must ensure that homeless children and youth receive all of the programs and services they are entitled to under the federal McKinney Vento Act, including services provided under other federal programs. The AIDP STH program ensures students residing in temporary housing are not isolated from the mainstream school environment or stigmatized because of where they live. Homeless students and youth are supported with enrollment, attendance, transportation, and provision of comparable services (including school meals and before and after school programs). The goal of the AIDP STH program is to address and minimize the barriers students residing in temporary living situations might face in enrolling, attending and succeeding in school.

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### ELIGIBLE SCHOOLS

Any school in a district with fifty or more STH students registered, provided the specific school has the targeted population.

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### STUDENTS SERVED

Any student who falls under the McKinney-Vento Act's definition of homeless and lacks a fixed, regular, and adequate night time residence. This includes a student who is living in a shelter, transitional shelter or motel; awaiting foster care placement, or living in a public/abandoned space (unsheltered) or is living with a friend or relatives or someone else due to economic hardship (doubled up).

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### PROGRAMS AND EXPENSES FUNDED WITH THIS ALLOCATION

Budget allocations to schools cover wages and fringe and are based on the work schedule of each field-based staff member as approved by the STH liaisons in the [Office of Safety and Youth Development](#) (OSYD) borough offices. These liaisons oversee the work of the field-based staff and work with schools and other shelter staff to support the STH population. STH field-based staff are scheduled on the school's Table of Organization. There is also a small STH central team that is responsible for the program citywide in District 60. Other than personnel services costs, are allocated to both schools and District 60 for the dedicated use of reimbursements for local travel in some cases, as well as to comply with program and legal requirements including, but not limited to:

- McKinney Vento Awareness and professional development;
- Educational services including tutoring and after-school programs;
- Summer programs;
- Parent training;
- Staff development;
- Educational materials;
- Other support services to STH children, youth and their families as needed; and
- Funds are provided to address the unique needs of students living in temporary housing.

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#### FOR STUDENTS

As described in the school's CEP, AIDP provides services to students who reside in temporary housing including access to before and after-school enrichment programs to help meet their academic, social and emotional needs. Comprehensive services, including conflict resolution, violence prevention and/or other counseling services relative to the specific needs of homeless children and youth can also be provided.

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#### FOR STAFF

As described in the school's CEP, staff funded with this allocation must be working with STH students and families in programs geared toward meeting the specific needs of the homeless population and raising awareness of the rights of homeless children and youth.

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#### FOR PARENTS

As described in the school's CEP, this allocation will be used to fund staff that can provide support to parents in addressing circumstances inhibiting student attendance and educational achievement, help with problems such as health care and housing issues, parenting violence prevention and/or referral to counseling services related to the specific needs of families residing in temporary housing.

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#### UNALLOWABLE COSTS

Coverage of non STH personnel expenses or for services not geared towards students and families who are defined as homeless are not allowed.

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#### GROUND RULES

- Staff must conduct activities specifically for the STH population including:
  - on-site services at the shelter locations, including establishing and maintaining contact with parents and in-take services for STH students living in districts with hotels, congregate shelters and cluster sites;
  - services for STH students in districts with no temporary housing facilities; and
  - services for STH students who moved and/or are moving to permanent housing.
- Each school is responsible for designating a staff member ("[STH School-Based Liaison](#)") to track and provide interventions to the STH population in the school and to coordinate services between the school, the school's Attendance Committee and other support staff to ensure the delivery of appropriate services.
- Schools must initiate a systemic review of student needs and existing activities to determine the educational and instructional areas that need to be addressed in developing an AIDP Plan.
- All program activities and expenditures must be clearly linked to providing services to the eligible population and their families. Funds MAY NOT be used to serve all students.
- Services provided through these funds may not replace the regular academic program or services previously provided by other funding sources.
- All policies and procedures implemented will ensure that activities carried out will not isolate or stigmatize homeless children and youth and their families, and must be in accordance with the Guidelines for Attendance Improvement and Dropout Prevention Programs memorandum promulgated annually by OSYD staff.
- Proposed AIDP/STH programs should be incorporated into the school's CEP.
- Schools will be required to enter AIDP service delivery data into ATS, which will be reviewed by OSYD to ensure that the schools are providing AIDP funded services.

#### RECORD-KEEPING RULES

The following must be maintained:

- current ATS printouts of the Residency Questionnaire data entered in ATS;
- a list, by grade, of the students who reside in temporary housing;
- a list of eligible students served;
- a list of all staff funded by this allocation as well as Time and Effort records to demonstrate the required commitment to the AIDP/STH program; and
- full documentation of program activities and expenditures.

#### SCHOOL'S ACCOUNTABILITY

Schools must complete program activities as described in their CEP and complete the required ATS data entry as described in the Record Keeping section above. Program evaluation will be based on the school's progress toward meeting state standards in reading, math, social studies and science, as well as attendance and the continued decrease in the high school dropout rate, where applicable.

#### ALLOWABLE TITLES

Title	AIDP STH School
COMMUNITY ASSOCIATE (H-BANK)	X
DC 37 PARA (LESS THAN 20 HRS)	X

Title	AIDP STH School
DC 37 PARA (MORE THAN 20 HRS)	X
SCHOOL AIDE (LESS THAN 20 HRS/WK)	X
SCHOOL AIDE (MORE THAN 20 HRS/WK)	X
TRANSPORTATION OF STAFF - NON-CONTRACT	X

## ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP) OFFICE OF COMMUNITY SCHOOLS

In 1984, the New York State legislature initiated the [Attendance Improvement Dropout Prevention \(AIDP\)](#) program to provide intensive support services addressing the academic, physical and social needs of students at-risk of dropping out of NYC Public schools. These services are provided to elementary, middle and high school students in all districts including District 75/Citywide Special Education programs. AIDP is administered by the New York State Education Department (NYSED), but funding targeted for this program are now consolidated and awarded as Foundation Aid.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- CTL AIDP CBO Contract OTPS

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### FUNDING'S PURPOSE

AIDP funding supports community schools which is a strategy to deploy a comprehensive approach which aim to advance the field of attendance improvement and dropout prevention and result in increased student attendance, parent engagement, collaborative leadership, increased service provision within the school and outreach to local organizations and city agencies to connect families and students to key community resources and services, credit attainment and a reduction in chronic absenteeism, so that students stay on track to graduate. Strategies include, but are not limited to, a whole-school change model that begins with school principal leadership, mobilized parent engagement and community support, multi-tiered interventions that impact every student enrolled, aligned program supports and services to promote academic achievement, and performance metrics to measure and monitor effectiveness.

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### ELIGIBLE SCHOOLS

To be eligible for this grant, the school must have higher than average rates of chronic absenteeism and lower than average rates of attendance by grade configuration. In FY 2017, 816 schools were eligible for this grant. 417 schools applied and 45 were chosen based on how proposals addressed the following selection criteria:

Understanding of the needs of the entire school population; current school policies, programs, and culture that address absenteeism; and a demonstrated commitment to a community school strategy.

Demonstrated plan for communicating with and including School Leadership Team members, parents, and staff in the development and ongoing work of the community school.

Demonstrated ability to create internal structures that will ensure the long-term sustainability of the community school strategy in the school.

- Proven commitment to sharing experiences that will create a community school with the purpose of improving attendance, and/or bolstering school climate and culture with other educators, parents, business leaders, cultural institutions, and policy makers.

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### STUDENTS SERVED

Students attending the selected sites are eligible to be served by this funding.

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### DISTRIBUTION OF FUNDS

The Office of Community Schools and United Way of New York City (UWNYC) entered into a full value contract in which UWNYC supported the creation of 45 new AIDP community schools. The full value contract term is from July 1, 2014 to June 30, 2018. The Office of Community Schools funds UWNYC according to the contract and UWNYC then pays its subcontractors for the services provided in AIDP sites.

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### EMPLOYMENT PREPARATION EDUCATION ACT (EPE) ADULT EDUCATION ALLOCATIONS

Legislation for the Employment Preparation Education Act (EPE) was passed by the New York State Legislature in 1984 and signed into law by the Governor. This law established funding for programs, laying out guidelines and responsibilities related to serving adult education students throughout the state. Details of these guidelines are available in the [EPE Manual](#).

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- EPE
- EPE Summer

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### FUNDING PURPOSE

EPE provides access to education for adults (age 21 and over) who do not have a high school diploma issued by any United States state or territory. In order to be eligible to generate EPE aid, a student must score below level 5 on the National Reporting System (NRS) for adult education using tests that are approved by the State Education Department. When the student achieves a score of level 5 or above, they can no longer generate EPE aid. Students who are 21 years of age or older who have been issued an Individualized Education Plan (IEP) diploma, pursuant to Section 100.9 of the Regulations of the Commissioner, are also eligible to generate EPE aid. Educational programs leading to a high school- or high school equivalency- diploma are supported. Additional supported programs for adults include Adult Basic Education (Adult Literacy), English for Speakers of Other Languages (ESOL), Basic Education in the

Native Language (BENL), Distance Learning Programs, Parenting/Family Literacy Programs, Work Experience Programs and Occupational Education Programs. Programs must be designed to assure that students have the appropriate services and supports necessary to meet their individual needs.

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#### ELIGIBLE SCHOOLS

EPE funds are allocated only to schools or programs serving eligible adult education students. The aid is generated solely by the reported attendance of EPE-eligible students in recognized adult education classes or programs. Reimbursement for EPE educational services provided is based on the number of contact hours that have been generated. A contact hour is defined as 60 minutes of instruction given by a certified teacher for each student. EPE funds are drawn down to Local Education Agencies from the State Education Department based on student attendance contact-hour reports submitted periodically to the SED. EPE funds must be spent to support the EPE program, however, EPE is not intended to be the sole financial resource, and the funds should be blended with other fiscal sources to provide a complete program. Classes must meet for a minimum of six (6) hours per week, and must be of sufficient intensity and duration to assist students in improving their skill levels in the courses of study.

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#### STUDENTS SERVED

- Participants who are 21 years or older who do not have a high school diploma or the equivalency issued by any state or territory of the United States can generate EPE aid.
- Participants who have a high school diploma or a high school equivalency diploma but fail to demonstrate basic educational competencies can also generate EPE aid.

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

Funds may be used broadly to support the adult education services mentioned above, as detailed in the SED [EPE Manual](#).

The five EPE program components are:

1. **Traditional Adult Education Instruction:** Includes academic programs such as Adult Basic Education, High School Equivalency (HSE) test preparation, and English as a Second Language (ESL), as well as non-academic programs such as family literacy programs and Job clubs.
2. **Distance Learning Adult Education Instruction:** Programs approved by SED in which students are not present in a classroom but where instruction is supervised by a teacher. Note: schools need to request approval for any distance learning programs from the state in order to generate EPE aid. Agencies offering distance learning programs must meet or exceed the same educational gain and HSE pass rates as traditional classroom programs.
3. **High School Credit Courses:** Credit bearing courses in which adults (21 years of age or over) can participate to pursue their high school diplomas. A certified teacher in a classroom setting provides this instruction.

4. **Adult Occupational Education Courses:** Secondary level occupational education courses for adults of at least 100 hours in length. Note: schools must identify programs submit curricula for SED approval.
5. **Work Experience Programs:** Unpaid, structured and supervised appropriate work activities/tasks for a specified period of time in a public or private, profit or not-for-profit setting that enhance and support a written educational and employment plan for the adult student. Agencies wishing to offer a work experience program for the first time in 2011-12 must submit a detailed program description and curriculum.

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#### UNALLOWABLE COSTS

- Schools cannot use EPE funds to pay for a service for students under age 21. When non-eligible (under 21 years old) and eligible (21+) students are mixed in a class or program, EPE expenditures must be prorated to reflect the proportional contact hours of instruction provided to the adult education students ONLY.
- Community Education programs are not allowable expenditures. Community education programs are those that are not designed to lead to employment or a high school diploma or equivalent or are not approved by the Commissioner as part of the comprehensive plan of service.

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#### GROUND RULES

- The rules are as follows with details available in the SED EPE Manual mentioned above:
- All services must clearly support adult education students' needs.
- No class register will exceed 20 students unless a waiver is granted in writing.
- Classes will operate at least 6 but no more than 20 hours per week unless a waiver is granted in writing.
- At least 150 hours of instruction per year will be made available to individual students. This means that students in ABE, HSE or ESL classes must have at least 150 hours of instruction available to them in a school year.
- Monies generated have to be spent in the current fiscal year. They cannot be applied to the next year or transferred to another account.
- Student enrollment and attendance "contact" hour data must be reported in January (Interim Report) and August (Final Report) to the DOE Division of Revenue Operations, which sends the data to the SED for reimbursement.
- The web-based individual student record system called the Adult Student Information System and Technical Support (ASISTS) must be used to calculate the amount of EPE aid that can be claimed. Agencies may, however, claim less than the contact hours calculated by ASISTS for reasons such as not having enough expenditure to match revenues.
- Each professional staff member serving in the Employment Preparation Education Program will take at least 12 hours of staff development related to the development and organization of such programs for adults each year. This applies to individuals employed both full- and part-time for the entire academic year. Substitute teachers employed for less than 80 hours per year need not take staff development programs.
- New teachers and administrators must attend programs offered by the Regional Adult Education Network (**RAEN**) specifically designed for working with the adult population.

- Students with special needs will be provided appropriate instruction, as determined by the Commissioner of Education. This includes both physically and learning disabled students. Teachers must be trained in instructional methodologies to provide effective learning experiences for individuals with disabilities.
- All students in academic programs must receive a pre-test within the first 12 hours of the program.

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#### RECORD-KEEPING RULES

The following must be maintained in order to comply with applicable rules:

- The description of the adult education program and services;
- A list of enrolled adult education students in a format compatible with the web-based individual student record system called the Adult Student Information System and Technical Support (ASISTS).
- Records of student initial assessments and post-tests to verify claims of student academic progress.
- Full documentation for EPE activities, services, and expenditures.

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#### SCHOOL'S ACCOUNTABILITY

All agencies receiving EPE State aid are required to record and report data using the NYSED web-based data system, Adult Student Information System and Technical Support (ASISTS).

The State Education Department (SED) evaluates the effectiveness of all programs receiving EPE State Aid, using core performance targets set by the United States Department of Education. Agencies failing to perform at an adequate level are required to submit corrective action plans in order to continue receiving EPE State aid and may lose funding entirely if performance does not improve.

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#### ALLOWABLE EXAMPLES

The following are examples of expenses that can be funded by the EPE allocation:

- Funds can be used for teachers/staff salaries that are providing direct service to students. Funds can also be used to pay for administrative staff (e.g., data entry staff).
- EPE funds can be used to support staff development for teachers and administrators of EPE programs. Activities should be consistent with the agency's plan to improve instruction.
- Administration of the actual HSE test can NOT be supported by EPE funds. However, assessment for test readiness is an allowable expenditure.
- Child care for the children of EPE-eligible students is an allowable expense. Documentation indicating that the children in care are, in fact, the children of EPE-eligible students while they are attending class, must be kept on file and available for review.
- EPE funds may be used to pay for the cost of snacks and incidentals for EPE-related meetings.
- The costs of brochures, fliers, mailings, radio, and television ads are allowable expenses for an EPE program.

ALLOWABLE TITLES

TITLE	EPE	EPE Summer	TITLE	EPE	EPE SUMMER
ADMIN EDUCATION ANALYST - (Annual)	X	X	GUIDANCE COUNSELOR		X
ADMIN EDUCATION OFFICER - (Annual)	X	X	GUIDANCE COUNSELOR - PER SESSION	X	X
ADULT ED COORDINATOR	X	X	HOURLY: SCHOOL SAFETY OFFICER	X	X
ASSOCIATE ED ANALYST - (BOE) (Annual)	X	X	INTERNAL DOE SERVICES	X	
ASSOCIATE ED ANALYST - (UFT) (Annual)	X	X	LIBRARY BOOKS	X	X
ASST COORDINATOR - (Q-Bank)	X	X	GEN REPAIRS & OP OF INFRASTRUCTURE	X	X
ASST PRINCIPAL (10 Month)	X	X	NON-CONTRACTUAL SERVICES	X	
ASST PRINCIPAL (12 Month)	X	X	NON-DP EQUIPMENT REPAIR	X	X
ASST SUPERINTENDENT - (Q-Bank)	X	X	TEMP SERVICES - CONTRACTUAL	X	X
Building Permit Fees	X		PARAS WHO WORK 30 HOURS WKLY IN ADULT ED	X	X
BULK: DC 37 PARAPROFESSIONAL - (Line 6032)	X	X	PARAS WHO WORK 35 HOURS WKLY IN ADULT ED	X	
BULK: SCHOOL AIDE (RAIDN)	X	X	PAYMENT FOR CONTRACT SERVICES	X	X
BULK: SCHOOL AIDE - OCC (SAIDN)		X	PER SESSION FOR 30 HOUR PARAS		X
SCHOOL AIDE - SUBSTITUTE		X	PER SESSION FOR 35 HOUR PARAS		X
BULK: SCHOOL GUARD	X	X	PRINCIPAL - ADULT ED	X	X
BULK: SCHOOL SAFETY OFFICER	X	X	PRINCIPAL - ELEMENTARY	X	X
BULK: SUPV SCHOOL AIDE	X	X	PRINCIPAL - HIGH SCHOOL	X	X
CLERICAL AIDE - (Hourly)	X	X	PRINCIPAL - MASTER HIGH SCHOOL	X	
CLERICAL ASSOCIATE - (Annual)	X	X	PRINCIPAL ADMINISTRATIVE ASSOCIATE (HBANK)	X	X
COMMUNITY ASSISTANT (H-BANK)	X	X	PRINCIPAL PER SESSION	X	X
COMMUNITY ASSISTANT (PART TIME ANNUAL)	X	X	PRINTING SERVICES - CONTRACTUAL	X	X
COMMUNITY ASSOCIATE (H-BANK)	X	X	RESEARCH ASSISTANT (H-BANK)	X	X
COMMUNITY ASSOCIATE (HOURLY)		X	SCHOOL AIDE (MORE THAN 20 HRS/WK)	X	X
COMMUNITY COORDINATOR (H-BANK)	X	X	SCHOOL GUARD (MORE THAN 20 HRS/WK)	X	X
COMMUNITY COORDINATOR (PART-TIME ANNUAL)		X	SCHOOL SECRETARY - PER SESSION	X	X
COMPUTER AIDE (H-BANK)	X	X	SECRETARY (H-BANK PART TIME ANNUAL)	X	X
COMPUTER ASSOCIATE - OPERATOR (H-BANK)	X	X	SECRETARY (H-BANK)	X	X
COMPUTER PROGRAMMER ANALYST - (Annual)	X	X	SUB ASSG - ADULT EDUCATION TEACHER	X	X
COMPUTER SERVICE TECHNICIAN - (Annual)	X	X	SUB ASSG - PRINCIPAL	X	X
CONTRACTUAL SERVICES - GENERAL	X	X	SUB ASSG - TEACHER REGULAR GRADES	X	X
CURRICULUM & STAFF DEVELOPMENT CONTRAC	X	X	SUB ASSG - TEACHER SPECIAL ED	X	X
CUSTOMER INFORMATION REPRESENTATIVE	X	X	SUPERVISOR (10 MO) LINE 2791	X	
DATA PROCESSING REPAIR - CONTRACTUAL	X	X	SUPERVISOR OF MACHINE OPERATION (H-BANK)	X	X
DC 37 PARA (MORE THAN 20 HRS)	X	X	SUPERVISOR OF SCHOOL SOCIAL WORK (10 MON	X	
ED ADMIN (CSA) (H-BANK)	X	X	SUPERVISOR OF SCHOOL SOCIAL WORK (12 MON	X	X
ED ADMIN (CSA) (Q-BANK)	X	X	SUPERVISOR PER SESSION	X	X
ED ADMIN (UFT) (Q-BANK)	X	X	SUPPLIES - GENERAL	X	X
ED ANALYST (Hourly)	X	X	SUPV SCHOOL AIDE (MORE THAN 20 HRS/WK)	X	
ED PARA - ANNUAL (NON-IEP)	X	X	TEACHER - ADULT ED	X	X
ED PARA - BULK	X	X	TEACHER - REGULAR GRADES	X	X
ED PARA - DAILY	X	X	TEACHER - REGULAR GRADES - PER DIEM	X	X
ED PARA - BULK SUMMER		X	TEACHER - REGULAR GRADES - PER SESSION	X	X
EDUC ANALYST (H-BANK)	X	X	TEACHER - SPECIAL ED (LINE 3101)	X	X
EDUC ANALYST (UNION) (H-BANK)	X	X	TEACHER TRAINEE - PER SESSION	X	X
EDUC OFFICER (ANNUAL)	X	X	TELECOMMUNICATION CONTRACTS	X	X
EDUC OFFICER (UFT) (H-BANK)	X	X	TELEPHONE AND OTHER COMMUNICATIONS	X	X
EDUCATIONAL CONSULTANTS	X	X	TEXTBOOKS	X	X
EDUCATIONAL SOFTWARE	X	X	TRANSPORTATION OF STAFF - NON-CONTRACT	X	X
EQUIPMENT - GENERAL	X	X			
EXTENDED USE	X	X			
F-STATUS - TEACHER	X	X			

## INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPECIAL NEEDS ALLOCATION

The [Individuals with Disabilities Education Act \(IDEA\)](#) is federal legislation passed by Congress and signed into law by the President. This law details programs and responsibilities related to the identification of special education students, the development of individualized education programs (IEPs), and the implementation of programs;

- I.D.E.A. Part B Section 611–funding for students with disabilities aged 3- 21
- I.D.E.A. Part B Section 619–funding for pre-school children with disabilities aged 3 through 5

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- IDEA RS IEP Para
- IDEA SBST Shared
- IDEA 611 Flow Through ASEPS (Central)
- Sequester Aid IDEA RS IEP Paras
- IDEA Charter Schools Sect 611 (Central)
- IDEA RS IEP Para CW
- IDEA Flow Through Sect 619 (Central)
- IDEA RS CSE School Psychologists
- IDEA CPSE Administrators
- IDEA Per Capita CW
- IDEA Prof Development (Central)
- IDEA Impartial Hearing (Central)
- IDEA Pre-K Program Support Shared
- IDEA Per Session Turning 5
- IDEA RS Speech CW
- IDEA Article 81 (Central)
- IDEA SBST Shared D79

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### FUNDING PURPOSE

IDEA funds are allocated to support education for students with disabilities (SWD). This fund source must support achievement of high educational standards with maximum access to the general curriculum whenever possible. Programs must be appropriately designed for students to ensure that their unique needs are met.

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### ELIGIBLE SCHOOLS

IDEA funds must benefit students with disabilities and are therefore allocated only to schools serving special education students with IEPs.

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### STUDENTS SERVED

Funds can provide services only to special education students. If services are provided in a general education class or other educationally related setting, non-special education students may also indirectly benefit from these funds. However, the primary intent must benefit special education students.

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### ALLOWABLE PROGRAMS FOR FUNDING USE

Any program that implements the special education services mandated in a student's IEP can be funded with the IDEA allocation. Wherever possible, services should be delivered in a least restrictive environment. Additional information can be obtained by contacting your school's special education team.

---

### FOR STUDENTS

Allowable IDEA expenses include the following supplementary classroom support for a special education student in a general education environment:

- School Aide or Paraprofessional services;
- Special education teacher in an Integrated Co-Teaching (ICT) environment;
- Related services as required by the student's IEP;
- Coordinated Early Intervening Services

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### FOR STAFF

Professional Development

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### FOR PARENTS

Funds may support parent involvement through workshops that focus on supporting student achievement and the parents' ability to be their child's first teacher. Activities can also include other training activities related to student and parent needs, family literacy and math, translation of materials, reasonable expenditures for refreshments, babysitting, and other costs related to parent activities.

---

### UNALLOWABLE COSTS

Funds may not be used to provide services to which all students—regardless of disability—are entitled. For example, the general education classroom teacher may not be funded through IDEA when students receive special education services in a general education setting. Funds may, however, be used for the special education teacher providing additional support within the general education classroom setting.

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## GROUND RULES

In order to be compliant,

- Staff must be appropriately certified.
- All services must **clearly** support special education students' needs.
- Services must primarily benefit students with IEPs.
- IDEA services must be in addition to general school programs and mandates. That is, IDEA cannot pay for the school principal; the school secretary; a classroom or cluster teacher; a school aide; classroom furniture; materials and equipment for physical education, recreation, student leadership, the arts; or equipment used for the overall school program.
- Schools cannot use IDEA funds to pay for a service for special education students and use another funding source to pay for the same service for students who do not have IEPs.
- Schools are required by law to implement the services identified on a student's IEP.

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## RECORD-KEEPING RULES

Schools are required to have the following available for review upon request:

- The school's Comprehensive Educational Plan (CEP) and description of their special education program
- A list of special education students
- A list of IDEA-funded staff
- For split-funded staff, Time and Effort records to demonstrate the required commitment to the IDEA program
- Complete documentation of activities and expenditures

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## SCHOOL'S ACCOUNTABILITY

Schools must make AYP for all student groups—including students with disabilities. Schools identified by the New York State as not making AYP or identified for low performance and/or low graduation rate for a subgroup(s) may be identified as a Priority, Focus or Local Assistance Plan (LAP) school. In subsequent years, schools can be re-identified based on their performance. Schools may be monitored by the New York State Education Department (SED).

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## ALLOWABLE TITLES

See Cost Factors in Galaxy for titles allowable

## UNIVERSAL PRE-KINDERGARTEN & UNIVERSAL PRE-KINDERGARTEN PLUS (UPK AND UPK PLUS) 4K FOR ALL (AWAITING UPDATES)

The New York City Department of Education's Universal Pre-Kindergarten (UPK) and Universal Pre-Kindergarten Plus (UPK Plus) programs have multiple funding sources. These include the New York State Universal Pre-K Grants, State Tuition (4410 funding), Contracts for Excellence and local tax levy funds.

In 1997, the New York State Legislature enacted legislation that created a UPK program for four-year old children. The program was designed to provide an opportunity to access comprehensive early childhood education experiences that promote children's cognitive, linguistic, physical, cultural, and social-emotional development. A unique feature of state legislation is the mandated collaboration of the community school districts with eligible community based New York City Early Education Centers (NYCEECs) providers to serve four-year-olds in non-public school settings.

Through the UPK program, general education students are served in district schools and Pre-K Centers. Pre-K Centers are NYC Department of Education (NYCDOE) programs that exclusively serve Pre-K students. Students receive services as part of a full day program for 6 hours 20 minutes with 18 students served per class. Funding for district school classrooms is provided via a formula that supports the salaries of general education teachers, educational paraprofessionals and OTPS items while Pre-K Center funding is provided via a formula that includes the salaries of general education teachers, educational paraprofessionals, school aides, and leadership staff.

Through the UPK Plus Program, both general and special education children are enrolled in an inclusion setting. It supports all of the elements of the UPK program in addition to special education services. This includes special education teachers and educational para professionals, teacher prep period coverage, absence coverage for both teacher and paraprofessional, technical assistance and OTPS items.

### Galaxy Allocations in District Schools

This section provides guidelines for the following Galaxy Allocations:

- Contract for Excellence FY 09 Pre-K
- Pre-K
- Pre-K Plus
- Universal Pre-K Quality Full-Day
- Universal Pre-K Quality Full-Day Plus

### Galaxy Allocations in Pre-K Centers

This section provides guidelines for the following Galaxy Allocations:

- Pre-K Center Leadership
- Universal Pre-K Quality FD Centers
- Pre-K Center Instruction

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### FUNDING'S PURPOSE

The purpose of UPK and UPK Plus funding is to provide comprehensive early childhood education experiences within high quality, developmentally appropriate programs that meet the social-emotional, cognitive, linguistic, cultural and physical needs of four-year-old children. These pre-kindergarten experiences provide students with positive dispositions toward life-long learning.

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#### ELIGIBLE SCHOOLS

All district schools and Pre-K Centers with Universal Pre-kindergarten programs are eligible for UPK funding, as well as community-based New York City Early Education Centers (NYCEECs).

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#### STUDENTS SERVED

General education children served by this funding must be four-year-olds by December 31st of the entering school year. General education three-year-olds may not be enrolled because no state reimbursement is provided for their participation. Special education students are identified for participation in UPK Plus by the local Committee on Preschool Special Education (CPSE). Children identified by the CPSE for Plus services may be either three or four years of age. These are the only three-year-olds who may be serviced in a pre-kindergarten program.

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

For district school and Pre-K Center Universal Pre-kindergarten programs, classes must be full-day and must meet five days per week. The maximum class size is 18 children. Additionally, with reference to the Pre-kindergarten Quality Standards, public schools and contracted UPK community-based organizations must implement pre-kindergarten professional development, family involvement, and continuity and transition activities.

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#### FOR STUDENTS

This is a high-quality, developmentally appropriate program meeting the social-emotional, cognitive, linguistic, emotional, cultural and physical needs of four-year-old children. ELL and special education services are provided to students as appropriate.

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#### FOR STAFF

New York State certified teachers and education paraprofessionals provide basic classroom instruction. Professional development opportunities are provided for the instructional staff on a regular basis using the pre-kindergarten professional standards.

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#### FOR PARENTS

Family/parent involvement is an integral part of the pre-kindergarten program. Parents may be observers, assist staff in the classroom as volunteers, and/or work with their children in cooperation with and under the supervision of program staff. Parental involvement is a required component, and parent resource rooms are to be established wherever feasible.

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#### UNALLOWABLE COSTS

Staff, resources, and services not included in the New York State and New York City guidelines for the Universal Prekindergarten program are non-allowable costs.

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#### GROUND RULES

In order to be compliant,

- All UPK expenditures must be directly related to the program and its requirements. UPK allowable expenditures and provider activities and guidelines are strictly defined and coordinated by the Division of Early Childhood Education.
- At least one meal and/or snack must be served in the classroom. While breakfast is free for all students, the UPK Program does not pay for lunch. Similar to kindergarten, if families are not eligible for free lunch, parents must be charged for lunch.
- The programs provided by this funding should be high quality, developmentally appropriate programs meeting the social-emotional, cognitive, linguistic, cultural and physical needs of four-year-olds.
- \$2,500 in OTPS allocations for each UPK class
- \$7,500 in OTPS allocations for each UPK Plus class
- Family involvement;
- Professional development for all program staff;
- Continuity and Transition Activities;
- Parent Advisory Committee;
- Early Childhood Community Coordination Committee.

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#### RECORD-KEEPING RULES

Yes, all UPK schools are required to have the following items available for review upon request:

- A list of UPK and UPK Plus students
- A list of UPK Program funded staff evidence of teacher certification and paraprofessional qualifications; home language surveys
- Current health, immunization, and referral records
- Full documentation of activities and expenditures
- Dated samples of children's work

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#### SCHOOL'S ACCOUNTABILITY

Schools are accountable for providing high quality, developmentally appropriate programs and services to meet the needs of students. Programs will be reviewed and assessed to determine their effectiveness and student progress. Sites may be audited by the New York State Education Department.

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#### ALLOWABLE TITLES

The Reimbursable Funding Technical Manual

	Universal Pre-K	Pre-K Title 1	Pre- K	Contract for Excellence FY 09	Pre-K Plus		Universal Pre-K	Pre-K Title 1	Pre- K	Contract for Excellence FY 09	Pre-K Plus
Asst Principal (10 Month)				X		Principal Per Session				X	
Asst Principal (12 Month)				X		Professional Services Other				X	
Bulk: Do 37 Paraprofessional - (line 6032)	X	X	X	X		School Aide (less Than 20 Hrs/wk)				X	
Bulk: School Aide (raidn)				X		School Aide (more Than 20 Hrs/wk)				X	
Bulk: School Safety Officer				X		School Secretary - Per Session	X			X	
Coach - Literacy				X		School Secretary -Per Diem	X				
Coach - Math				X		School Secretary Per Session-summer				X	
Coach -Special Ed				X		School Social Worker				X	
Curriculum & Staff Development Contract	X	X	X	X	X	School Social Worker - Per Session				X	
Do 37 Family Para				X		Secretary - (hourly)	X				
Do 37 Para (less Than 20 Hrs)				X		Senior School Neighborhood Worker (h-ban	X		X		
Do 37 Para (more Than 20 Hrs)				X		Sub Assg - School Social Worker				X	
Ed Para - Annual (non-iep)	X	X	X	X	X	Sub Assg - Teacher Assigned A				X	
Ed Para - Bulk	X	X	X	X	X	Sub Assg - Teacher Regular Grades	X	X	X	X	X
Ed Para - Substitute	X	X	X	X	X	Sub Assg - Teacher Special Ed	X		X	X	X
Ed Para-bulk Summer				X		Sub Assg - Teacher Trainer				X	
Educational Consultants	X	X	X	X	X	Sub Assg -Guidance Counselor				X	
Educational Software	X	X	X	X	X	Supervisor Per Session				X	
Equipment - General	X	X	X	X	X	Supervisor Per Session-summer				X	
Extended Use				X		Supplies - General	X	X	X	X	X
F Status - Asst Principal				X		Teacher - Assigned A				X	
F Status - Guidance Counselor				X		Teacher - Assistant				X	
F Status - Principal				X		Teacher - Bilingual	X	X	X	X	
F Status - Special Ed. Teacher				X	X	Teacher - Bilingual - Per Session				X	
F Status - Supervisor				X		Teacher - Lead Special Ed				X	
F-status -Coach Literacy				X		Teacher - Lead Teacher				X	
F-status -Coach Math				X		Teacher - Library				X	
F-status -Teacher	X	X	X	X		Teacher - Regular Grades	X	X	X	X	X
Furniture (object 300)			X			Teacher - Regular Grades - Per Diem	X	X	X	X	
Guidance Counselor				X		Teacher - Regular Grades - Per Session				X	
Guidance Counselor - Per Session				X		Teacher - Special Ed - Per Diem			X		X
Guidance Counselor Bilingual				X		Teacher - Special Ed (line 3101)	X		X	X	X
Guidance Counselor Per Session-summer				X		Teacher - Trainer				X	
Internal Doe Services				X		Teacher -Bilingual - Per Session - Summer				X	
Laboratory Specialist Per Session-summer				X		Teacher Regular Grades - Per Session - Summer				X	
Library Books	X	X	X	X	X	Teacher Trainee - Per Session	X	X	X	X	X
Non-contractual Services	X	X	X	X	X	Teacher Trainer - Per Session	X	X	X		X
Overtime Admin				X		Textbooks				X	
Paras Who Work 30 Hours Wkly In Adult E	X		X			Transportation Of Pupils - Contractual	X	X	X	X	X
Payment For Contract Services	X			X		Transportation Of Staff - Non-contract	X	X	X	X	X
Prep Period Covg				X	X						

## STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE) & LONG TERM ENGLISH LANGUAGE LEARNERS (LTE)

The SIFE/LTE Initiative provides funding, technical assistance, professional development and networking opportunities so that schools develop and implement new ways to serve these struggling students. The NYC Department of Education, [Division of English Language Learners](#) (ELLs) provides funding to schools to create student programs that address the socio-emotional needs of [Students with Interrupted Formal Education](#) and Long-Term English Language Learners (SIFE and LTE) and their college and career preparedness support programs.

SIFE FUNDS CAN ONLY BE USED FOR PROGRAMS THAT ARE SUPPLEMENTARY AND DESCRIBED IN THE APPROVED GRANT APPLICATION.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- TL SIFE ELL
- TL SIFE ELL HS

**This is a tax levy allocation, therefore, subject to tax levy deadlines**

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### FUNDING PURPOSE

The SIFE/LTE Initiative provides funding, technical assistance, professional development and networking opportunities enabling schools to develop and implement new ways to serve the struggling SIFE/LTE population.

The SIFE/LTE Initiative allows schools to purchase recommended and/or proven effective interventions and/or professional development to support middle and high school teachers with research-based strategies, practices, materials and curricula to strengthen English language acquisition, content area development, and technology skills in the targeted populations of ELLs. Schools can also use this funding to structure programs to increase parent engagement in the academic lives of SIFE and LTEs, if included in their approved grant program.

Program schools will create learning communities based on the model they choose to implement as stated in their proposals. ELL specialists in collaboration with appropriate network team members will visit each school during the year to support program implementation, evaluate program effectiveness, and document best practices. Schools will send appropriate representatives for professional development according to recommendations for their chosen intervention programs.

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### ELIGIBLE SCHOOLS

Only schools identified in the approved grant can receive a SIFE/LTE allocation and operate a program for this population.

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#### STUDENTS SERVED

The population that benefits from this program is the SIFE and LTE students, along with their families, as dictated in the approved grant narrative.

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

Programs vary according to the approved grant narrative. Most programs include the following:

- Professional development for instructors;
- Instructional programs for students;
- Parent engagement activities;
- Academic intervention programs.

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#### UNALLOWABLE COSTS

Programs and expenses are limited to those approved in the grant narrative. Modifications to the approved narrative require prior authorization before taking effect.

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#### GROUND RULES

Schools interested in applying for funds for the ELL SIFE Academic Intervention Program must plan for the program activities in teams. School team members must include administrators, teachers, counselors, and/or parents.

All sites will be required to maintain student rosters and submit final reports in order to evaluate program implementation, materials, and overall effectiveness as well as to determine if students met goals and objectives stated in the submitted proposals. Additionally, all schools are required to send an administrator and at least one teacher to a culminating grant activity where schools will share their grant activities that were most effective in meeting the needs of SIFE, LTEs, their parents, and the educators who work with them.

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#### RECORD-KEEPING RULES

Upon completion of the approved program, schools are required to submit a Final Program Evaluation Report within 30 days of the end of the project period.

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#### SCHOOL'S ACCOUNTABILITY

Program activities, expenditures and outcomes must be aligned in accordance with program guidelines and approved plans.

ELL Specialists, in collaboration with Network Leaders, will visit each participating school during the year to support program implementation, evaluate program effectiveness, and document best practices.

ALLOWABLE TITLES

Title	SIFE ELL & SIFE ELL HS	Title	SIFE ELL & SIFE ELL HS
BULK: DC 37 PARAPROFESSIONAL - (Line 6032)	X	GUIDANCE COUNSELOR - PER SESSION	X
BULK: SCHOOL AIDE (RAIDN)	X	INTERNAL DOE SERVICES	X
COMPUTER AIDE (H-BANK)	X	LIBRARY BOOKS	X
COMPUTER AIDE-(Hourly)	X	NON-CONTRACTUAL SERVICES	X
COOP STUDENT - AIDE	X	OVERTIME ADMIN	X
COOP TYPIST	X	PREP PERIOD COVG	X
CURRICULUM & STAFF DEVELOPMENT CONTRACTS	X	PRINCIPAL PER SESSION	X
DATA PROCESSING REPAIR - CONTRACTUAL	X	PRINTING SERVICES - CONTRACTUAL	X
DC 37 PARA (LESS THAN 20 HRS)	X	SCHOOL SECRETARY - PER SESSION	X
DC 37 PARA (MORE THAN 20 HRS)	X	SCHOOL SOCIAL WORKER - PER SESSION	X
ED PARA - ANNUAL (NON-IEP)	X	SUB ASSG - TEACHER REGULAR GRADES	X
ED PARA - BULK	X	SUPERVISOR PER SESSION	X
ED PARA - DAILY	X	SUPPLIES - GENERAL	X
ED PARA - SUBSTITUTE	X	TEACHER - BILINGUAL	X
EDUCATIONAL CONSULTANTS	X	TEACHER - REGULAR GRADES	X
EDUCATIONAL SOFTWARE	X	TEACHER - REGULAR GRADES - PER DIEM	X
EQUIPMENT - GENERAL	X	TEACHER - REGULAR GRADES - PER SESSION	X
EXTENDED USE	X	TEACHER TRAINEE - PER SESSION	X
F STATUS - GUIDANCE COUNSELOR	X	TEXTBOOKS	X
F STATUS - SCHOOL SOCIAL WORKER	X	TRANSPORTATION OF PUPILS - CONTRACTUAL	X
F-STATUS - TEACHER	X	TRANSPORTATION OF STAFF - NON-CONTRACT	X

## TITLE I NEGLECTED AND DELINQUENT PROGRAMS

The Title I Part D — Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in December 2015 under the Every Student Succeeds Act (ESSA). Important new provisions included in ESSA will help support and improve access to education inside correctional facilities. Additionally, for young people placed in correctional facilities or institutions for neglected or delinquent children and youth, the new provisions will support their positive reentry into the community. Title I, Part D of ESSA provides federal funds to State educational agencies to establish or improve educational programs for neglected, delinquent, or “at-risk” children and youth. Funding is distributed in two parts:

In Subpart 1, State educational agencies receive funds by formula, which they then sub-grant to state agencies serving neglected or delinquent children or youth in institutions, community day programs, or adult correctional institutions.

In Subpart 2, State educational agencies award funds to local educational agencies in the State with high numbers of children and youth in locally operated juvenile correctional facilities and community residential day programs.

Currently this funding is administrated by District 79, Alternative High Schools.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocation:

- Title I Delinquent D79
- Title I Neglected D79

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### FUNDING PURPOSE

Provide children and youth in local and state institutions for neglected and delinquent children and youth with:

- Improved supplemental educational services and the opportunity to meet academic standards established by New York State;
- Services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent students from dropping out of school and provide supports for students returning from correctional facilities or institutions for neglected and delinquent children to ensure their continued education and involvement of their families and communities.

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### ELIGIBLE SCHOOLS

Facilities that provide residence for and schools that serve neglected and delinquent children and youth.

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### STUDENTS SERVED

Children and youth residing in group homes and diagnostic centers and other institutions for neglected and delinquent students. This includes children and youth in/or returning from correctional facilities and institutions for neglected and delinquent children and youth.

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

Supplementary programs that serve children and youth returning to schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education.

Dropout prevention programs which serve at-risk children and youth.

School day academic programs for students and youth in correctional facilities.

Supplementary academic intervention services in an extended day program for students residing in group homes, diagnostic centers and institutions.

Programs providing mentoring and peer mediation.

Small group instruction typically twice per week. GED preparation, career counseling, and vocational and technical training to facilitate transition from the correctional programs to further education and employment.

Coordination of health and social services for neglected and delinquent children, if there is a likelihood that the provision of such services, including child/day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individual will complete their education.

Professional development for teachers and other instructional and administrative personnel to implement project effectively

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#### FOR STUDENTS

Neglected and delinquent children and youth (identified through the SED's Annual Child Count Report) residing in group homes, diagnostic centers, hospitals, detention and correctional facilities.

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#### FOR STAFF

Professional development for teachers and other instructional and administrative personnel—i.e. personnel serving the group homes, diagnostic centers, institutions, detention and correctional facilities—to implement program effectively.

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#### GROUND RULES

All program activities must **clearly** provide **supplemental** services and not supplant basic instructional programs or mandated services. Services must be directly related to improving academic achievement, increasing likelihood for target population to complete secondary school and supporting students to successfully transition to further schooling or employment.

Equipment may be purchased only if its use is **directly** related to the Title I program(s).

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#### WHAT ARE ALLOWABLE TITLE I N AND D PROGRAM COSTS?

Please note that all services must be supplemental to well-rounded instruction (e.g. math, science, social studies, ELA). Physical education programs cannot be funded with Title I N and D.

Are there any Required Activities?

Schools must follow the requirements in SED's [Office of ESSA-Funded Programs](#) and the 14 questions required in the DOE's Title I N and D plan.

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REQUIRED ACTIVITIES INCLUDE:

- A description of the program to be assisted.
- A description of formal agreements, regarding the program to be assisted, between the local educational agency and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system.
- As appropriate, a description of how participating schools will coordinate with facilities working with delinquent and at-risk children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.
- A description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.
- A description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
- As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
- A description of the plan for assisting in the transition of children and youth from correctional facilities and other programs which may serve at-risk children and youth to locally operated programs.
- As appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.
- As appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
- A description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth.
- A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

- As appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
- A description of the efforts participating schools will make to ensure correctional facilities and other programs which may serve at-risk children and youth are aware of a child's or youth's existing individualized education program.
- As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but are unable to participate in a traditional public school program.

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**RECORD-KEEPING RULES**

- Completion of an Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions.
- Title I N & D Consolidated Application as described by the 14 questions.
- A list of Title I N & D targeted students—those at highest academic risk. Student attendance, assessment and progress reports.
- A list of Title I N & D funded staff, along with their licenses, monthly signed time and effort certification forms (for staff partially funded with Title I N & D).
- Title I N & D purchase orders.
- Equipment inventory of items funded with Title I N & D.
- Completion of the Consolidated State performance Data Online Report
- Budget Narrative

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**SCHOOL'S ACCOUNTABILITY**

Full documentation of services and expenditures are to be kept on file and available upon request.

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**ALLOWABLE TITLES**

Title	Title I N&D D79	Title I Neglected CW
BULK: SCHOOL AIDE (RAIDN)	X	X
CURRICULUM & STAFF DEVELOPMENT CONTRACTS	X	X
DATA PROCESSING REPAIR – CONTRACTUAL	X	X
DC 37 PARA (LESS THAN 20 HRS)	X	X
DC 37 PARA (MORE THAN 20 HRS)	X	X
ED PARA - ANNUAL (NON-IEP)	X	X
ED PARA – BULK	X	X
EDUCATIONAL CONSULTANTS	X	X
EDUCATIONAL SOFTWARE	X	X
EQUIPMENT – GENERAL	X	X

The Reimbursable Funding Technical Manual

Title	Title I N&D D79	Title I Neglected CW
F STATUS - SCHOOL SECRETARY	X	X
F-STATUS – TEACHER	X	X
GUIDANCE COUNSELOR	X	
GUIDANCE COUNSELOR - PER SESSION	X	X
LIBRARY BOOKS	X	X
NON-CONTRACTUAL SERVICES	X	X
NON-DP EQUIPMENT REPAIR	X	X
PREP PERIOD COVG	X	
PRINCIPAL PER SESSION		X
SCHOOL SECRETARY	X	X
SCHOOL SECRETARY - PER DIEM	X	X
SCHOOL SECRETARY - PER SESSION	X	X
SCHOOL SOCIAL WORKER	X	
SCHOOL SOCIAL WORKER - PER SESSION	X	X
SPECIAL ED ASSISTANT PRINCIPAL (12 MONTH)		X
SPECIAL ED SUPERVISOR (12 MONTH)		X
SUB ASSG - GUIDANCE COUNSELOR	X	
SUB ASSG - SCHOOL SECRETARY	X	X
SUB ASSG - SCHOOL SOCIAL WORKER	X	
SUB ASSG - TEACHER ASSIGNED A	X	
SUB ASSG - TEACHER REGULAR GRADES	X	
SUB ASSG - TEACHER SPECIAL ED		X
SUPERVISOR (10 MO) LINE 2791	X	
SUPERVISOR PER SESSION	X	X
SUPPLIES – GENERAL	X	X
TEACHER - ASSIGNED A	X	

Title	Title I N&D D79	Title I Neglected CW
TEACHER - ASSIGNED A - PER SESSION	X	
TEACHER - BILINGUAL - PER SESSION	X	X
TEACHER - REGULAR GRADES	X	
TEACHER - REGULAR GRADES - PER SESSION	X	X
TEACHER - SPECIAL ED (LINE 3101)	X	X
TEACHER - SPECIAL EDUCATION - PER SESSION	X	X
TELEPHONE AND OTHER COMMUNICATIONS	X	X
TEXTBOOKS	X	X
TRANSPORTATION OF STAFF - NON-CONTRACT	X	X

## TITLE I SCHOOL-WIDE PROGRAMS (SWP)

[Title I, Part A \(Title I\)](#) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended in December 2015 under the Every Student Succeeds Act (ESSA), is among the most critical Federal education programs to support reforms and innovations in elementary and secondary education. Under Title I, a schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school that serves an eligible school attendance area in which not less than 40 percent of the students are from low-income families, or not less than 40 percent of the students in the school are from such families.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocation:

- Title I SWP

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### FUNDING PURPOSE

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging New York academic standards and assessments. To this end, Title I SWP funds are intended to improve academic achievement school-wide so that all students, particularly the lowest achieving students in schools with high concentrations of students from low-income families, demonstrate proficiency in the State's academic standards. Improved achievement results from improving the entire educational program of the school, supported by appropriate academic intervention services.

This program provides funding flexibility by allowing SWP schools to combine Title I funds with those from a number of identified Federal, State and local funds to conceptually consolidate resources, allowing schools to move away from fragmented programs by developing and implementing a single, comprehensive educational plan for the whole school. Additionally, no school participating in a schoolwide program shall be required to identify 1) students as eligible to participate in the program or 2) individual services as supplementary. And finally, the SWP school will not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated.

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### CONCEPTUAL CONSOLIDATION

Consolidating funds means that SWP schools treat funds being consolidated as a single pool of funds, which lose their individual identity, to address their school comprehensive education plan. All New York City SWP schools are implementing conceptual consolidation using the following federally-funded allocation categories:

- Title I SWP,
- Title I SWP Translation Services,
- Title I SIG 1003(a)
- Title IIA Supplemental;
- Title III Translation Services,
- Title III LEP, and

- Title III Immigrant
- Fair Student Funding, Tax Levy

**The 10 components of a schoolwide program are:**

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Teachers (Teachers who are state certified and meet licensure requirements)
4. High Quality and Ongoing Professional Development
5. Strategies to Attract and Retain Effective and Highly Qualified Teachers to High Need Schools
6. Strategies to Increase Parent Involvement
7. Transition plans to assist preschool children from early childhood programs to the elementary school program.
8. Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction.
9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.
10. Coordination and integration of Federal, State and Local Services and Programs.

These components must be reflected in the school's school-wide program plan (aka Comprehensive Educational Plan), even though the school is conceptually consolidating funds.

The instructional options available under Title I school-wide programs are described in an annual invitation to schools to apply for SWP status. The plan must be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children served by Title I, Part A.

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#### ELIGIBLE SCHOOLS

Schools that have been receiving Title I Targeted Assistance dollars can apply to become SWP. See the annual School Allocation Memorandum for Title I for the current borough poverty data and list of Title I schools.

As per [ESSA](#), a school is eligible to apply for SWP status if it serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. For the New York City Department of Education, however, eligible attendance areas are subject to a funding threshold of at least a 60% poverty rate for the Manhattan, Bronx, Queens, and Brooklyn, and 52.13% for Staten Island. These funding thresholds are as of FY 2019 and are subject to change from year to year.

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#### STUDENTS SERVED

Title I SWP funding is used to support all students as they strive to meet high academic standards. However, special provisions must be made and priority given to those students who have not met or are at-risk of not meeting these standards, specifically:

- students who score at level 1 or 2 on State assessments;
- students at borderline proficiency;
- students identified as residing in temporary housing;

- students in high schools who have not passed coursework or Regents exams required for graduation;
- students who are at-risk of failing to meet State standards.

General and special education students, as well as English Learners (ELs) participate on an equal basis. School-wide programs serve all students and support school wide improvement. Further, consolidating funds allows schools to charge personnel to tax levy funds and save on fringe benefits while using their reimbursable monies for any non-personnel expenditure that addresses the school's comprehensive education plan.

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#### WHAT SORT OF PROGRAM CAN BE FUNDED WITH THIS ALLOCATION?

Schools must give top priority to using Title I SWP funds for supplementary instructional services by highly qualified teachers. Funds may be used to serve all students as outlined in their School Comprehensive Education Plan

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#### FOR STUDENTS

School day academic programs include:

- additional teachers for academic intervention that meet identified student needs in reading, math, science, or social studies;
- instruction over and above required coursework and/or course repetition to support achievement;
- academic after school programs;
- longer instructional blocks of time;
- block scheduling at middle and high schools;
- individual or small group tutoring;
- counseling for students related to student academic achievement;
- class size reduction.

*\*Note, since SWP schools conceptually consolidate selected ESSA allocations, SWP schools only need to demonstrate the support provided to students, although not necessarily funded with Title I dollars, as described under those titled programs' regulation*

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#### FOR STAFF

Professional development for all staff, as well as activities to help teachers become highly qualified. Professional development must be ongoing (not "one-shot"). Allowable expenditures include:

- workshop series;
- mentoring/team teaching;
- on-site coaching;
- study groups;
- tuition reimbursement to help staff become highly qualified.

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#### FOR PARENTS

Eligible programs are parent involvement and parent workshops which focus on supporting student achievement and parents' ability to be their child's first teacher. Activities, determined with input from parents, include:

- workshops and other training activities related to student and parent needs;
- family literacy and math;
- translation of materials;
- computer literacy classes;
- ESL and GED preparation;
- family outreach.

*\*\*Note, conceptual consolidation does not exempt SWP schools from programs for staff and parents. The State Education Department did not give the DOE approval to consolidate the parent involvement set aside.*

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#### GROUND RULES

The [Comprehensive Educational Plan \(CEP\)](#) serves as the school's required school-wide program plan. It addresses the steps that will be taken to upgrade the school's academic program for all students as well as the academic intervention program for struggling students; and includes the ten components outlined above.

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#### ALL SCHOOL-WIDE PROGRAMS MUST:

- Continue to meet all requirements for ELLs, students in temporary housing and students with disabilities.
- Develop a plan that clearly describes how the needs of students in temporary housing will be served.
- Maintain required records for all OTPS purchases made with Title I SWP funds
- Understand that all staff, teachers and parents are eligible to participate in Title I funded activities.
- Know how each staff member directly supports the academic goals of the CEP.
- Ensure that all staff of well-rounded educational subjects are highly qualified whether or not funded by Title I, because they are all teachers in the Title I school wide program. ESSA defines well rounded subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- Ensure that all instructional paraprofessionals are highly qualified.
- Understand the exemption to time and effort certifications. Time and Effort certifications must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served for any federal funds not being conceptually consolidated.
- Conceptual consolidation exempts SWP schools from preparing time and effort certifications only for the ESSA fund sources that were selected for consolidation.
- In FY 2022, schools will receive additional funding to support STH students on a per capita basis. Funds allocated for these pupils should be used to assist STH children in meeting the State's challenging academic standards.

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#### ESEA WAIVER

In FY 13, NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver request, authorizing New York State to revise its accountability system and provide schools across New

York State with flexibility in aligning resources to increase student outcomes. The flexibility waiver releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. Schools identified as Focus and Priority schools will receive an additional Title I allocation in support of school improvement plans and an additional parent engagement allocation via a separate allocation memorandum.

On June 23, 2015, USDE approved New York State's ESEA flexibility renewal request for the 2016-2017 through 2018-2019 school years. However, due to the enactment of ESSA, NYSED will be issuing guidance to transition from the provisions of the approved ESEA Flexibility Waiver to the new ESSA. This means that any identified Focus Districts will be required to continue the implementation of interventions applicable to priority and focus schools during the 2017-2018 and the 2018 – 2019 school years.

With the enactment of ESSA in December 2015, local education agencies were no longer mandated to reserve funds for priority and focus schools from their Title I allocation. From school years 2017 through 2019, however, the department reserved these funds during the transition years until the NYSED had an approved plan and new accountability designations for schools in need of improvement. As of January 2019, the state's new Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations replace Priority and Focus school designations, and priority and focus is no longer a recognized designation. As such, for the upcoming FY 2020 school year, there will be no Priority and Focus Title I set asides or allocations. This is not a deviation from existing policy; currently, when a school is no longer designated priority or focus, they no longer receive the priority and focus allocation.

Further, the state has identified additional Title I 1003a funds to support the TSI and CSI schools in FY 2021. Of the schools' total allocation 80% must be scheduled under per session/per diem and the remaining 20% under OTPS.

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## PARTICIPATORY BUDGETING

Beginning in 2019- 20 school year each CSI school will be receiving \$2,000 to implement the Participatory Budgeting process or an approved alternative process that will help increase student and family participation in the decision making process.

Participatory Budgeting (PB) is a process that allows community members to decide together how to spend part of a public budget. The process is intended to strengthen public input and deepen public engagement in the civic organizations designed to service the public. Often decision-making rests in the hands of leaders identified to represent their constituencies. The PB model supports direct democracy, allowing parents and students to vote for the projects to be funded.

PB allows schools to engage students, parents, teachers, and community members in choosing a school program or improvement to fund. The process builds understanding of stakeholder perspectives, directs funds to pressing needs and innovative ideas, and helps students and other community members learn democracy and active citizenship.

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## HOW PARTICIPATORY BUDGETING WORKS IN SCHOOLS

PB often follows a defined model that consists of multiple stages:

1. First, the school identifies the amount of money to be set aside for PB.
2. Next, parents, students, and teachers brainstorm ideas and develop proposals on how they money may be spent to improve the school.
3. Then, a Steering Committee reviews the proposals and identifies the final proposals that will appear on the school ballot.
4. Finally, the student body and the parents of the school vote on the proposals. The proposal(s) with the most votes are funded.

### Approved Alternatives

CSI schools have the opportunity to implement any of the approved alternatives to Participatory Budgeting. The alternatives build on essential components of Participatory Budgeting: expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.

### Alternatives Connected to Expanding Student and Parent Voice

1. School Focus Groups – The school will convene a focus group of students once every two months and a focus group of parents in alternating months, so that the school hosts a focus group once a month. The students and parents selected shall be representative of the school's population and include individuals that have not been involved with existing school-based decision-making entities, such as the School Leadership Team or student government.
2. Climate Survey Inquiry Team – The school must develop a Climate Survey Inquiry Team consisting of parents and students, to identify root causes for issues that received low responses on the parent and student School Climate Surveys and develop specific actions to be taken to address these root causes. The students and parents selected shall be representative of the school's population and include individuals that have not been involved with existing schoolbased decision-making entities, such as the School Leadership Team or student government.
3. Ongoing School Surveys – The school must conduct computer-based surveys with students on between five to ten indicators quarterly on indicators identified by the school and offer climate surveys to parents at both the beginning and end of the year so that progress on the indicators can be identified. Following the initial survey, the school must share the survey results with parents and staff and identify goals for the end of the year survey based on the initial survey results.
4. Alternatives Connected to Providing Opportunities to Promote and Practice Democracy
5. Schoolwide Voting – The school must conduct at least three schoolwide votes on issues/topics of interest with students. As part of this, students will have opportunities to consider the issues to inform how they vote. The school must conduct at least one schoolwide vote with families on issues/topics of interest. The school will abide by the votes cast.

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## PARENT AND FAMILY ENGAGEMENT

- Title I parents decide how they would like to be represented. For this purpose, each Title I school in New York City must form a Title I parent committee. Each school-level committee sends a representative to serve on the district's Title I parent committee which is engaged by the District Leadership Team in the joint development of the district's comprehensive education plan and includes the District Parent Involvement Policy and the District's 100.11 Plan.

- Schools must involve an adequate representation of parents and guardians of students participating in the Title I program in the joint review, planning and improvement of the Title I educational program through the development of the school's Comprehensive Educational Plan (CEP), including the joint development and agreement upon the Title I Parent Involvement Policy and School-Parent Compact.
- ESSA requires each local educational agencies (NYCDOE) to reserve 1% of its Title I funds for parental involvement activities, not less than 90 percent of which is to be distributed to Title I schools. These activities are to be planned and addressed in the Title I Parent Involvement Policy with the input of parents of Title I students and address how they will support student achievement, as outlined in the CEP.

**For FY 2022 only schools will receive supplemental carry-over parent and family engagement allocation.**

- Title I schools and districts are required to keep Title I parents and guardians informed in a timely way about school and parent programs that impact student performance and achievement.
- All Title I schools are required to hold an Annual Title I Parent Meeting to inform Title I parents about the school's participation in the Title I program and their right to be involved in support of their child's education. The Annual Title I Parent Meeting must be held prior to October 31<sup>st</sup> of each school year. All Title I parents must be invited to attend the Annual Meeting which must be held at a time convenient for parents. The Department has developed a number of resources which are available in the Principal's Portal to help schools fulfill this requirement.

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#### REQUIRED PARENT NOTIFICATIONS

Required Parent notifications must be in English and other languages reflecting the school's population. A copy of the notification sent to parents should be available at the school as well as documentation that it was sent. These notifications are as follows:

- Letter notifying parents that they may request information regarding the professional qualifications of their child's classroom teacher and paraprofessional;
- Letter notifying parents when their child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Information on [teacher and paraprofessional qualifications](#).
- Letter notifying parents regarding the school's status if the Title I school has been identified as a Priority or Focus School and the respective sub-categories;
- If the school is located in a district that is identified as a Focus District, a letter must be sent to parents to inform them of the status;
- Letter notifying all parents of ELL (LEP) students who are eligible for, or participating in, the Title I funded language instruction program at the beginning of the school year—this notification must be provided no later than 30 days after the first day of school;

- Letter notifying all parents of ELL (LEP) students who are eligible for, or participating in, a Title I funded language instruction program who were not in school at the beginning of the school year. This notification is provided within two weeks of the child's placement in a Title I funded language instruction educational program;
- Letter notifying parents that their child is **beginning** Academic Intervention Services (AIS). The notification letter must include: the reason for AIS, the type of service being provided, the beginning date of services and the consequences of not achieving the expected performance levels;
- Letter notifying parents that their child **no longer needs** AIS. The notification must include the ending date; the criteria for ending service; and the performance levels obtained on assessments;
- Quarterly progress reports for those children receiving AIS are to be given to parents;
- [Residency Questionnaire](#) should be provided at registration, or whenever the child experiences a change in residency. Students' housing status will help to determine services students may be eligible to receive.
- Display in a public place a poster indicating the rights of parents of [students residing in temporary housing](#).
- All schools must have a [written process for parent complaints](#) and must track the resolution of any complaints received.

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#### EFFECTIVE AND HIGHLY QUALIFIED TEACHERS

As per ESSA, Districts are no longer required to set-aside Title I funds for highly qualified teachers. Instead, should there be any teacher who does not meet state certification and licensure standards, as per the BEDs survey, Title I funds may be used for tuition reimbursement. The principal must also attest in writing annually to the Title I staff highly qualified status.

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#### PROFESSIONAL DEVELOPMENT

Through ESSA, Districts are no longer required to set-aside 10% of their total Title I allocation for professional development activities.

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#### WHAT ARE ALLOWABLE SWP PROGRAM COSTS?

SWP cost factors permit use of Title I SWP funding for many different positions and OTPS expenditures. Funds are to support the school's CEP. Use Title I funds to fund staff who implement CEP-related services that would otherwise not be provided if the school did not have Title I funds. The following are some examples:

- additional teachers of well-rounded education subjects to provide intervention services that the school could not otherwise offer;
- additional teachers of well-rounded education subjects to reduce class size for struggling students;
- guidance counselors over and above the state mandate for middle- and high-schools;
- librarians over and above the staff mandate for middle and high schools;
- a second period of instruction, i.e., block scheduling, in a required course in middle or high school;
- family assistants and school aides to strengthen parent outreach;
- F-status staff to provide professional development, academic intervention, and/or coordination of academic improvement activities;
- Per-session for after- or before-school, weekend and vacation academies in well-rounded subject areas;

- Release-time for professional development including teacher per-diem days and preparation period coverage.

Use Title I SWP funds to purchase OTPS items that support the CEP and that would not otherwise be provided if the school did not have Title I funds. Examples include:

- non-core instructional intervention materials and educational software;
- professional development materials and software;
- non-core instructional materials, supplies, equipment;
- non-core professional development by an external provider;
- parent involvement programs/services by an external provider;
- after-school/Saturday academic intervention services by an external provider.
- reasonable expenditures for babysitting, metro-cards, refreshments, and other costs related to parent activities.

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#### USE TITLE I FUNDS TO SUPPORT UP TO .5 OF ONE OR MORE

- assistant principals;
- assistant principals supervising English, reading, mathematics, science or social studies;
- assistant principals of pupil personnel services who oversee implementation of the CEP, ONLY if these individuals would otherwise **not** be hired if the school did not have Title I funds.

Note: SWP schools may choose to support the above with any fund source being conceptually consolidated and not necessarily with Title I dollars, but ensure they address the intent of the funding source, as outlined in the titled programs' regulations.

SWP schools have conceptually consolidated Title I funds—excluding the funds for the mandated parent involvement 1% set aside—therefore they can use Title I to purchase any item in the SWP cost factor that supports the school's CEP. The flexibility afforded under conceptual consolidation is currently delimited by the titles allowable in the SWP cost factor.

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#### WHAT PROGRAMS AND/OR EXPENSES ARE NOT ALLOWABLE, IF ANY?

Expenditures that are required or customary for any school are NOT allowable. Examples include:

- Principal;
- assistant principal of administration, organization;
- school secretary, peak load school secretary;
- guidance counselor, social workers and librarians who are mandated;
- staff monitoring attendance;
- school aides performing lunchroom, bus, or clerical duties;
- normal classroom furniture;
- telephone and other communications equipment;
- maintenance of office equipment, including copiers and faxes.

Expenditures for mandated services including mandated bilingual or ESL services for English language learners and IEP services for special education students are NOT allowable. Special tax-levy funds as well as IDEA funding are provided for these services.

Expenditures that are NOT clearly related to the strategies for improving student academic achievement as described in the CEP are NOT allowable. The following are examples of these non-allowable expenditures:

- assistant principal organization;
- teachers of non-academic subjects such as physical education and career and technical education;
- OTPS for non-academic programs such as recreation programs, gym supplies, gym uniforms, band uniforms, and school uniforms (the only exception is school uniforms for students in
- temporary housing provided there is no other mechanism for meeting this need).

Note: SWP schools may choose to support the above with any fund source being conceptually consolidated and not necessarily with Title I dollars, but ensure they address the intent of the funding source, as outlined in the titled programs' regulations as well as the school's CEP.

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#### RECORD-KEEPING RULES

All Title I SWP schools are required to have the following records on file and available for review:

- School's Comprehensive Educational Plan (CEP) which serves as the school's SWP Plan;
- Documentation of School Leadership Team (SLT) consultation (agendas, sign-in sheets, CEP signature pages);
- Any modification(s) made to the CEP to address the areas(s) of identification, the needs of particular subgroup(s) identified within three months of identification and any other program-related modification;
- The School Improvement Plan and, where applicable, the School Quality Review Plan, if identified as a school in need of improvement;

Documentation of the school's mentoring program for teachers;

Documentation of high quality professional development for administrators, teachers and paraprofessionals (agendas, sign-in sheets, evaluations, etc.);

Certification for **all** teachers of core academic subjects;

- Copy of the Annual BEDS Report
- Documentation that all paraprofessionals hired after January 8, 2002 have met specified qualification requirements;
- Copy of the principal attestation letter signed by the principal to annually verify certification requirements for all teachers and paraprofessionals; if this cannot be attested, teachers and paraprofessionals should be noted. Starting with FY 2012, see BEDS Report for link to Principals' Attestation fill-in form letter.
- Notification must be sent to parents of students taught for 4 weeks or more by these staff.

- Documentation of notification should be available at the school;
- Copy of the Title I School Parental Involvement Policy and evidence that it was disseminated;
- Copy of the Title I School-Parent Compact and evidence that it was disseminated;
- Documentation that the Annual Title I meeting was held (i.e., agenda and sign-in sheet);
- Galaxy data to support set-aside requirements for parental involvement.
- School eligibility lists for AIS services in ELA, math, science and social studies;
- List of students residing in temporary housing;
- Evidence that funds have been set-aside in Galaxy to meet the needs of STH student students;
- School participation lists for AIS services in ELA, math, science and social studies;
- Parent notification letters with tear-off;
- Full documentation of activities and expenditures;
- Parent Complaint and Resolution Log;
- Documentation pertaining to voting where it was decided for a school to become SWP;
- Documentation pertaining purchases of services for students in temporary housing (mandated set-aside).

Note: SWP schools have conceptually consolidated Title I funds—excluding the funds for the parental involvement mandated 1% set-aside—therefore they are exempted from the time and effort requirement.

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#### SCHOOL'S ACCOUNTABILITY

In FY 13, NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver request, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. The flexibility waiver releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. Schools identified as Targeted or Comprehensive Improvement schools receive an additional Title I allocation in support of school improvement plans and an additional parent engagement allocation via a separate allocation memorandum.

On June 23, 2015, USDE approved New York State's ESEA flexibility renewal request for the 2016-2017 through 2018-2019 school years. However, due to the enactment of ESSA, NYSED will be issuing guidance to transition from the provisions of the approved ESEA Flexibility Waiver to the new ESSA. This means that any identified Focus Districts will be required to continue the implementation of interventions applicable to priority and focus schools during the 2017-2018 and the 2018 – 2019 school years.

With the enactment of ESSA in December 2015, local education agencies were no longer mandated to reserve funds for priority and focus schools from their Title I allocation. From school years 2017 through 2019, however, the department reserved these funds during the transition years until the NYSED had an approved plan and new accountability designations for schools in need of improvement.

As of January 2019, the state's new Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations replace Priority and Focus school designations, and priority and focus is no longer a recognized designation. As such, for the upcoming FY 2020 school year, there will be no Priority and Focus Title I set asides or allocations. This is not a deviation from existing policy; currently,

when a school is no longer designated priority or focus, they no longer receive the priority and focus allocation.

Further, the state has identified additional Title I 1003a funds to support the TSI and CSI schools. We expect more information about the timing of the release of those funds in the coming weeks.

SED may visit a school to review programs and documentation of activities and expenditures.

ALLOWABLE TITLES

Title	Title I SWP	Title	Title I SWP
Asst Principal (10 Month)	X	Principal School Neighborhood Worker (h-bank)	X
Asst Principal (12 Month)	X	Professional Services Other	X
Bulk: DC 37 Paraprofessional - (line 6032)	X	School Aide (less Than 20 Hrs/wk)	X
Bulk: School Aide (raind)	X	School Aide (more Than 20 Hrs/wk)	X
Bulk: School Safety Officer	X	School Neigh Worker - (hourly)	X
Bulk: Supv School Aide	X	School Neighborhood Worker (h-bank)	X
Coach - Literacy	X	School Secretary - Per Session	X
Coach - Math	X	School Social Worker	X
Computer Aide-(hourly)	X	School Social Worker - Per Session	X
Curriculum & Staff Development Contracts	X	Senior School Neighborhood Worker (h-bank)	X
DC 37 Para (less Than 20 Hrs)	X	Senior School Neighborhood Worker-(hourly)	X
DC 37 Para (more Than 20 Hrs)	X	Sub Assg -Guidance Counselor	X
Ed Para - Annual (non-iep)	X	Sub Assg - School Social Worker	X
Ed Para - Bulk	X	Sub Assg - Teacher Assigned A	X
Educational Consultants	X	Sub Assg - Teacher Regular Grades	X
Educational Software	X	Sub Assg - Teacher Trainer	X
Equipment - General	X	Supervisor Per Session	X
Extended Use	X	Supplies - General	X
F Status - Guidance Counselor	X	Supv School Aide (less Than 20 Hrs/wk)	X
F Status - School Social Worker	X	Supv School Aide (more Than 20 Hrs/wk)	X
F Status - Supervisor	X	Teacher - Assigned A	X

The Reimbursable Funding Technical Manual

<b>Title</b>	<b>Title I SWP</b>	<b>Title</b>	<b>Title I SWP</b>
F-status -Coach Literacy	X	Teacher - Bilingual	X
F-status -Coach Math	X	Teacher - Lead Teacher	X
F-status -Teacher	X	Teacher - Library	X
Guidance Counselor	X	Teacher - Regular Grades	X
Guidance Counselor - Per Session	X	Teacher - Regular Grades - Per Diem	X
Guidance Counselor Bilingual	X	Teacher - Regular Grades - Per Session	X
Library Books	X	Teacher - Speech Improvement (line 3101)	X
Non-contractual Services	X	Teacher - Trainer	X
Payment For Contract Services	X	Teacher Trainee - Per Session	X
Prep Period Covg	X	Textbooks	X
Principal Per Session	X	Transportation Of Staff - Non-contract	X
Principal Sch Neigh Worker - Hourly (z-bank)	X		

## TITLE I STUDENTS IN TEMPORARY HOUSING (STH)

As per [ESSA](#), Title I funds are to provide comparable services to homeless children and youth as those services provided to students in schools funded under Title I, including providing educationally related support services to children in shelters and other locations where children may live. Title I, Part A funds can be used to assist students living in temporary housing in meeting the State's challenging academic content and academic achievement standards as well as assisting them when they have urgent needs. These services are to be coordinated with those provided under the McKinney-Vento Homeless Assistance Act.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students residing in temporary housing (STH). ESSA requires all students residing in temporary housing to be Title I eligible regardless of the school they attend. As a result, a non-Title I school will receive a Title I allocation for STH students based on the number of enrolled students who reside in temporary housing. This allocation is calculated by multiplying that number of students by the respective county per-capita amount. In non-Title I schools, any Title I funds allocated must be used to address the specific needs of STH students.

Please note the following:

1. The identification of [students in temporary housing](#) must be documented.
2. [Residency Questionnaire](#) should be provided at registration, or whenever the child experiences a change in residency. Students' housing status will help to determine services students may be eligible to receive.
3. Display in a public place a [poster](#) indicating the rights of parents of students residing in temporary housing.

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### TITLE I STH FOR NON-TITLE I SCHOOL

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#### FUNDING PURPOSE

This funding is to be used for academic intervention services to raise the academic achievement of students residing in temporary housing to levels that meet New York State standards, primarily in literacy, mathematics, science and social studies, as well as for assistance when they have urgent needs.

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#### ELIGIBLE SCHOOLS

ESSA requires that Title I funds be allocated to schools, Title I and non-Title I, with students residing in temporary housing. See the [Title I School Allocation Memorandum](#) (SAM) for the list of non-Title I schools receiving this allocation.

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#### STUDENTS SERVED

Students who are identified as residing in temporary housing and attending Title I and non-Title I schools are served by this funding.

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

Schools must give top priority to using Title I funds primarily for educational services to ensure homeless children and youth progress academically. However, due to the different needs of the homeless population, Title I funds can be used to cover emergency supplies such as uniforms, books or even glasses. For non-Title I schools, funds may only be used to serve students in temporary housing. Funds may not be used for mandated tax levy services or mandated services to students with disabilities and English language learners.

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FOR STUDENTS

- additional teachers for push-in or pull-out academic intervention services which meet identified student needs in reading, math, science, or social studies to work in small groups with homeless students;
- instruction over and above required coursework and/or course repetition to support achievement;
- individual or small group tutoring;
- non-mandated counseling for students related to student academic achievement;
- supplemental guidance counselor services for STH students. (Only that portion of the counselor's time that is devoted to supplementary services may be funded).
- extended library hours;

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FOR STAFF

- Professional development for staff in the following areas:
  - sensitivity and awareness trainings;
  - the specific needs of STH students;

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FOR PARENTS

Parental involvement and parent workshops should focus on supporting STH student achievement and a parents' ability to be their child's first teacher. Activities include workshops and other training activities that make special outreach to families residing in temporary housing.

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WHAT ARE THE GROUND RULES AND/OR REQUIRED ACTIVITIES THAT ACCOMPANY THIS FUND SOURCE?

All program activities must be clearly linked to improving academic achievement AND justifiable with scientifically based research. In Galaxy, schools have to select program attributes to identify funds spent for STH students but using STH program dropdown menu:

PROGRAM DESCRIPTIONS
STH after school enrichment programs
STH after school student program fees or tutoring
STH coats, emergency clothing
STH emergency/weekend food

PROGRAM DESCRIPTIONS
STH hygiene kit/personal care items
STH medical/dental/vision services
STH mental health emergency intervention services
STH parent engagement events
STH school day academic supports
STH school day field trip costs
STH school supplies
STH school uniforms
STH technology equipment and peripherals
STH emergency transportation costs
STH attendance improvement student supports

- Schools must develop a plan that clearly describes how the needs of students in temporary housing will be served. The plan should include a detailed description of the services provided to students in temporary housing.
- For non-Title I schools, all expenditures must be directly related to the needs of students in temporary housing.
- Title I services must be in addition to regular school programs and mandates.
- In non-Title I schools, Title I cannot pay for the assistant principal; the school secretary; a regular classroom or cluster teacher; a school aide; regular classroom furniture; materials and equipment for physical education, recreation, student leadership, or the arts; equipment used by the entire school population.
- Adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE.
- In non-Title I schools, Time and Effort certifications must be completed—monthly or semi-annually—based on the staff member’s job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with Title I devoted that portion of time to the implementation of a supplemental program for the academic advancement of STH students in the school.

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**ALLOWABLE PROGRAM COSTS**

Title I STH cost factors permit the use of Title I STH funding for various positions as well as Other-Than-Personal-Service (OTPS) expenditures. Samples are as follows:

- additional push-in/pull-out teachers of academic subjects to provide intervention services to STH students that the school could not otherwise offer;
- guidance counselors over-and-above the state mandate for middle and high schools to meet the needs of students residing in temporary housing;
- family assistants to strengthen parent outreach to STH families;
- F-status staff to provide professional development, academic intervention, or coordination of academic improvement activities to meet the needs of the STH population;
- per session for after- or before- school, and weekend- and vacation- academies in the core subject areas serving STH students;
- release-time for professional development including teacher per diem days and preparation period coverage to meet the needs of students residing in temporary housing;
- basic/emergency needs such as, uniforms, school supplies, and health-related needs;
- graduation robes for student experiencing homelessness who cannot afford a robe, if virtually all students wear them. Funds may be used to provide graduation robes unless there is a policy for any student who cannot afford to rent or buy the graduation robe, this policy should also apply to a student experiencing homelessness who cannot afford a robe;
- reasonable expenditures for metro-cards, refreshments, babysitting, and other costs related to parent activities;
- non-core instructional intervention materials and educational software for STH students;
- non-core instructional materials, supplies and equipment for STH students;
- non-core professional development for teachers on meeting the needs of STH students provided by a contracted vendor;
- parent involvement programs and services for STH parents, provided by a contracted vendor; and
- after- or before- school and/or Saturday academic intervention services for STH students, provided by a contracted vendor.

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#### UNALLOWABLE COSTS

**For Non-Title I schools**, expenditures that are required or customary, or are not supporting supplementary instruction are non-allowable costs: Examples include:

- principal, assistant principal, school secretary, peak-load school secretary and librarian;
- mandated guidance counselor and/or social worker;
- cluster teacher coverage;
- attendance-monitoring staff;
- school aides performing lunchroom, bus, or clerical duties;
- furniture;
- telephones, blackberries and other communications equipment;
- maintenance of office equipment, including copiers and faxes.
- rent for temporary lodgings until a homeless family or youth finds housing
- Graduation rings, since a class ring is not necessary to take advantage of educational opportunities nor does it assist a child in meeting state's academic achievement standards.
- extracurricular activities such as band, sports/football, dance, cheer-leading, etc.
- costs not related to meeting the needs of STH students.

Expenditures for mandated services including mandated bilingual or ESL services for English language learners and IEP services for special education students are not allowable expenses. Special tax-levy funds as well as IDEA funding are provided for this purpose.

Expenditures that are NOT clearly related to the needs of STH students are not allowable: Examples are as follows:

- services that benefit all students in the school;
- teachers of non-academic subjects, such as physical education, career and technical education;
- OTPS for non-academic programs such as recreation programs, gym supplies, gym uniforms, band uniforms, and school uniforms (the only exception is school uniforms for students in temporary housing, provided there is no other mechanism for meeting this need).
- Class size reduction is not an allowable Title I STH expense.

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#### REQUIRED ACTIVITIES AFFILIATED WITH TITLE I STH FOR NON-TITLE I SCHOOLS?

##### PARENTAL INVOLVEMENT

The ESSA requirement to reserve 1% of its Title I funds for parent involvement, **does not apply** when a non-Title I school receives Title I funds for STH students.

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##### HIGHLY QUALIFIED TEACHERS

ESSA no longer requires setting aside funds for highly qualified teachers and **does not apply** when a non-Title I schools receives Title I funds for STH students

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##### PROFESSIONAL DEVELOPMENT

ESSA no longer requires setting aside funds for professional development and **does not apply** when a non-Title I school receives Title I funds for STH students

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##### PARENT NOTIFICATIONS

The following notices must be provided to parents in English as well as in all other languages reflecting the school's population. A copy of the notification sent to parents should be available at the school as well as documentation that it was sent. The notifications are:

- Notification that their child is beginning Academic Intervention Services (AIS). This notification letter must include (a) the reason for AIS, (b) the type of service being provided, (c) the beginning date of services, (d) the frequency of the service and (e) the consequences of not achieving the expected performance levels;
- Notification that their child no longer needs AIS. This notification must include (a) the ending date, (b) the criteria for ending services, and (c) the performance levels obtained on assessments;
- Quarterly progress reports for AIS;
- [Residency Questionnaire](#) should be provided at registration, or whenever the child experiences a change in residency. Students' housing status will help to determine services students may be eligible to receive.
- A [poster](#) indicating the rights of parents of students residing in temporary housing must be displayed in a public place

- All schools must have a written process for parent [complaints](#) and must track the resolution of any complaints received.

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#### RECORD-KEEPING RULES

- All schools are required to have the following items available for review upon request:
- The school's Comprehensive Educational Plan (CEP) including a description of the services provided to students in temporary housing;
- documentation of School Leadership Team (SLT) consultation, including sign-in sheets and sign-offs as approval of the CEP;
- list of students in temporary housing
- Evidence that funds have been budgeted/set-aside to meet the needs of students residing in temporary housing. Schools will be required to select a program description in Galaxy to identify funds that are being spent for STH students:
- STH posters are publicly displayed where parents are likely to see them.
- residency questionnaires are on file.
- school eligibility lists for AIS services in ELA, math, science and social studies;
- school participation lists for AIS services in ELA, math, science and social studies;
- a list of Title I funded staff;
- all AIS required parent notification letters with tear-off;
- time and effort monthly and/or semi-annual certifications for all staff funded with federal funds
- documentation of progress maintained on each student receiving services;
- Parent Complaint and Resolution Log;
- full documentation of activities and expenditures (i.e., purchase orders, SIPPs, per session postings, bulk job postings, equipment inventory for equipment purchased with Title I STH, etc.)

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#### ALLOWABLE TITLES

See Title 1 School-Wide Programs (SWP)

## TITLE I TARGETED ASSISTANCE (TA) PROGRAMS

As per ESEA as amended by ESSA, Title I Targeted Assistance schools may use Title I funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Schools must provide eligible students with opportunities to meet challenging state academic standards.

1. Targeted assistance schools must determine which academically at-risk students will be served, and provide supplemental educational services to those eligible students.
2. Use resources to help eligible children meet changing state academic standards, which may include programs, activities, and academic course necessary to provide a well-rounded education;
3. Use methods and instructional strategies to strengthen the academic program of the school through activities that may include
4. Expanded learning time, before, and after school programs, and summer programs
5. Activities to prevent and address behavior problems and early intervening services;
6. Providing professional development to teachers, principals, paraprofessionals, and other school leaders who work with eligible children;
7. Implement strategies to increase involvement of parents of eligible children;
8. Provide assurances that the school will help provide an accelerated, high-quality curriculum, minimize the removal of children from the regular classroom during regular school hours for instruction, and on an ongoing basis, review the progress of eligible children and revise the targeted assistance program to provide additional assistance in order to enable students to meet the state academic standards.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocation:

#### Title I Targeted Assistance

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### FUNDING PURPOSE

This funding is to be used for academic intervention services to raise eligible student academic achievement to levels that meet New York State standards, primarily in literacy, mathematics, science and social studies.

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### ELIGIBLE SCHOOLS

ESSA requires that funds be allocated to schools that are not schoolwide project schools and have a high poverty rate. Due to provisions in the federal law, the criterion for school participation varies by borough and can vary from one year to another based on the poverty rates and the funding threshold, See the annual School Allocation Memorandum for Title I for the current borough poverty data and list of Title I schools. [Title I SAM for the Fiscal Year.](#)

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### STUDENTS SERVED

Only students who are identified as academically at-risk (most in need academically), and students in temporary housing can be targeted for services. "Academically at-risk" students include the following:

- students at level 1 or 2 on state assessment;

- those who have not passed coursework or Regents exams required for graduation;
- students identified by school staff through formal or informal assessments as most in need of services;
- students who are at borderline proficiency (i.e., borderline level 3).
- Targeted assistance programs serve only low-performing students. Services must supplement the basic tax levy program.
- Funds may not be used to serve all students in the school. Funds are intended for those “most in need, academically.”

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#### ALLOWABLE PROGRAMS FOR FUNDING USE

Schools must give top priority to using Title I funds to provide supplementary instructional services, by highly qualified teachers, to participating/eligible students. Funds may not be used to serve all students and parents, only students with the greatest academic need and their parents, i.e. eligible students and parents. Funds may not be used for mandated tax levy services or mandated services to students with disabilities and English language learners.

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#### FOR STUDENTS

- additional teachers for push-in or pull-out academic intervention services which meet identified student needs necessary to provide a well-rounded education - reading, math, science, or social studies;
- instruction over and above required coursework and/or course repetition to support achievement;
- academic extended day/week programs;
- individual or small group tutoring;
- additional instructional blocks of time in middle schools and/or high schools;
- non-mandated counseling for students related to student academic achievement;
- supplementary guidance counselor services for eligible Title I students. (Only that portion of the counselor's time that is devoted to supplementary services may be funded).

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#### FOR STAFF

Professional development for Title I funded staff and for other staff in the following areas:

- meeting the specific needs of Title I students;
- activities to help teachers become highly qualified.

Professional development must be ongoing (not “one-shot”). Allowable expenditures include workshop series, mentoring/team teaching, study groups, on-site coaching and tuition reimbursement to help staff become highly qualified.

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#### FOR PARENTS

Parental involvement and parent workshops should focus on supporting student achievement and a parents' ability to be their child's first teacher. Activities, determined with input from Title I parents, include:

- workshops and other training activities related to student and parent needs;
- family literacy and math;
- translation of materials;
- computer literacy;
- ESL and GED preparation;

- family outreach;
- reasonable expenditures for metro-cards, refreshments, babysitting, and other costs related to parent activities.

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#### WHAT ARE THE GROUND RULES AND/OR REQUIRED ACTIVITIES THAT ACCOMPANY THIS FUND SOURCE?

- All program activities must be clearly linked to improving academic achievement AND justifiable with scientifically based research.
- Each targeted assistance school must have a clear description of the Title I program(s) in the school's Comprehensive Educational Plan.
- All Title I expenditures must be directly related to the Title I program(s).
- Title I services must be in addition to regular school programs and mandates.
- Title I cannot pay for the assistant principal; the school secretary; a regular classroom or cluster teacher; a school aide; regular classroom furniture; materials and equipment for physical education, recreation, student leadership, or the arts; equipment used by the entire school population.
- Schools cannot use Title I funds to pay for a service for Title I students and another funding source to pay for the same service for non-Title I students.
- Schools must develop a plan that clearly describes how the needs of students in temporary housing will be served.
- Schools must set-aside funds to meet the needs of STH student and, in Galaxy, must select the appropriate program description from the SAM to identify funds that are being spent for STH students.
- Adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE.
- Time and Effort certifications must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with TA devoted that portion of time to the implementation of a supplemental program for the academic advancement of Title I students in the school.
- Title I TA schools are required to keep Title I parents and guardians informed in a timely way about school and parent programs that impact student performance and achievement.
- All Title I TA schools are required to hold an Annual Title I Parent Meeting to inform Title I parents about the school's participation in the Title I program and their right to be involved in support of their child's education. The Annual Title I Parent Meeting must be held prior to October 31st of each school year. All Title I parents must be invited to attend the Annual Meeting which must be held at a time convenient for parents. The Department has developed a number of resources which are available in Principal's Portal to help schools fulfill this requirement

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#### WHAT ARE ALLOWABLE TA PROGRAM COSTS?

TA cost factors permit the use of Title I TA funding for various positions as well as Other-Than- Personal-Service (OTPS) expenditures. Samples are as follows:

- additional push-in teachers of academic subjects to provide intervention services that the school could not otherwise offer;
- guidance counselors over-and-above the state mandate for middle and high schools;
- a second period of instruction, i.e., block scheduling, in a required course for middle schools and high schools only;

- family assistants to strengthen parent outreach;
- f-status staff to provide professional development, academic intervention, or coordination of academic improvement activities;
- per session for after- or before- school, and weekend- and vacation- academies in the well-rounded subject areas;
- release-time for professional development including teacher per diem days and preparation period coverage.
- non-core instructional intervention materials, educational software and equipment for academically at-risk students;
- professional development materials and software for Title I teachers;
- non-core professional development for Title I teachers provided by a contracted vendor;
- parent involvement programs and services for Title I parents, provided by a contracted vendor;
- after- or before- school and/or Saturday academic intervention services for at-risk students, provided by a contracted vendor.

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#### UNALLOWABLE COSTS

Expenditures that are required or customary, or are not supporting supplementary instruction are non-allowable costs. Expenditures for students who are not academically at-risk.

Examples include:

- principal, assistant principal, school secretary, peak-load school secretary and librarian;
- mandated guidance counselor and/or social worker;
- cluster teacher coverage;
- attendance-monitoring staff;
- school aides performing lunchroom, bus, or clerical duties;
- furniture;
- telephones, blackberries and other communications equipment;
- maintenance of office equipment, including copiers and faxes.
- Expenditures for mandated services including mandated bilingual or ESL services for English language learners and IEP services for special education students are not allowable expenses. Special tax-levy funds as well as IDEA funding are provided for this purpose.

Expenditures that are NOT clearly related to the Title I program are not allowable, examples are as follows:

- services that benefit all students in the school;
- programs other than literacy, math, science and/or social studies;
- teachers of non-academic subjects, such as physical education, career and technical education;
- OTPS for non-academic programs such as recreation programs, gym supplies, gym uniforms, band uniforms, and school uniforms (the only exception is school uniforms for students in temporary housing, provided there is no other mechanism for meeting this need).
- Class size reduction is not an allowable Title I TA expense.

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#### ARE THERE ANY REQUIRED ACTIVITIES AFFILIATED WITH TA PROGRAMS?

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## ESEA WAIVER

In FY 13, NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver request, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. The flexibility waiver releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. Schools identified as Focus and Priority schools will receive an additional Title I allocation in support of school improvement plans and an additional parent engagement allocation via a separate allocation memorandum.

On June 23, 2015, USDE approved New York State's ESEA flexibility renewal request for the 2016-2017 through 2018-2019 school years. However, due to the enactment of ESSA, NYSED will be issuing guidance to transition from the provisions of the approved ESEA Flexibility Waiver to the new ESSA. This means that any identified Focus Districts will be required to continue the implementation of interventions applicable to priority and focus schools during the 2017-2018 and the 2018 – 2019 school years.

With the enactment of ESSA in December 2015, local education agencies were no longer mandated to reserve funds for priority and focus schools from their Title I allocation. From school years 2017 through 2019, however, the department reserved these funds during the transition years until the NYSED had an approved plan and new accountability designations for schools in need of improvement. As of January 2019, the state's new Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations replace Priority and Focus school designations, and priority and focus is no longer a recognized designation. As such, for the upcoming FY 2020 school year, there will be no Priority and Focus Title I set asides or allocations. This is not a deviation from existing policy; currently, when a school is no longer designated priority or focus, they no longer receive the priority and focus allocation.

Further, the state has identified additional Title I 1003a funds to support the TSI and CSI schools. We expect more information about the timing of the release of those funds in the coming weeks.

Through ESSA, set asides for highly qualified teachers and professional development are no longer required. Teachers and paraprofessionals, however, must be highly qualified in order to be supported/funded via ESSA funding sources.

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## PARENTAL INVOLVEMENT

- ESSA requires each county to reserve 1% of its Title I funds for parent and family engagement activities, not less than 90 percent of which is to be distributed to Title I schools. These activities are to be planned with the input of parents of Title I students.
- The school, in collaboration with parents, is required to develop a Title I Parent Involvement Policy and a Title I School Parent Compact.

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## HIGHLY QUALIFIED AND EFFECTIVE TEACHERS

As per ESSA, schools are no longer required to set-aside 5% of its Title I allocation to prepare Title I funded staff to become highly qualified based on information in BEDS (Basic Educational Data Survey). However, should there be any teacher who does not meet the HQ requirements as per BEDs survey, Title I funds

may be used for tuition reimbursement only and is in addition to the 1% set-aside for parental involvement. The principal must also attest in writing annually to the Title I staff highly qualified status.

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## PROFESSIONAL DEVELOPMENT

As per ESSA, schools are no longer required to set-aside 10% of their total Title I allocation for professional development activities.

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## PARENT NOTIFICATIONS

The following notices must be provided to parents in English as well as in all other languages reflecting the school's population. A copy of the notification sent to parents should be available at the school. Supporting documentation proving the notification was sent must also be available. The notifications are:

- Notification that parents may request information regarding the professional qualifications of their child's classroom teacher and paraprofessional;
- [Notification letter](#) that their child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Notification regarding the school's status if the Title I school has been identified as a Priority or Focus School along with the respective sub-categories;
- Notification regarding the district status if the school is located in a district that is identified as a Title I Priority or Focus District
- Notification of ELL (LEP) students who are eligible for or participating in the Title I funded language instruction program at the beginning of the school year; this notification should be provided no later than 30 days after the first day of school;
- Notification of ELL (LEP) students who are eligible for or participating in the Title I funded language instruction program who were not in school at the beginning of the school year; this notification should be provided within two weeks of the student's placement in a Title I funded language instruction educational program;
- Notification that their child is beginning Academic Intervention Services (AIS). This notification letter must include (a) the reason for AIS, (b) the type of service being provided, (c) the beginning date of services, (d) the frequency of the service and (e) the consequences of not achieving the expected performance levels;
- Notification that their child no longer needs AIS. This notification must include (a) the ending date, (b) the criteria for ending services, and (c) the performance levels obtained on assessments;
- Quarterly progress reports for AIS;
- [Residency Questionnaire](#) should be provided at registration, or whenever the child experiences a change in residency. Students' housing status will help to determine services students may be eligible to receive.
- A [poster](#) indicating the rights of parents of students residing in temporary housing must be displayed in a public place.
- All schools must have a written process for parent complaints and must track the resolution of any complaints received. A [template](#) is available on Principal Portal, Office of the General.

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## RECORD-KEEPING RULES

All Title I Targeted Assistance schools are required to have the following items available for review upon request:

- the school's Comprehensive Educational Plan (CEP) or School Comprehensive Educational Plan (SCEP) including a description of the Title I program;
- documentation of School Leadership Team (SLT) consultation, including sign-in sheets and sign-offs as approval of the CEP;
- documentation of modification(s) made to the CEP which address the areas(s) of identification and the need(s) of particular subgroup(s) identified within three months of identification as well as other program related modifications;
- the Title I School Improvement 1003(a) Plan and, where applicable, the Title I School Improvement 1003(g) plan if the school is identified as Priority or Focus;
- documentation that all Title I funded instructional paraprofessionals hired after January 8, 2002 have met specified requirements which deem them highly qualified;
- all required parent notification letters with tear-off;
- copy of the attestation letter signed by the principal to annually verify certification requirements for all Title I funded teachers and paraprofessionals; if this cannot be attested, teachers and paraprofessionals should be noted. Notification must be sent to parents of students who are taught for 4 weeks or more by these staff-members.
- certification of all funded teachers and qualifications of all funded paraprofessionals including copies of the BEDS reports;
- copy of the Title I School Parental Involvement Policy and documentation providing evidence of its dissemination;
- copy of the Title I School-Parent Compact and documentation providing evidence of its dissemination;
- documentation that the Annual Title I meeting was held (i.e., agenda and sign-in sheet);
- documentation of the school mentoring program;
- documentation of high quality professional development for administrators, teachers and paraprofessionals (agendas, sign-in sheets, evaluations, etc.);
- a list of Title I eligible, i.e., targeted students—those at highest academic risk;
- a list of Title I program participants - those at highest academic risk actually being served;
- a list of students residing in temporary housing;
- evidence that funds have been set-aside in Galaxy to meet the needs of STH students;
- school eligibility lists for AIS services in ELA, math, science and social studies;
- school participation lists for AIS services in ELA, math, science and social studies;
- a list of Title I funded staff;
- time and effort monthly and/or semi-annual certifications for all staff funded with federal funds;
- documentation providing evidence of required set-aside requirements for parental involvement
- documentation of progress maintained on each student receiving services;
- Parent Complaint and Resolution Log;
- full documentation of activities and expenditures (i.e., purchase orders, SIPPs, per session postings, bulk job postings, equipment inventory for equipment purchased with Title I, etc.)

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**SCHOOL'S ACCOUNTABILITY**

In FY 13, NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver request, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. The flexibility waiver releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. Schools identified as Focus and Priority schools will receive an additional Title I allocation in support of school improvement plans and an additional parent engagement allocation via a separate allocation memorandum.

On June 23, 2015, USDE approved New York State's ESEA flexibility renewal request for the 2016-2017 through 2018-2019 school years. However, due to the enactment of ESSA, NYSED will be issuing guidance to transition from the provisions of the approved ESEA Flexibility Waiver to the new ESSA. This means that any identified Focus Districts will be required to continue the implementation of interventions applicable to priority and focus schools during the 2017-2018 and the 2018 – 2019 school years.

With the enactment of ESSA in December 2015, local education agencies were no longer mandated to reserve funds for priority and focus schools from their Title I allocation. From school years 2017 through 2019, however, the department reserved these funds during the transition years until the NYSED had an approved plan and new accountability designations for schools in need of improvement. As of January 2019, the state's new Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations replace Priority and Focus school designations, and priority and focus is no longer a recognized designation. As such, for the upcoming FY 2020 school year, there will be no Priority and Focus Title I set asides or allocations. This is not a deviation from existing policy; currently, when a school is no longer designated priority or focus, they no longer receive the priority and focus allocation.

Further, the state has identified additional Title I 1003a funds to support the TSI and CSI schools. We expect more information about the timing of the release of those funds in the coming weeks.

Through ESSA, set asides for highly qualified teachers and professional development are no longer required. Teachers and paraprofessionals, however, must be highly qualified in order to be supported/funded via ESSA funding sources.

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**ALLOWABLE TITLES**

<b>Title</b>	<b>Title I TA</b>	<b>Title</b>	<b>Title I TA</b>
Bulk: School Safety Officer	X	Library Books	X
Coach - Literacy	X	Prep Period Covg	X
Coach - Math	X	Principal Per Session	X
Curriculum & Staff Development Contracts	X	School Secretary - Per Session	X

The Reimbursable Funding Technical Manual

<b>Title</b>	<b>Title I TA</b>	<b>Title</b>	<b>Title I TA</b>
DC 37 Para (less Than 20 Hrs)	X	School Social Worker	X
DC 37 Para (more Than 20 Hrs)	X	School Social Worker - Per Session	X
Director Of Operations (h-bank)	X	Sub Assg -Guidance Counselor	X
Ed Para - Annual (non-iep)	X	Sub Assg - School Social Worker	X
Ed Para - Bulk	X	Sub Assg - Teacher Regular Grades	X
Educational Consultants	X	Sub Assg - Teacher Trainer	X
Educational Software	X	Supervisor Per Session	X
Equipment - General	X	Supplies - General	X
Extended Use	X	Teacher - Bilingual	X
F Status - Guidance Counselor	X	Teacher - Bilingual - Per Session	X
F Status - School Social Worker	X	Teacher - Regular Grades	X
F-status -Coach Literacy	X	Teacher - Regular Grades - Per Diem	X
F-status -Coach Math	X	Teacher - Regular Grades - Per Session	X
F-status -Teacher	X	Teacher - Trainer	X
Guidance Counselor	X	Teacher Trainee - Per Session	X
Guidance Counselor - Per Diem	X	Textbooks	X
Guidance Counselor - Per Session	X	Transportation Of Pupils -Contractual	X
Guidance Counselor Bilingual	X	Transportation Of Staff - Non-contract	X

## TITLE IIA SUPPLEMENTAL

The Every Student Succeed Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965. While the reauthorization takes effect immediately, under the ESSA transition provisions, as clarified by the Consolidated Appropriations Act, 2016, the effective date of ESSA was extended to **FY 2018**.

ESSA changes both the way the US Department of Education distributes Title IIA funds to states and the way states distribute Title IIA funds to Local Education Agencies (LEAs). First, State Education Departments (SEAs) will have gradual reductions in funding over a span of about seven to eight years, resulting in a decrease in funding levels for LEAs. Second, states can reserve an additional 3% of the amount earmarked for LEA allocations for direct instructional services. Third, ESSA has eliminated the hold harmless provision for LEAs, allowing states to reduce LEA allocations as necessary. Funds are now based on a LEA's student population of 5 to 17 years of age at 20%, and the number of low-income students of 5 to 17 years of age at 80%. Lastly, LEA funds are to be proportionally distributed to public and non-public schools based on the entire Title IIA allocation.

For FY2022, the department projects further reduction in Title IIA funding. This reduction, however, will be offset by the state's Title IIA corrective action plan.

The Title IIA school allocation is to support Early Grade Class Size Reduction. The first priority is to use funds to reduce class size in a grade. If space is not available to form additional classes, funds may support push-in teachers to supplement the instructional program. Priority must be given to reducing class size in general education settings and must demonstrate the following:

Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);

Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.

Each full (1.0) classroom position generates a 0.2 cluster position. For example, two classroom teachers generate 0.4 cluster positions. These cluster teachers must be the individuals who actually provide coverage for the staff funded by this program. Push-in teachers do not require preparation period coverage and no cluster positions may be scheduled for push-in teachers.

Please note that all teachers funded by Federal Title IIA Supplemental must meet state certification and licensure requirements as per ESSA. Principals have received printouts from the Division of Human Resources detailing the status of their current staff. Allocations provide teacher positions at the school's average teacher salary, and schools will be required to budget all teacher positions at their average salary.

Funds should be scheduled in support of the school comprehensive education plan (SCEP/CEP).

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## GALAXY ALLOCATION CATEGORY

- Title IIA Supplemental

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## FUNDING PURPOSE

The allocation is provided to support the reduction of class size in our schools by reducing class size from 15 to 18 students from kindergarten through grade three. Priority is also given to schools where classes are in excess of 20 pupils and academic performance is poor.

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## ELIGIBLE SCHOOLS

The law provides supplementary funding to be allocated to schools to reduce class size in kindergarten and grades one, two and three to an average of 18 students by creating additional general education classes where space permits. Where there are space limitations in a school building, supplemental teacher instructional services can be provided (i.e., push-in, F-status). Schools are identified based on need.

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## STUDENTS SERVED

Priority is given to reducing pupil to teacher ratios in kindergarten through grade three in general education classrooms.

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## ELIGIBLE PROGRAMS FOR SUPPORT

Schools must give priority to reducing class size beginning with kindergarten and moving up through grade three, in ascending order only.

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## FOR STUDENTS

Instruction is provided in a reduced class size setting.

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## FOR STAFF

Classes created through the Federal Title IIA Supplemental program may not include classes that would have been organized absent the program. The overall total of teachers must be greater than the number of teachers required by the contract. For example, a school with a grade 1 enrollment of 60 students, under the UFT Collective Bargaining Agreement, would be required to organize two classes. If the school funds only two grade 1 teachers, no Title IIA Supplemental funds may be used. The school could fund a third classroom or fund a push-in teacher for the two contractually required classes. Note that contractual class sizes limits are 25 for kindergarten and 32 for grades 1 through 3.

There are many situations that could result in different class formations, such as organizing bilingual classes or inclusion classes. The goal is to maximize services to students while meeting federal requirements.

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## UNALLOWABLE COSTS

OTPS expenditures like purchasing computers or office equipment, travel, new buildings or additions, non-instructional personnel or paraprofessionals, parent involvement activities, and instructional supplies and materials are disallowed.

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## GROUND RULES AND/OR REQUIRED ACTIVITIES

In order to be compliant:

- Classes created through Federal Title IIA Supplemental may not include classes that are mandated by law. For example, a school with a grade one enrollment of 40 students would be required by Chancellor's Regulations to organize two classes. Since the classes would have been organized anyway, federal and state funds cannot be used. EGCR funding covers teachers at average teacher salary plus fringe and the corresponding absence coverage. Absence coverage is based on 8 days per teacher plus fringe. In addition to the teacher and absence coverage, the associated percent (.2) of a cluster teacher as well as their absence coverage can also be funded with this allocation.
- Priority is given to those early childhood grades (K-3) with average class size greater than twenty.
- Funds can only be used to open additional classes where space allows and/or to provide push-in instructional services.
- Split funds for coverage teachers only, in increments of .2.

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## RECORD-KEEPING RULES

The following should be maintained and available for review upon request:

- The Official ATS class list(s) of the October 31<sup>st</sup> student register.
- A list of staff funded by the program.
- Evidence that funded teachers meet the ESSA definition of highly qualified
- For funded staff, Time and Effort certifications\* must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with Title II A Supplemental devoted that portion of time to the implementation of reducing class size.

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## SCHOOL ACCOUNTABILITY

Under the Early Grade Class Size Reduction requirement, schools must demonstrate that the funds are supplemental to the basic allocation and have been used to create additional classes to reduce class size in kindergarten through grade three and/or to provide push-in teachers to reduce teacher, student ratios.

Early Grade Class Size Reduction must also be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.

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## ALLOWABLE TITLES

Title
F-status -Teacher
Prep Period Covg
Sub Assg - Teacher Regular Grades
Teacher - Bilingual
Teacher - Regular Grades

Title
Teacher - Regular Grades - Per Diem

\* SWP schools are **conceptually consolidating** Title IIA funds and therefore are not required to do time and effort certifications.

## TITLE III LIMITED ENGLISH PROFICIENT (LEP) AND IMMIGRANT TITLE III PROGRAMS

As amended by ESSA, the Title III LEP and Immigrant program is intended to assist English Language Learners/Multilingual Learners (ELLs/MLLs) and immigrant children and youth attain English proficiency as follows:

- To help ensure students attain English proficiency and develop high levels of academic achievement in English;
- To assist students to achieve at high levels in academic subjects so that all English learners and immigrant students 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, principals, and other school leaders 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 Immigrant funds are for Immigrant children and youth who;

- are aged 3 through 21,
- have not been attending school in any one or more states for more than three (3) full academic years, and
- are not born in any state.

“State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.

Schools must also ensure teachers who are funded with Title III LEP, and are teaching language instructional educational programs for English learners, are fluent in English and any other language used for instruction, including having written and oral communications skills.

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### GALAXY ALLOCATIONS

This section provides guidelines for the following Galaxy Allocations:

- Title III LEP
- Title III LEP CW
- Title III Immigrant
- Title III Translation Services

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### FUNDING PURPOSE

The purpose of Title III funding is to provide supplementary and enhanced services and must complement core bilingual and ENL services required under the New York State Education Department Commissioner Regulation CR 154.

Funds also support immigrant students who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state.

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#### ELIGIBLE SCHOOLS

Since federal law requires that these funds be used only for LEP/ELL and immigrant students, only schools with LEP/ELL and immigrant students are eligible for funding. The DOE establishes funding guidelines annually.

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#### STUDENTS SERVED

Funding is used to serve both general and special education students who are LEP/ELL. These students typically come from homes where the primary language is other than English. They tend to score below cutoffs on the LAB-R or the NYSESLAT ELL assessments. Supplementary programs provide necessary enrichment to help improve achievement, including transitional bilingual education and dual language programs.

Former ELLs who tested out for up to two years may be invited to the Title III program activities. Instruction may be conducted in both English and the students' native language(s). Programs such as the Two-Way Bilingual Education/Dual Language may allow for the participation of English-proficient students in Title III programs. Programs and activities implemented under Title III Part A may not supplant programs required under CR Part 154.

*TITLE III IMMIGRANT* students are not necessarily English Language Learners (ELLs) and ELLs may or may not be immigrants. For the purpose of this funding, immigrant students are defined as individuals who are not born in any U.S. states (this includes the District of Columbia and the Commonwealth of Puerto Rico); and have not been attending one or more schools in any one or more states for more than three full academic years (the months need to be consecutive).

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#### FUNDING SUPPORT FOR PROGRAMS

Title III programs must offer supplemental enrichment services for bilingual and LEP/ELL students allowing them to increase English language proficiency and content-area proficiency. The services provided by these programs must be over-and-above those required by state mandates. Services must include: (1) supplemental services to increase English language proficiency and academic achievement in well-rounded subjects, (2) effective professional development, and (3) effective activities and strategies that enhance parent, family, and community engagement activities.

**TITLE III IMMIGRANT** priority areas for the use of funds are as follows:

- Developing new and/or enhancing existing programs for newcomers
- Supplementing the opening and growth of Transitional Bilingual Education programs and/or Dual Language program serving immigrant students.
- Professional learning on meeting the needs of immigrant students and effective instructional practices
- Programming for parents of immigrant students
- Implementing strong student supports to increase graduation rates.

Schools must use the funds to support their immigrant students by developing a plan that has one or more of the following components:

- Direct instruction supplemental program for immigrant students
- Professional development that bolsters the instructional practice of teachers of immigrant students
- Parental engagement activities that support parents of immigrant students.

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#### FOR STUDENTS

Direct instruction activities must be used to support language development, English and native language instruction, academic achievement in math and/or other core academic areas. This programming must be based on student need and the guidelines outlined in the current year's SAM. The direct instruction must complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, or Saturday programs. The teachers providing the services must be taught by a certified ENL or bilingual teacher. Title III programs may have a non-ENL or non-bilingual teacher, as long as they are team teaching and co-planning with a certified ENL or bilingual teacher. The ENL or bilingual teacher can push-in for the content area program. This arrangement should be fully described in the instructional plan.

Title III plan, the description of direct Title III instruction to ELLs priority areas are as follows:

- Digital and print curriculum to supplement learning in response to COVID-19 remote instruction.
- Extended day programming (e.g., before school, after school, Saturday program) to provide targeted, small-group instruction and credit recovery support.
- Developing new and/or enhancing supplemental programs for the following:
  - Newcomers
  - Students with Interrupted Formal Education (SIFE)
  - Long-Term ELLs
- Improving teaching and learning in core subject areas, and native language and English teaching and learning, through supplemental professional development activities
- Enriching parent engagement activities and securing appropriate translation and Interpretation services
- Providing students with supplemental guidance
- Implementing strong student supports to increase graduation rates
- Integrating ELLs in secondary school reforms

Guidance counselor can provide direct instruction if she/he has ENL or bilingual certification as a teacher in New York State. Also, a guidance counselor can provide direct supplemental instruction if he/she is team teaching with a certified ENL or bilingual teacher. A guidance counselor or a bilingual guidance counselor can also support students and parents with group and individual workshop sessions in a supplemental Title III program. These services must be clearly described in the appropriate section of the program narrative.

**Title III Immigrant** funds can be used for activities that provide enhanced instructional opportunities for immigrant students. Please note

Permitted activities includes:

- Provision of tutorials, mentoring and academic or career counseling for immigrant students
- Identification and acquisition of curricular materials, educational software and technologies to be used in the program
- Supplemental instructional service directly attributable to the aforementioned school districts in the SAM, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services.
- Other instructional services that are designed to assist immigrant students to achieve in elementary schools and secondary school in the United States, such as programs of introduction to the educational system and civic education.

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#### FOR STAFF

Provide professional development activities for all teachers, principals and administrators that are well-planned, ongoing events rather than one-day or short-term workshops and conferences.

Professional development should meet the following criteria:

- Program of sufficient intensity and duration as to have a positive and lasting impact on teachers' performance in the classroom with ELLs.
- Ongoing and sustainable professional development program.
- Planned activities designed to enhance a teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELL students.
- Activities designed to improve the instruction and assessment of ELL students.
- Timelines, professional development providers, and target audience should be included in the narrative.
- Support must be aligned with the supplemental Title III instructional program.
- Include study groups for teachers of ELLs and Office of English Language Learners-sponsored professional development series.
- May also include professional development conducted by network staff on ELL instruction.

Title III professional development components should include the following:

- A list of topics and tentative schedules of workshops to be offered throughout the duration of the program and the number and qualifications of the participants.
- A description and content area focus of study groups and associated materials, number of teachers participating.
- A description of materials and resources being utilized for professional development.
- If a consultant provides professional development, provide a description of the consultant's ELL credentials and work delivered, including number of sessions, weekly schedule, per session cost, hours of work, number of teachers trained, qualification of service provider(s) and topics aligned to the proposed program.

#### TITLE III IMMIGRANT:

Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students

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## FOR PARENTS

Parent engagement activities are required. Title III funds may be used to provide family literacy, parent outreach, and training activities to ELLs/MLLs and their families. Designed to assist parents and families to become active participants in the education of their children. Parent supports must ensure that there are appropriate translation and interpretation services to meet community needs.

The parental program needs to be aligned to the proposed Title III plan and/or needs assessment survey and parent interviews. Please note that parent orientations are mandated under CR Part 154, and therefore, cannot be included as an activity under the Parental Involvement section of the Supplemental Title III Program description.

## TITLE III IMMIGRANT:

School activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services.

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## ARE THERE ANY PROGRAMS AND/OR COSTS THAT ARE NOT ALLOWABLE?

- May not be used to provide mandated bilingual and/or ENL services to ELLs
- Translation and interpretation of materials that are not directly involving parents of ELLs/MLLs is not allowed.
- Parent Involvement not involving parents of ELLs is not allowed.
- Minor remodeling.

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## GROUND RULES/ELIGIBLE SPENDING

In order to be compliant:

- programs must address priorities and guidelines established by the DOE;
- programs must supplement local, state, and other federal funding;
- staff funded with Title III must be appropriately certified;
- funds may not be used for non-ELL students;
- funds cannot be used for any mandated positions, including ESL or bilingual teachers;
- schools must adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE when funding positions;
- SWP schools can conceptually consolidate Title III LEP and Immigrant funds.

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## RECORD-KEEPING RULES

Schools that receive Title III funds must complete a Title III application that includes a school plan and a budget narrative describing the use of these monies. All Title III funds must be accounted for in the budget narrative which must be aligned to the Title III plan.

### **Additionally, the following items must be kept available for review upon request:**

- A description of your Title III-funded programs, including the target population, services offered, frequency and duration of services, and the roles of outside service providers as described in the

school's Comprehensive Educational Plan and Title III plans; and must also align with the school's Language Allocation Policy (LAP).

- A list of LEP/ELL students participating in Title III-funded programs.
- A list of Title III-funded staff.
- For funded staff, Time and Effort records\* to demonstrate the required commitment to the Title III program. Time and Effort certifications must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with Title III devoted that portion of time to the implementation of a supplemental program for the academic advancement of ELL/LEP students in the school.
- Full documentation of activities and expenditures as outlined in the [OTPS Standard Operating Procedure](#).
- All equipment must be itemized, described to include quantity, unit cost and proposed expenditures, inventoried, and tracked.
- Title III funds may be used to improve instruction for ELLs/MLLs and Immigrant Students by providing for:
  - the acquisition or development of educational technology or instructional materials;
  - access to, and participation in, electronic networks for materials, training, and communication; and,
  - the incorporation of the resources described into curricula and programs funded under Title III.
  - all equipment and materials that are for the exclusive use of ELLs/MLLs and Immigrant Students.

NOTE:

- Equipment should be supplemental and listed in clearly defined categories.
- Excessive costs for materials and supplies that take away from direct student services are not allowed.
- Copy of district AMAO letter with evidence of distribution.

TITLE III IMMIGRANT:

Schools receiving immigrant funds must submit an application, which includes a school plan and a budget narrative describing the use of this funding.

School Wide Program (SWP) schools that are conceptually consolidating their federal, state, and FSF/tax levy funds are not required to submit a separate Immigrant Funds budget. However, SWP schools must submit a description of the strategies/activities the school will implement to meet the needs of new immigrant students and ensure that the intent and purposes of the immigrant program funds are met.

*\* SWP schools are **conceptually consolidating** Title III funds and therefore are not required to prepare time and effort certifications.*

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SCHOOL ACCOUNTABILITY

Schools are accountable for LEP/ELL student outcomes, for using Title III funds as described above and for maintaining required records. New York State and federal representatives may visit schools to

review programs and inspect records. Regulations for new accountability measures have not been issued by the Federal department of education.

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## GALAXY REQUIREMENTS

Title III funds must be fully scheduled at all times. Any subsequent modifications must result in Title III LEP and Immigrant allocations being fully scheduled. Schools must select a program description in Galaxy to identify how funds are being spent to support ELL students. As funds are scheduled, schools will need to select one of the activity descriptions in the table below using the "Program" dropdown field in Galaxy. The scheduling of funds must be aligned with your approved Title III LEP plan contained within your CEP/SCEP/RSCEP. Conceptually consolidated schools that use a different consolidated funding source to fund a LEP program must use the below program descriptions to ensure proper tracking of funds being used to support ELLs. For example, a conceptually consolidated school using Title I to support an after-school program for ELLs should still choose "T3 LEP Instruction – After School" even though they are using Title I funds. The total amount of funds identified with the new "T3" program descriptions below must be greater than or equal to the amount of the Title III allocation for the school. Schools must fully expend both Title III funds and/or other funding identified as being used to serve LEP pupils in conceptually consolidated allocation categories. Schools should monitor scheduling and spending information provided in the monthly ELL Data Update Report (EDUR).

Title III LEP Program Descriptions:

- T3 LEP Supplemental ELL Instruction – Before School
- T3 LEP Supplemental ELL Instruction – After School
- T3 LEP Supplemental ELL Instruction – Saturday Program
- T3 LEP Supplemental ELL Instruction – Other
- T3 LEP Certified ELL Teachers (ESOL/Bilingual)
- T3 LEP Supplemental Guidance/Counseling Services
- T3 LEP Professional Development
- T3 LEP Parent Involvement/Engagement

### **TITLE III IMMIGRANT:**

In FY 2022, schools must select a program description in Galaxy to identify how funds are being spent to support immigrant students. As funds are scheduled, schools will need to select one of the activity descriptions, from below, using the "Program" dropdown field in Galaxy. The scheduling of funds must be aligned with your approved Title III Immigrant plan. Conceptually consolidated schools that use a different consolidated funding source to fund an immigrant program must use the program descriptions below to ensure proper tracking of funds being used to support immigrant students. For example, a conceptually consolidated school using Title I to support an after-school program for immigrant students should still choose "T3 Immigrant ELL Instruction – After School" even though they are using Title I funds. The total amount of funds identified with the new "T3" program descriptions below must be greater than or equal to the amount of the Title III Immigrant allocation for the school.

Title III Immigrant Program Descriptions:

- T3 Immigrant ELL Instruction – Before School
- T3 Immigrant ELL Instruction – After School

- T3 Immigrant ELL Instruction – Saturday Program
- T3 Immigrant ELL Instruction – Other
- T3 Immigrant Certified ELL Teachers (ESOL/Bilingual)
- T3 Immigrant Guidance/Counseling Services
- T3 Immigrant Professional Development
- T3 Immigrant Parent Involvement/Engagement

ALLOWABLE TITLES – TITLE III LEP & LEP CW

Title	Title III LEP CW	Title III LEP	Title	Title III LEP CW	Title III LEP
Bulk:DC 37 Paraprofessional- (line 6032)	X	X	SUB ASSG - SCHOOL SOCIAL WORKER	X	
Curriculum & Staff Develop Contracts	X	X	SUB ASSG - TEACHER ASSIGNED A	X	
DC 37 Para (less Than 20 Hrs)		X	Sub Assg - Teacher Regular Grades		X
DC 37 Para (more Than 20 Hrs)		X	SUB ASSG - TEACHER SPECIAL ED	X	X
Ed Para - Annual (non-iep)		X	Sub Assg - Teacher Trainer		X
Ed Para - Bulk	X	X	Sub Assg -Guidance Counselor		X
Ed Para - Substitute		X	SUPERVISOR PER SESSION	X	X
Educational Consultants		X	SUPPLIES – GENERAL	X	X
Educational Software	X	X	TEACHER - ASSIGNED A	X	
Equipment - General	X	X	Teacher - Bilingual		X
Extended Use	X	X	Teacher - Bilingual - Per Session		X
F Status - Guidance Counselor		X	Teacher - Regular Grades		X
F Status - School Social Worker		X	Teacher - Regular Grades - Per Diem		X
F Status - Special Ed. Teacher		X	Teacher - Regular Grades - Per Session		X
F-status -Teacher	X	X	TEACHER-REGULAR GRADES(LINE 3101 D 97)	X	
Guidance Counselor		X	TEACHER - SPECIAL ED - PER DIEM	X	X
Guidance Counselor - Per Session	X	X	TEACHER - SPECIAL ED (LINE 3101)	X	X
Guidance Counselor Bilingual		X	TEACHER-SPECIAL EDUCATION - PER SESSION	X	X
Laboratory Specialist - Per Session		X	TEACHER - SPEECH IMPROVEMENT (LINE 3171)	X	X
Library Books		X	Teacher - Trainer		X
Non-contractual Services	X	X	TEACHER TRAINEE - PER SESSION	X	X
Overtime Admin			Teacher Trainer - Per Session		X
Prep Period Covg	X	X	TELEPHONE AND OTHER COMMUNICATIONS	X	
Principal Per Session	X	X	TEXTBOOKS	X	X
Professional Services Other		X	TRANSPORTATION OF PUPILS – CONTRACTUAL	X	X
SCHOOL SOCIAL WORKER	X		Transportation Of Pupils - Other		X
School Social Worker - Per Session	X	X	Transportation Of Staff - Non-contract	X	X

ALLOWABLE TITLES – TITLE III IMMIGRANT

Title	Title III Immigrant	Title	Title III Immigrant
Bulk: DC 37 Paraprofessional - (line 6032)	X	School Aide (less Than 20 Hrs/wk)	X
Bulk: School Aide (raidn)	X	School Aide (more Than 20 Hrs/wk)	X
Bulk: School Safety Officer	X	School Neigh Worker - (hourly)	X
Bulk: Supv School Aide	X	School Neighborhood Worker (h-bank)	X
Coach - Literacy	X	School Social Worker	X
Coach - Math	X	School Social Worker - Per Session	X
Curriculum & Staff Development Contracts	X	Senior School Neighborhood Worker (h-bank)	X
DC 37 Para (less Than 20 Hrs)	X	Senior School Neighborhood Worker-(hourly)	X
DC 37 Para (more Than 20 Hrs)	X	Sub Assg -Guidance Counselor	X
Ed Para - Annual (non-iep)	X	Sub Assg - School Social Worker	X
Ed Para - Bulk	X	Sub Assg - Teacher Assigned A	X
Educational Consultants	X	Sub Assg - Teacher Regular Grades	X
Educational Software	X	Sub Assg - Teacher Trainer	X
Equipment - General	X	Supervisor Per Session	X
Extended Use	X	Supplies - General	X
F Status - Guidance Counselor	X	Supv School Aide (less Than 20 Hrs/wk)	X
F Status - School Social Worker	X	Supv School Aide (more Than 20 Hrs/wk)	X
F-status -Coach Literacy	X	Teacher - Assigned A	X
F-status -Coach Math	X	Teacher - Bilingual	X
F-status -Teacher	X	Teacher - Lead Teacher	X
Guidance Counselor	X	Teacher - Library	X
Guidance Counselor - Per Session	X	Teacher - Regular Grades	X
Guidance Counselor Bilingual	X	Teacher - Regular Grades - Per Diem	X
Library Books	X	Teacher - Regular Grades - Per Session	X
Non-contractual Services	X	Teacher - Speech Improvement (line 3101)	X
Payment For Contract Services	X	Teacher - Speech Improvement (line 3171)	X
Prep Period Coverage	X	Teacher - Trainer	X
Principal Per Session	X	Teacher Trainee - Per Session	X
Principal Sch Neigh Worker - Hourly (z-bank)	X	Textbooks	X
Principal School Neighborhood Worker (h-bank)	X	Transportation Of Staff - Non-contract	X
Professional Services Other	X		

## TITLE IV PART A

Title IV funded programs for FY 2022 are as follows:

- Community Coordinator
- Community Schools

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### GALAXY ALLOCATIONS

- Title IV Community Coordinator
- Title IV Community Schools

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### FUNDING PURPOSE

The purpose of Title IV Part A funding for Community Coordinators is to (a) build capacity in schools and provide support mechanisms in the field so schools can appropriately serve students in shelter; (b) strengthen school-shelter connections to create a more holistic support model for students and drive attendance improvement; (c) improve outreach and communication with families of STH.

In addition, schools identified by NYSED as having “extraordinary high levels of need” were allocated funding to support the implementation of community school strategy.

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### ELIGIBLE SCHOOLS

LEAs must prioritize the distribution of funds to schools based on one or more of several factors, including schools that are:

1. are among those with the greatest needs, as determined by the LEA;
2. have the highest numbers of students from low-income families;
3. are identified for comprehensive support and improvement;
4. are implementing targeted support and improvement plans; or
5. are identified as persistently dangerous public schools.
6. Identified by NYSED as having extraordinary high levels of need

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### STUDENTS SERVED

Once eligible schools are selected, all students are to have access to, and opportunities for, a well-rounded education.

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### FUNDING SUPPORT FOR PROGRAMS

Allowable uses of funds:

- Community coordinator
- Community schools strategies

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#### ARE THERE ANY PROGRAMS AND/OR COSTS THAT ARE NOT ALLOWABLE?

- Costs for activities that supplant and are not supplemental
- Costs associated with purchase of firearms, storage and training.

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#### GROUND RULES/ELIGIBLE SPENDING

In order to be compliant:

- programs must address priorities and guidelines established by the DOE;
- programs must supplement local, state, and other federal funding;
- funds cannot be used for any mandated positions, including ESL, bilingual teachers, and mandated special education teachers;
- schools must adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE when funding positions;

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#### RECORD-KEEPING RULES

- A list of staff funded by the program.
- For funded staff, Time and Effort certifications\* must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with Title IV.

#### **Additionally, the following items must be kept available for review upon request:**

- A description of your Title IV-funded programs, including the target population, services offered, frequency and duration of services, and the roles of outside service providers as described in the school's Comprehensive Educational Plan;
- A list of students participating in Title IV-funded programs.
- A list of Title IV-funded staff.
- For funded staff, Time and Effort records to demonstrate the required commitment to the Title IV program. Time and Effort certifications must be completed—monthly or semi-annually—based on the staff member's job function and population(s) served. The principal—or employee where applicable—is required to certify the report as acknowledgement that the staff member funded with Title IV devoted that portion of time to the implementation of a supplemental program for the academic advancement of students in the school.
- Full documentation of activities and expenditures as outlined in the [OTPS Standard Operating Procedure](#).

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#### SCHOOL ACCOUNTABILITY

Schools are accountable for student outcomes, for using Title IV funds as described above and for maintaining required records. New York State and federal representatives may visit schools to review programs and inspect records.

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#### GALAXY REQUIREMENTS

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ALLOWABLE TITLES – TITLE IV, PART A

