



Integrated Service Center

Reimbursable Handbook

REIMBURSABLE HANDBOOK

This handbook, a collaborative effort by the Integrated Service Centers and the Division of Teaching and Learning, is designed as a tool to assist budget team leaders, principals and School Leadership Teams in the appropriate use of reimbursable dollars. This is a work in progress and the handbook will be updated periodically.

The New York State Education Department's review of District Comprehensive Educational Plans highlighted the need for consistency in the use of reimbursable dollars across all districts. This handbook is the result of the need for standardization.

Reimbursable funding:

- ***Allocative/Formula Grants*** (funds allocated to districts using a formula based on specific populations or needs; allocation memorandum issued by DBOR). Each fund source is detailed in this handbook.
- ***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.**
- The planning and budget process begins with a needs assessment. Schools must determine the cost of meeting these needs and choose the appropriate funding sources. All costs associated with the provision of basic instructional services must be charged to Tax Levy/Instructional Programs. Additional services that enhance the basic instructional program are supported with reimbursable dollars. The overarching prerequisites of reimbursable funding are:
 - Expenditures must support the purpose for which the funding was allocated.
 - Funds must supplement, not supplant.

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ATTENDANCE IMPROVEMENT DROPOUT PREVENTION AIDP BOROUGH ACADEMY PROJECT RETURN

LEGISLATION

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 school in New York City's public elementary, middle and high schools as well as in District 75/Citywide Special Education programs. It is administered by the New York State Education Department (NYSED).

PURPOSE

Attendance Improvement Dropout Prevention (AIDP) programs provide opportunities for students at risk of dropping out of school to improve their attendance and academic performance. Programs should be based on a comprehensive review and assessment of the academic and social needs of students and their families.

SCHOOLS SERVED

Selected schools and District 75/Citywide Special Education Programs based on attendance, SURR status, number of limited English proficient/English language learner (LEP/ELL) students and/or special education students, reading and math scores, and schools' progress towards meeting state standards.

STUDENTS SERVED

Students in the identified schools who are at risk of dropping out, including: pregnant and parenting teens; victims of child abuse and neglect or children in foster care; students who have been retained at least once in any grade; students with poor academic performance, i.e., levels 1 and 2 based on teacher assessment and/or state and city assessments; students who have failed two or more subjects in the previous marking period; are at least two years over-age for their grade; students with a history of discipline problems; LEP/ELL students who have been enrolled in New York City schools for fewer than three years; and, siblings of students participating in the AIDP program. Additionally, students in District 75/Citywide Special Education who are unable to remain actively engaged in educational tasks in the classroom setting; or do not demonstrate age-appropriate behavior within the school setting; or students who lack parental support to maintain appropriate levels of school improvement; or students with low self-esteem, fearful and phobic reactions to social/academic situations and low frustration tolerance are also eligible for services.

TYPICAL PROGRAMS

Programs must be driven by direct services to the students most at risk of dropping out of school and tailored to the specific needs of the school community as determined by a comprehensive assessment of their academic and social needs. Funds may be used to expand the instructional capacity of schools, including extended day and Saturday programs, with an emphasis on literacy and math; to implement school-to-career initiative which extends opportunities for apprenticeships, mentoring, internships and volunteer experiences; to provide a middle-to-high school transition program for students requiring skill acceleration in literacy and math; to provide a comprehensive guidance, counseling and health support program for all students; to ensure that all students have acquired a basic understanding of how to deal with conflict and build on conflict resolution and violence prevention programs.

Students. As described in the school's Comprehensive Educational Plan, programs for students may include attendance outreach, counseling/case management services; reduced class size, extended day and Saturday programs, including the use of technology to support learning beyond the normal school day. Programs may also include Community Based Organization (CBO) models, work-study activities, and school-to-career initiatives which extend opportunities for apprenticeships, connections between high school community service programs and middle or elementary school students for mentoring, tutoring—peer tutoring—internships and volunteer experiences. Additional programs for District 75/Citywide Special Education students include: programs that enable students to acquire and increase knowledge of basic skills leading to greater independence, before or after school mentor programs, cultural programs, etc.

CBO Models include: Academic Enrichment: Tutoring, Homework Assistance, Study/Test Taking Skills, In-class Instruction and Literacy Through the Arts. Student Development: Individual Counseling, Group Counseling, Conflict Mediation, Mentoring, Leadership Development, Recreation/Sports, School-to-Work and Cultural Awareness.

Staff. As described in the school's Comprehensive Educational Plan (CEP), provide professional development services for teachers in the areas of literacy and math.

Parents. As described in the school's Comprehensive Educational Plan (CEP), programs that strengthen family mathematics and/or family literacy. Programs must provide assistance to parents to address circumstances inhibiting student attendance and achievement, including phone calls, mailing and home visits. Parental involvement workshops can address issues in the areas of education, health, parenting, housing and CBO Models.

CBO Models include Adult Education: ABE Classes, ESL Classes, GED Classes, Parenting Skills, Career Development and Parent/Child Support Services. Parent Development: Leadership Development, Individual Counseling and Group Counseling.

NON-ALLOWABLE PROGRAMS/COSTS

Activities that do not reflect the Children First initiative and/or eligible students who are most at risk of dropping out of school are not allowed.

GROUND RULES

- All program activities and expenditures must focus on providing service to students who are most at risk of dropping out of school.
- All policies and procedures implemented must be in accordance with the *Guidelines for Attendance Improvement and Dropout Prevention Programs* memorandum promulgated annually by Student Placement, Youth and Family Support Services.
- AIDP attendance procedures must be incorporated into the school's Comprehensive Education Plan (CEP).

REQUIRED ACTIVITIES

- Schools must designate an administrator or teacher to oversee the program and/or to coordinate services between the school and CBO where the CBO Model is being implemented.
- Schools must initiate a comprehensive assessment of students returning to school after extended or sporadic absences and conduct an ongoing review of students' academic progress.
- Schools must establish a formal school-based Pupil Personnel Team that will meet to discuss program implementation, case management and school attendance issues.
- Schools will be required to enter AIDP service delivery data into ATS, i.e., number of phone calls, mailings and home visits.
- Student Placement, Youth and Family Support Service al staff must review the data to ensure that the schools are providing AIDP funded services.

RECORD KEEPING

- Current ATS printouts of the AIDP service delivery data entered in ATS;
- A list of the eligible students;
- A list of students served;
- A list of funded staff (if applicable) and time and effort records for all split-funded attendance teachers (where applicable) to demonstrate the required commitment to the AIDP program;
- Full documentation of program activities and expenditures.

ACCOUNTABILITY

Schools must complete program activities as described in their AIDP Plan and CEP. Program evaluation will be based on the school’s ability to achieve the Chancellor’s attendance standard of 90% attendance and student achievement in English language arts and mathematics.

GALAXY ALLOCATION CATEGORY

| |
|-------------------------|
| AIDP |
| AIDP PROJECT RETURN D79 |
| AIDP BORO ACADEMY D79 |

AVAILABLE TITLES/COST FACTORS

| | |
|--|---|
| AIDP | BULK: DC 37 PARAPROFESSIONAL |
| | BULK: SCHOOL AIDE (RAIDN) |
| | BULK: SUPV SCHOOL AIDE |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | EDUC. & REC. FOR YOUTH SVCS CONTRACTS |
| | EDUCATIONAL CONSULTANTS |
| | EQUIPMENT - GENERAL |
| | F STATUS - GUIDANCE COUNSELOR |
| | F STATUS - SCHOOL SOCIAL WORKER |
| | F STATUS - SUPERVISOR |
| | F-STATUS - TEACHER |
| | GUIDANCE COUNSELOR |
| | GUIDANCE COUNSELOR - PER SESSION |
| | GUIDANCE COUNSELOR BILINGUAL |
| | Jr SCH NEIGH WORKER (Annual)) |
| | JUNIOR SCHOOL NEIGHBORHOOD WORKER(Hourly) |
| | PRINCIPAL SCH NEIGH WORKER - HOURLY (Z-BANK) |
| | PRINCIPAL SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| | SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| | SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| | SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| | SCHOOL NEIGHBORHOOD WORKER - (Hourly) |
| | SCHOOL SOCIAL WORKER |
| | SCHOOL SOCIAL WORKER - PER SESSION |
| | SENIOR SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| | SENIOR SCHOOL NEIGHBORHOOD WORKER-(Hourly) |
| | SUPPLIES - GENERAL |
| | SUPV SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| SUPV SCHOOL AIDE (MORE THAN 20 HRS/WK) | |
| TEACHER - ATTENDANCE | |
| TEACHER - REGULAR GRADES | |
| TEACHER - REGULAR GRADES - PER SESSION | |

| | |
|----------------------------|---|
| | TEACHER ATTENDANCE - PER SESSION |
| | TRANSPORTATION OF STAFF - NON-CONTRACT |
| AIDP PROJECT RETURN D79 | GUIDANCE COUNSELOR |
| | GUIDANCE COUNSELOR BILINGUAL |
| | TEACHER - BILINGUAL - PER SESSION |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER SESSION |
| | TEACHER - SPECIAL EDUCATION PER SESSION |
| AIDP BORO ACADEMY D79 | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | ED PARA - DAILY |
| | GUIDANCE COUNSELOR |
| | GUIDANCE COUNSELOR - PER SESSION |
| | GUIDANCE COUNSELOR BILINGUAL |
| | SCHOOL AIDE - PART TIME |
| | SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| | SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| | TEACHER - ATTENDANCE |
| | TEACHER - BILINGUAL - PER SESSION |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER SESSION |
| | TEACHER - SPECIAL EDUCATION PER SESSION |

ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP) ATTENDANCE TEACHERS

LEGISLATION

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 school in New York City's public elementary, middle and high schools as well as in District 75/Citywide Special Education programs. It is administered by the New York State Education Department (NYSED).

PURPOSE

Attendance Improvement Dropout Prevention (AIDP) programs provide opportunities for students at risk of dropping out of school to improve their attendance and academic performance. This allocation supports attendance teachers who conduct outreach services to students with a pattern of unexcused absences and/or lateness.

SCHOOLS SERVED

Selected schools and District 75/Citywide Special Education Programs based on attendance, SURR status, number of limited English proficient/English language learner (LEP/ELL) students and/or special education students, reading and math scores, and schools' progress towards meeting state standards.

STUDENTS SERVED

Students with a pattern of unexcused absences and/or lateness, including:

- students who have an average of three or more unexcused absences and/or latenesses per month during the previous school year;
- students with sporadic attendance of two or more unexcused absences per month;
- students with sporadic attendance and who have failed two or more subjects in a marking period; and
- students who have developed a pattern of unexcused absences and latenesses during the current school year.

TYPICAL PROGRAMS

Programs must be driven by direct services to the students most at risk of dropping out of school. Funds may be used to improve student attendance and extend the development, implementation and expansion of daily attendance outreach.

Students. As described in the school's Comprehensive Educational Plan (CEP), the AIDP Attendance Program provides services to students such as daily attendance outreach through telephone calls, mailings, home visits and/or mentoring.

Staff. None

Parents. As described in the school's Comprehensive Educational Plan (CEP), assistance for parents to address circumstances inhibiting student attendance and achievement, including phone calls, mailing and home visits.

NON-ALLOWABLE PROGRAMS/COSTS

All activities other than attendance outreach and mentoring are not allowed. This allocation is to cover the cost of attendance teachers only.

GROUND RULES

- All program activities and expenditures must be clearly linked to providing service to students with patterns of unexcused absences and/or latenesses. Funds **may not** be used to serve all students.
- All policies and procedures implemented must be in accordance with the *Guidelines for Attendance Improvement and Dropout Prevention Programs* memorandum promulgated annually by Student Placement, Youth and Family Support Services.
- AIDP Attendance procedures must be incorporated into the school's Comprehensive Educational Plan (CEP).

REQUIRED ACTIVITIES

- Schools must initiate a comprehensive assessment of students returning to school after extended or sporadic absences and conduct an ongoing review of students' academic progress.
- Schools must conduct attendance outreach activities to ascertain the reason for absence and to inform parents of the necessity of good attendance.
- Documentation of outreach efforts, i.e. phone calls, mailings, home visit logs and home visit written reports must be maintained for each student.
- The school's attendance teacher must be a member of the Pupil Personnel Team.
- Schools will be required to enter AIDP service delivery data into ATS, i.e. number of phone calls, mailings and home visits.
- Student Placement, Youth and Family Support Service al staff must review the data to ensure that the schools are providing AIDP funded services.

RECORD KEEPING

- Current ATS printouts of the AIDP service delivery data entered in ATS;
- A list of the eligible students;
- A list of students served;

- A list of funded staff (if applicable) and time and effort records for all split-funded attendance teachers (where applicable) to demonstrate the required commitment to the AIDP program
- Full documentation of program activities and expenditures.

ACCOUNTABILITY

Schools must complete program activities as described in their AIDP Plan and CEP. Program evaluation will be based on the school’s ability to achieve the Chancellor’s attendance standard of 90% attendance.

GALAXY ALLOCATION CATEGORY

AIDP ATTENDANCE

AVAILABLE TITLES/COST FACTORS

| | |
|-----------------|--|
| AIDP ATTENDANCE | BULK: SCHOOL AIDE (RAIDN) |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | ED PARA - BULK |
| | GUIDANCE COUNSELOR - PER SESSION |
| | NON-CONTRACTUAL SERVICES |
| | SCHOOL SOCIAL WORKER |
| | SUPPLIES - GENERAL |
| | TEACHER - ATTENDANCE |
| | TEACHER ATTENDANCE - PER SESSION |
| | TRANSPORTATION OF PUPILS - CONTRACTUAL |
| | TRANSPORTATION OF STAFF - NON-CONTRACT |

ATTENDANCE IMPROVEMENT DROPOUT PREVENTION (AIDP)/ STUDENTS IN TEMPORARY HOUSING (STH)

LEGISLATION

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 school in New York City's public schools as well as in District 75/Citywide Special Education programs. It is administered by the New York State Education Department.

PURPOSE

Programs must be geared to the provisions of services which increase the enrollment, retention, attendance, and educational success of homeless children and youth. [The definition of homeless children and youth include students who reside in temporary housing, families sharing the housing of other persons (doubled up) due to loss of housing or economic hardship; and children and youth staying in areas designed for short-term recreational stays (parks) because they lack adequate living accommodations.]

SCHOOLS SERVED

Schools in districts with fifty or more STH students attending school within the district provided the specific school has the targeted population.

STUDENTS SERVED

Students who are part of a household that reside in temporary housing, or that have been relocated from temporary housing to permanent housing during the past twelve (12) months.

TYPICAL PROGRAMS

Programs must be comprehensive and be driven by direct services to the students and their families. Funds may be used for educational services, including tutoring, after school programming, parent training, staff development and other support services to homeless children, youth, and their families as described in the school's Comprehensive Educational Plan. This allocation provides for services at both the school and the shelter.

Students. As described in the school's Comprehensive Educational Plan (CEP), services to students who reside in temporary housing may include school-day academic programs, and before and after-school or summer enrichment programs that meet the eligible student's academic, social and emotional needs. Comprehensive services, including conflict resolution and violence prevention counseling and/or other counseling services relative to the specific needs of homeless children and youth may also be provided.

Staff. As described in the school's Comprehensive Educational Plan (CEP), provide professional development for staff working with these students and their families geared towards meeting the specific needs of the homeless population. This includes professional development designed to raise the awareness of educators and pupil services personnel of the rights of homeless children and youth under the Act. Allowable expenditures include funding for workshops, seminars, conferences, and study groups.

Parents. As described in the school's Comprehensive Educational Plan (CEP), parental involvement and parent workshops focused on supporting student achievement and overall wellbeing and facilitating the parents' abilities to be their child's first teacher. This may also include assistance for parents to address circumstances inhibiting student attendance and achievement, help with problems such as health care and housing issues; parenting, violence prevention counseling and/or other counseling services relative to the specific needs of families residing in temporary housing.

NON-ALLOWABLE PROGRAM COSTS

Activities not described in the CEP or those that provide services to students and families that are not homeless.

GROUND RULES

- Each ISC must assign staff to conduct activities specifically for the STH population. These activities include:
 - on site services at the shelter sites, including establishing and maintaining contact with parents and in-take services for STH students living in districts with hotels, congregate shelters and scatter 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—administrator or teacher—to oversee the program and to coordinate services between the school, the school's Pupil Personnel Team (PPT), and ISC staff to ensure the delivery of appropriate services to targeted STH students.
- All program activities and expenditures must be clearly linked to providing services to the eligible (homeless students) 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 Student Placement, Youth and Family Support Services.
- All AIDP/STH programs must be incorporated into the school's Comprehensive Educational Plan (CEP).

REQUIRED ACTIVITIES

- 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. The plan must be incorporated into the school’s CEP.
- Funds may only be used for services for homeless students and their families as described in the school’s CEP.
- Schools will be required to enter AIDP service delivery data into ATS.
- Student Placement, Youth and Family Support Service al staff must review the data to ensure that the schools are providing AIDP funded services.

RECORD KEEPING

- Current ATS printouts of the AIDP service delivery data in ATS;
- A list, by grade, of the students who reside in temporary housing;
- A list of eligible students served;
- A list of funded staff (if applicable) and time and effort records for all split-funded staff (where applicable) to demonstrate the required commitment to the AIDP/STH program; and
- Full documentation of program activities and expenditures.

ACCOUNTABILITY

- Schools must complete program activities as described in their AIDP Plan and Comprehensive Educational Plan 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 towards 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.

GALAXY ALLOCATION CATEGORY

| |
|---------------------------|
| AIDP STH SCHOOL BASED |
| AIDP STH SCHOOL BASED D79 |
| AIDP STH SITE BASED |
| AIDP STH CW |

AVAILABLE TITLES/COST FACTORS

| | |
|---------------------------|--|
| AIDP STH SCHOOL BASED | ADMIN EDUCATION OFFICER (Annual) |
| | ASSOC ED OFFICER (UFT) |
| AIDP STH SCHOOL BASED D79 | BULK: DC 37 PARAPROFESSIONAL |
| | BULK: SCHOOL AIDE - OCC (SAIDN) |
| AIDP STH SITE BASED | BULK: SCHOOL AIDE (RAIDN) |
| | COMMUNITY ASSOCIATE (H-BANK) |
| | COMMUNITY COORDINATOR (H-BANK) |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |

| |
|---|
| DC 37 PARA (LESS THAN 20 HRS/WK) |
| DC 37 PARA (MORE THAN 20 HRS/WK) |
| DISCRETIONARY INCREASE-ADMIN |
| DISCRETIONARY INCREASE-PEDS |
| EDUCATIONAL CONSULTANTS |
| EQUIPMENT - GENERAL |
| FURNITURE (OBJECT 300) |
| GUIDANCE COUNSELOR - PER SESSION |
| NON-CONTRACTUAL SERVICES |
| OFFICE TEMP SERVICES - CONTRACTUAL |
| PER SESSION ONLY DC37 FAMILY PARAPROFESSIONAL |
| SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| SCHOOL SOCIAL WORKER |
| SCHOOL SOCIAL WORKER - PER SESSION |
| SUPPLIES - GENERAL |
| TEACHER - ASSIGNED A |
| TEACHER - ATTENDANCE |
| TEACHER - REGULAR GRADES - PER SESSION |
| TEACHER ATTENDANCE - PER SESSION |
| TELEPHONE AND OTHER COMMUNICATIONS |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

| | |
|-------------|---|
| AIDP STH CW | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | ED PARA - BULK |
| | NON-CONTRACTUAL SERVICES |
| | PRINCIPAL PER SESSION |
| | SCHOOL SECRETARY - PER SESSION |
| | SCHOOL SOCIAL WORKER - PER SESSION |
| | SUPPLIES - GENERAL |
| | TEACHER - SPECIAL EDUCATION PER SESSION |

EMPLOYMENT PREPARATION EDUCATION ACT (EPE)

Adult Education Allocations

LEGISLATION

The Employment Preparation Education Act (EPE) is legislation passed by the New York State Legislature in 1984 and signed into law by the Governor. This law established funding for programs and laid out the guidelines and responsibilities related to serving adult education students throughout the state. An EPE Manual that gives the details of these guidelines is available at the SED website at:

<http://www.emsc.nysed.gov/aewd/epe.shtml>

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. Adults who do have a diploma, but who are reading below a TABE Reading Grade Equivalent of 9.0 are eligible to participate and generate EPE funds. Educational programs leading to a high school diploma or the 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, and Occupational Education Programs. Programs must be designed to assure that students have appropriate services and supports to meet their individual needs.

SCHOOLS SERVED

EPE funds must benefit adult students. Funds are allocated only to schools or programs serving eligible adult education students. EPE aid is generated only by the reported attendance of EPE-eligible students in recognized adult education classes or programs. 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 is not intended to be the sole support of these programs, and is to be blended with other resources. Classes must meet for at least 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.

STUDENTS SERVED

Funds must provide services only to adult students (age 21+) enrolled for at least 12 “contact hours” in adult education programs or in credit-bearing high school programs. Students are assessed at the beginning of their course of study and report their individual educational and other goals for the school year. They are reassessed periodically during the year, and data is recorded and reported to the SED on student attendance, progress and achievement of goals.

TYPICAL PROGRAMS

Funds may be used broadly to support the adult education services mentioned above as detailed in the SED EPE Manual (July 2002).

Students. Funds must be used for direct or indirect services for adult students.

Staff. Funds may be used for direct and/or indirect services benefiting adult students.

Parents. Parent training and involvement workshops should focus on supporting student achievement and parents' ability to be their child's first teacher. Activities may include workshops and other training activities related to student and parent needs, family literacy and math, translation of materials, ESL and GED preparation, family outreach, and other costs related to parent activities.

NON-ALLOWABLE PROGRAMS

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.

GROUND RULES

Details can be found in the SED EPE Manual mentioned above.

- All services must clearly support adult education students' needs.
- Schools cannot use EPE funds to pay for a service for students under age 21. Another funding source must be used to pay for the services for the non-adult students sharing the class or program with adult students.
- Monies generated have to be spent in the current fiscal year. They cannot be applied to the next year or transferred to another account
- EPE aid received cannot exceed an amount which, when added to all other other revenues obtained from other sources to run EPE programs, exceeds the total cost of the EPE program
- Student enrollment and attendance contact hour data is reported in January (Interim Report) and August (Final Report) to the DOE Office of Revenue Operations, which sends the data to the SED for reimbursement.
- Student and class data is reported to the NYC Literacy Assistance Center, which is contracted by the SED to operate the Adult Literacy Information and Evaluation (ALIES) data management system

REQUIRED ACTIVITIES

Schools are required by law to implement the educational and related programs and services identified on the application for EPE funding, especially the "Statement of General Assurances" document, and to follow the guidelines established in the EPE Manual.

RECORDKEEPING

Schools and programs are required to have available for review:

- The description of the adult education program and services
- A list of enrolled adult education students in a format compatible with the Adult Literacy Information and Evaluation (ALIES) data management system.
- Records of student initial assessments and post-tests to verify claims of student academic progress

- Full documentation for EPE activities, services, and expenditures.

ACCOUNTABILITY

Schools and programs must make adequate yearly progress for all adult student groups using the federal National Reporting System (NRS) for adult literacy programs. This data is collected and reported through the ALIES data management system. Agencies failing to perform at an adequate level will be required to submit corrective action plans in order to continue receiving EPE state aid and may lose funding entirely.

GALAXY ALLOCATION CATEGORY

| |
|------------------|
| EPE |
| EPE HIGH SCHOOLS |

AVAILABLE TITLE/COST FACTORS

| | |
|-------------------------|--|
| EPE EPE HIGH SCHOOLS | ADMIN EDUCATION ANALYST (Annual) |
| | ADMIN EDUCATION OFFICER (Annual) |
| | ADULT ED COORDINATOR |
| | ASSOC ED ANALYST (Annual) |
| | ASSOC ED ANALYST (UNION) (H-BANK) |
| | ASST COORDINATOR-(Q-BANK) |
| | ASST PRINCIPAL (10 MONTH) |
| | ASST PRINCIPAL (12 MONTH) |
| | ASST SUPERINTENDENT |
| | BULK: DC 37 PARAPROFESSIONAL |
| | BULK: SCHOOL AIDE (RAIDN) |
| | BULK: SCHOOL GUARD |
| | BULK: SCHOOL SAFETY OFFICER |
| | BULK: SUPV SCHOOL AIDE |
| | CLERICAL AIDE- (Hourly) |
| | CLERICAL ASSOCIATE (H-BANK) |
| | COMMUNITY ASSISTANT (H-BANK) |
| | COMMUNITY ASSOCIATE (H-BANK) |
| | COMPUTER AIDE (H-BANK) |
| | COMPUTER PROGRAMMER ANALYST (H-BANK) |
| | CONTRACTUAL SERVICES - GENERAL |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DATA PROCESSING REPAIR - CONTRACTUAL |
| | ED ADMIN (CSA) (H-BANK) |
| | ED ADMIN (CSA) (Q-BANK) |
| | ED ADMIN (UFT) (H-BANK) |
| | ED ADMIN (UFT) (Q-BANK) |
| | ED ANALYST (Hourly) |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |

| |
|---|
| ED PARA - DAILY |
| EDUC ANALYST (H-BANK) |
| EDUC ANALYST (UNION) (H-BANK) |
| EDUC OFFICER (ANNUAL) |
| EDUC OFFICER (UFT) (H-BANK) |
| EDUCATIONAL CONSULTANTS |
| EDUCATIONAL SOFTWARE |
| EQUIPMENT - GENERAL |
| EXTENDED USE |
| F-STATUS - TEACHER |
| GUIDANCE COUNSELOR - PER SESSION |
| HOURLY: SCHOOL SAFETY OFFICER |
| LIBRARY BOOKS |
| MAINT,GEN REPAIRS & OP OF INFRASTRUCTURE |
| NON-CONTRACTUAL SERVICES |
| NON-DP EQUIPMENT REPAIR |
| OFFICE TEMP SERVICES - CONTRACTUAL |
| PARAS WHO WORK 30 HOURS WKLY IN ADULT ED |
| PARAS WHO WORK 35 HOURS WKLY IN ADULT ED |
| PAYMENT FOR CONTRACT SERVICES |
| PER SESSION FOR 30 HOUR PARAS |
| PER SESSION FOR 35 HOUR PARAS |
| PER SESSION ONLY ED PARA |
| PRINCIPAL - ELEMENTARY |
| PRINCIPAL ADMINISTRATIVE ASSOCIATE (H-BANK) |
| PRINCIPAL-HIGH SCHOOL |
| PRINTING SERVICES - CONTRACTUAL |
| RESEARCH ASSISTANT (H-BANK) |
| SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| SCHOOL GUARD (LESS THAN 20 HRS/WK) |
| SCHOOL GUARD (MORE THAN 20 HRS/WK) |
| SCHOOL SECRETARY - PER SESSION |
| SECRETARY (H-BANK) |
| SUPERVISOR (10 MO) LINE 2791 |
| SUPERVISOR OF MACHINE OPERATION (H-BANK) |
| SUPERVISOR OF SCHOOL SOCIAL WORK (10 MONTH) |
| SUPERVISOR OF SCHOOL SOCIAL WORK (12 MONTH) |
| SUPERVISOR PER SESSION |
| SUPPLIES - GENERAL |
| SUPV SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| SUPV SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| TEACHER - ADULT ED |
| TEACHER - REGULAR GRADES |
| TEACHER - REGULAR GRADES - PER DIEM |
| TEACHER - REGULAR GRADES - PER SESSION |
| TEACHER - SPECIAL ED (LINE 3101) |
| TEACHER TRAINEE - PER SESSION |

| |
|--|
| TELECOMMUNICATION CONTRACTS |
| TELEPHONE AND OTHER COMMUNICATIONS |
| TEXTBOOKS |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

SUMMER TARGETED PREKINDERGARTEN - STATE

LEGISLATION

State and local funding provided for prekindergarten summer classes through the New York State Targeted Summer Prekindergarten Program

PURPOSE

NYS Targeted Summer Prekindergarten provides high quality, developmentally appropriate programs meeting the social, cognitive, linguistic, emotional, cultural and physical needs of four-year-olds.

SCHOOLS SERVED

Selected elementary schools

STUDENTS SERVED

At least 80 percent of the children served by the program are economically disadvantaged; or, all interested and eligible economically-disadvantaged children residing in the district will be served.

Schools serve children who have had prekindergarten experience and who will be five years of age on or before December 31; or, children who have not had prekindergarten experience, but who are eligible for kindergarten in September.

TYPICAL PROGRAMS

The Summer Prekindergarten Program must operate a minimum of 12 hours per week; classes must operate from four to eight weeks; each class must have no more than 18 students; and the program must include developmentally appropriate curricula, including the use of learning centers.

Students This is a high quality, developmentally appropriate program meeting the social, cognitive, linguistic, emotional, cultural and physical needs of four-year-olds. Mandated services such as ELL support are provided to all eligible students as appropriate.

Staff There must be one prekindergarten teacher and at least one teacher assistant/education paraprofessional for each class.

Parents Parents may be observers, assist staff in the classroom as volunteers, and/or work with their children in cooperation with the program staff. The Summer Prekindergarten Program must establish a Family/Parental Involvement Room and offer appropriate parental involvement/support activities.

NON-ALLOWABLE PROGRAMS/COSTS

Anything other than summer prekindergarten activities

GROUND RULES

- All summer Prekindergarten expenditures must be **directly** related to the program. Prekindergarten allowable expenditures, activities and guidelines are strictly defined.

REQUIRED ACTIVITIES

- High quality, developmentally appropriate programs meeting the social, cognitive, linguistic, emotional, cultural and physical needs of four-year-olds.

RECORD KEEPING

All summer Prekindergarten programs are required to have available for review:

- a list of summer Prekindergarten students;
- a list of Prekindergarten program funded staff and documentation of teacher certification;
- health and immunization records must be current and maintained;
- full documentation of activities and expenditures.

ACCOUNTABILITY

Schools are accountable for providing high quality, developmentally appropriate programs and services to meet the needs of their four-year-old populations. Services will be assessed to determine their effectiveness, as measured by student progress.

GALAXY ALLOCATION CATEGORY

SUMMER TARGETED PREK STATE

AVAILABLE TITLES/COST FACTORS

| | |
|-------------------------------|---------------------------------------|
| SUMMER TARGETED PREK STATE | ED PARA - BULK |
| | ED PARA-BULK SUMMER |
| | EDUCATIONAL CONSULTANTS |
| | EQUIPMENT - GENERAL |
| | LIBRARY BOOKS |
| | NON-CONTRACTUAL SERVICES |
| | OFFICE TEMP SERVICES - CONTRACTUAL |
| | SUPPLIES - GENERAL |
| | TEACHER ASSIGNED A PER SESSION-SUMMER |
| | TEACHER REGULAR PER SESSION-SUMMER |

| |
|--|
| TEACHER TRAINEE PER SESSION-SUMMER |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF PUPILS - OTHER |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

NEW YORK STATE UNIVERSAL PREKINDERGARTEN (UPK) PROGRAM

LEGISLATION

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

PURPOSE

Universal Prekindergarten provides high quality, developmentally appropriate programs meeting the social, cognitive, linguistic, emotional, cultural and physical needs of four-year-olds. Programs are designed to provide a nurturing environment.

SCHOOLS SERVED

All elementary schools with Universal Prekindergarten programs as well as selected community-based early childhood providers

STUDENTS SERVED

Four-year-olds on a first-come, first-served basis

If Title I funds are used to expand a half-day Universal Prekindergarten program to a full-day program, the program must meet all of the requirements detailed in the description of the SuperStart Program.

TYPICAL PROGRAMS

For public school Universal Prekindergarten programs, classes may be full or half day (minimum of two and one half hours) and must meet five days per week. The maximum class size is 18 children. In community-based settings all programs are half-day, and a class size of 19 and 20 children is required.

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

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 prekindergarten professional standards.

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

NON-ALLOWABLE PROGRAMS/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.

GROUND RULES

- 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 are coordinated by the Early Childhood Education Directors. For more information about the program in New York City, contact the s Early Childhood Education Directors.
- At least one meal served in the classroom. The UPK Program does not pay for breakfast or lunch. Similar to kindergarten, if families are not eligible for free lunch, parents must be charged for breakfast and/or lunch.

REQUIRED ACTIVITIES

- High quality, developmentally appropriate programs meeting the social-emotional, cognitive, linguistic, cultural and physical needs of four-year-olds.
- \$2,500 in OTPS allocations must be scheduled as followed: code 100 (instructional materials and supplies, cooking experiences), \$1,000; parent involvement and family literacy, \$500; instructional field trips, buses, admission, \$1,000.
- Family involvement.
- Professional development for all program staff.
- Parent Advisory Committee.
- Early Childhood Community Coordination Committee.

RECORD KEEPING

All UPK schools are required to have available for review:

- a list of UPK 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.

ACCOUNTABILITY

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

Experimental

GALAXY ALLOCATION CATEGORY

Universal Pre K

AVAILABLE TITLES/COST FACTORS

| | |
|--|--|
| Universal Pre K | BULK: DC 37 PARAPROFESSIONAL |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | ED PARA - SUBSTITUTE |
| | EDUCATIONAL CONSULTANTS |
| | EDUCATIONAL SOFTWARE |
| | EQUIPMENT - GENERAL |
| | F-STATUS - TEACHER |
| | LIBRARY BOOKS |
| | NON-CONTRACTUAL SERVICES |
| | PAYMENT FOR CONTRACT SERVICES |
| | SCHOOL SECRETARY - PER DIEM |
| | SCHOOL SECRETARY - PER SESSION |
| | SECRETARY - (Hourly) |
| | SENIOR SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| | SUPPLIES - GENERAL |
| | TEACHER - BILINGUAL |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER DIEM |
| TEACHER TRAINEE - PER SESSION | |
| TEACHER TRAINER - PER SESSION | |
| TRANSPORTATION OF PUPILS - CONTRACTUAL | |
| TRANSPORTATION OF STAFF - NON-CONTRACT | |

SUPERSTART

LEGISLATION

The New York City Department of Education's SuperStart/SuperStart Plus programs have multiple funding sources, including New York State's Targeted Prekindergarten Program and the federal Title I program.

PURPOSE

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 prekindergarten experiences provide students with positive dispositions toward life-long learning.

SCHOOLS SERVED

All elementary schools with a SuperStart Program

STUDENTS SERVED

Eligibility is based on age and educational need. Children must be four-years-old, but less than five-years-old, by December 31 of the entering school year and they must demonstrate evidence of educational need as determined by the New York State approved New York City Screening Device. In filling vacancies, priority must be given to those children with the greatest educational need.

TYPICAL PROGRAMS

There are three SuperStart program models:

- SuperStart: serves those general-education students who demonstrate the greatest educational need, as determined by a State approved New York City Screening Device.
- SuperStart Plus serves disabled students with Individualized Education Plans (IEPs) with mild to moderate disabilities in an integrated environment.
- SuperStart Special Education Itinerant Services (SEIT) also serves disabled students with Individualized Education Plans (IEPs) with mild to moderate disabilities in an integrated environment

Programs may be full or half day (minimum of two and one half hours) and must meet five days per week. The maximum class size is 18 children.

Students. Four-year-olds participate in high quality, developmentally appropriate programs including services for identified special education students and English Language Learners (ELL) students.

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 prekindergarten professional standards. Staff **MUST** include family workers and social workers.

Parents. Parental involvement is an integral part of the Prekindergarten program. Parents assist staff in the classroom as volunteers, and/or work with children in cooperation with and under the supervision of program staff. Parental involvement activities are provided with support of staff including but not limited to teachers, supervisors, paraprofessionals, guidance counselor, social worker, family assistant (DC 37 para); etc. Parent rooms are to be provided in keeping with New York State Regulations.

NON-ALLOWABLE PROGRAMS/COSTS

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

GROUND RULES

- All SuperStart expenditures must be directly related to the program and its requirements. SuperStart allowable expenditures, activities, and guidelines are strictly defined and are coordinated by the Early Childhood Education Directors. For more information about the program, contact the Early Childhood Education Directors.
- SuperStart Plus and SuperStart SEIT funds must be used to support the special education component of the integrated SuperStart classroom.
- A minimum of 1% of Title I SuperStart funds must be set aside for parental involvement.
- Families may not be charged for meals, instructional field trips, buses, or admissions for enrolled children.

REQUIRED ACTIVITIES

- Basic classroom instruction based on the New York City Prekindergarten Professional Standards and NYS regulations and guidelines.
- Children must be served at least one meal in the classroom. The SuperStart program pays for the meals of children who are not eligible for free lunch.
- \$2,500 in OTPS allocations must be scheduled as followed: code 100 (instructional materials and supplies, cooking experiences), \$1,000; parent involvement and family literacy, \$500; instructional field trips, buses, admission, \$1,000.
- Family involvement.
- Professional development for all program staff.
- Parent Advisory Committee.
- Early Childhood Community Coordination Committee.

RECORD KEEPING

- Current health, immunization and referral records
- SuperStart applications
- New York City Screening Devices
- Home language surveys
- Evidence of teacher certification and paraprofessional qualifications
- Dated samples of children's work
- a list of SuperStart, SuperStart Plus, and SuperStart SEIT students;
- a list of staff and their funding source(s)
- Full documentation of activities and expenditures

ACCOUNTABILITY

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

GALAXY ALLOCATION CATEGORY as of April 2006

TBD

Efforts are made to limit the number of allocation categories in each school to two of the above.

AVAILABLE TITLES/COST FACTORS as of April 2006

| | |
|--|--|
| SUPERSTART STATE PREK CF | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | ED PARA - SUBSTITUTE |
| | EDUCATIONAL CONSULTANTS |
| | EQUIPMENT - GENERAL |
| | F STATUS - SPECIAL ED. TEACHER |
| | F-STATUS - TEACHER |
| | HOURLY SECRETARY (Z-BANK) |
| | LIBRARY BOOKS |
| | NON-CONTRACTUAL SERVICES |
| | PAYMENT FOR CONTRACT SERVICES |
| | SCHOOL SECRETARY - PER DIEM |
| | SCHOOL SECRETARY - PER SESSION |
| | SENIOR SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| | SUPPLIES - GENERAL |
| | TEACHER - BILINGUAL |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER DIEM |
| | TEACHER - SPECIAL ED (LINE 3101) |
| TEACHER - SPECIAL ED. - PER DIEM | |
| TEACHER TRAINEE - PER SESSION | |
| TEACHER TRAINER - PER SESSION | |
| TRANSPORTATION OF PUPILS - CONTRACTUAL | |

STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)

LEGISLATION

The NYC Department of Education, Division of English Language Learners (ELLs) provides funding to support programs designed to prepare ELL SIFE to meet the New York State standards and pass the required assessments, including Regents exams required for high school graduation.

PURPOSE

To enhance literacy development leading to improved academic performance for ELL SIFE through ESL and/or native language instruction. Priority is to develop literacy skills and academic language needed for content area learning.

Program activities can be implemented during the regular school day, before or after school, and/or on Saturdays. Middle or high schools with 12 or more ELL SIFE are eligible.

| |
|--|
| <p>YOU CAN ONLY USE SIFE FUNDS FOR PROGRAMS THAT ARE SUPPLEMENTARY AND DESCRIBED IN THE APPROVED GRANT APPLICATION.</p> |
|--|

SCHOOLS SERVED

Only schools identified in an approved grant

STUDENTS SERVED

Students and families targeted in the approved grant narrative

TYPICAL PROGRAMS

Implementation as per approved grant narrative

Extended day (before and after school), winter and spring recess and summer programs provided in collaboration with community-based agencies:

Students. extended day program as described in the approved grant.

Parents. parental involvement activities as described in the approved grant.

Staff. professional development as described in the approved grant.

NON-ALLOWABLE PROGRAMS/COSTS

Anything not included in the approved grant narrative.

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.

REQUIRED ACTIVITIES

- School team members of approved programs will be required to participate in at least two staff development meetings during which they will share practices and concerns. Funded schools are required to participate in a forum to share effective practices.

RECORD KEEPING

- Approved programs will be required to submit a Final Program Evaluation Report within 30 days of the end of the project period.

ACCOUNTABILITY

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

GALAXY ALLOCATION CATEGORY

| |
|----------------|
| TL SIFE ELL |
| TL SIFE ELL HS |

N.B.: This is a tax levy allocation, therefore, subject to tax levy deadlines

AVAILABLE TITLES/COST FACTORS

| | |
|-------------------------------|--|
| TL SIFE ELL TL SIFE ELL HS | BULK: DC 37 PARAPROFESSIONAL |
| | BULK: SCHOOL AIDE (RAIDN) |
| | COMPUTER AIDE (H-BANK) |
| | COMPUTER AIDE-(Hourly) |
| | COOP STUDENT AIDE |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DATA PROCESSING REPAIR - CONTRACTUAL |
| | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | ED PARA - DAILY |
| | ED PARA - SUBSTITUTE |
| | EDUCATIONAL CONSULTANTS |
| | EDUCATIONAL SOFTWARE |
| EQUIPMENT - GENERAL | |

| |
|---|
| EXTENDED USE |
| F STATUS - GUIDANCE COUNSELOR |
| F STATUS - SCHOOL SOCIAL WORKER |
| F-STATUS - TEACHER |
| GUIDANCE COUNSELOR - PER SESSION |
| INTERNAL DOE SERVICES |
| LIBRARY BOOKS |
| NON-CONTRACTUAL SERVICES |
| OVERTIME ADMIN |
| PER SESSION ONLY DC37 FAMILY PARAPROFESSIONAL |
| PREP PERIOD COVG |
| PRINTING SERVICES - CONTRACTUAL |
| SCHOOL SECRETARY - PER SESSION |
| SCHOOL SOCIAL WORKER - PER SESSION |
| SUPERVISOR PER SESSION |
| SUPPLIES - GENERAL |
| TEACHER - REGULAR GRADES |
| TEACHER - REGULAR GRADES - PER DIEM |
| TEACHER - REGULAR GRADES - PER SESSION |
| TEACHER TRAINEE - PER SESSION |
| TEXTBOOKS |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

STATE EARLY GRADE CLASS SIZE

LEGISLATION

State Early Grade Class Size is authorized by New York State Legislature and signed into law by the Governor. The law focuses on the improvement of academic achievement of students to enable them to meet State standards.

PURPOSE

Reduced class size in kindergarten through grade three to improve student academic performance.

SCHOOLS SERVED

The law provides supplementary funding to be allocated to schools that can reduce class size in kindergarten, grades one, two and three to an average of 20 students by creating additional general education classes.

STUDENTS SERVED

Students in kindergarten through grade three in general education classrooms.

TYPICAL PROGRAMS

Schools must give priority to reducing class size beginning with kindergarten and moving up through grade three, in ascending order only. If funds remain, no more than 10% of the State EGCR allocation may, **with permission**, be used to reduce class size in the remaining elementary grades.

Students. Basic classroom instruction.

Staff. Allowable expenditures include classroom teacher, preparation coverage for classroom teacher and absence coverage for the classroom or cluster teacher.

Parents. None

NON-ALLOWABLE PROGRAMS/COSTS

Professional development; purchasing computers or office equipment; travel; new buildings or additions; non-instructional personnel or paraprofessionals; instructional supplies and materials; parental involvement.

GROUND RULES

- Classes created through EGCR may not include classes that would have been organized absent the program. For example, a school with a grade one enrollment of 40 students would be required by Chancellor's Regulations to organize two classes. Even though the average class size is 20 since the classes would have been organized anyway, federal funds cannot be used. A look-up chart is issued annually by the Division of Budget Operations and Review that schools use to calculate the number of classes they can form based on the number of students in kindergarten through grade three. Federal EGCR funding covers teachers at average teacher salary plus fringe (teacher regular grade) and the corresponding absence coverage (teacher regular grades per diem). Absence coverage is based on 8 days per teacher plus fringe. In addition to the teacher and absence coverage, the associated percent (.2) of cluster teacher can also be charged.
- 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 - does not allow supplementary instructional staffing.
- Split funds for coverage only, in increments of .2.
- Utilize *look-up* chart issued annually by the DOE

REQUIRED ACTIVITIES

- Basic classroom instruction.

RECORD KEEPING

- Official ATS class list of October 31st.

ACCOUNTABILITY

Under Early Grade Class Size Reduction law, schools 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.

GALAXY ALLOCATION CATEGORY

| |
|-------------------------------------|
| EGCSR STATE PROGRAM - STATE FUNDING |
| EGCSR STATE PROGRAM - TITLE IIA |

AVAILABLE TITLES/COST FACTORS

| | |
|--|-------------------------------------|
| EGCSR STATE PROGRAM - STATE FUNDING EGCSR STATE PROGRAM - TITLE IIA | TEACHER - BILINGUAL |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER DIEM |

TITLE I NEGLECTED AND DELINQUENT PROGRAMS

LEGISLATION

The Title I Neglected and Delinquent Program is authorized under Title I Part A and Part D federal legislation passed by Congress and signed into law by the President. The current version of the law, No Child Left Behind (NCLB), focuses on school improvement and accountability for academic achievement for students not meeting State standards. Title I Neglected and Delinquent is granted to establish or improve programs of education for neglected, delinquent or at-risk children and youth. Currently this funding is administrated by two districts: District 75 (city-wide special education programs) and District 79 (alternative programs in schools).

PURPOSE

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

- improved 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 and employment;
- services to prevent at-risk youth from dropping out of school
- a support system for drop-outs, and children and youth returning from correctional facilities or institutions for neglected and delinquent youth to ensure their continued education.

SCHOOLS SERVED

Institutional facilities and schools that serve neglected and delinquent children and youth.

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.

TYPICAL PROGRAMS

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

Students. Neglected and delinquent children and youth residing in group homes, diagnostic centers, institutions, detention and correctional facilities.

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.

Parents. N/A

NON-ALLOWABLE PROGRAMS

Basic instructional services, IEP mandated services; mandated services for ELL students.

GROUND RULES

- All program activities must **clearly** provide supplemental services and not supplant basic instructional programs or mandated services.
- In multi-sited programs, allocation can only be utilized by sites that generate N&D funding.
- 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).

REQUIRED ACTIVITIES

- Must meet identified needs as described in the DCEP
- Must follow any additional requirements on SED's web-site:
www.emsc.nysed.gov/nd/home.html

RECORDKEEPING

- Completion of an Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions
- Title I N & D plan as described in the RDCEP
- 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
- Title I N & D purchase orders
- Completion of the Consolidated State Performance Data On-line Report

Integrated Service Centers will provide information on procedures.

ACCOUNTABILITY

Full documentation of services and expenditures

GALAXY ALLOCATION CATEGORY

| |
|---------------------|
| TITLE I N AND D CW |
| TITLE I N AND D D79 |

AVAILABLE TITLES/COST FACTORS

| | | |
|---|--|--|
| TITLE I N AND D CW TITLE I N AND D D79 | T1ND2 | BULK: SCHOOL AIDE (RAIDN) |
| | | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | | DATA PROCESSING REPAIR - CONTRACTUAL |
| | | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | | ED PARA - ANNUAL (NON-IEP) |
| | | ED PARA - BULK |
| | | EDUCATIONAL CONSULTANTS |
| | | EDUCATIONAL SOFTWARE |
| | | EQUIPMENT - GENERAL |
| | | F STATUS - SCHOOL SECRETARY |
| | | F-STATUS - TEACHER |
| | | GUIDANCE COUNSELOR |
| | | GUIDANCE COUNSELOR - PER SESSION |
| | | LIBRARY BOOKS |
| | | NON-CONTRACTUAL SERVICES |
| | | NON-DP EQUIPMENT REPAIR |
| | | PREP PERIOD COVG |
| | | SCHOOL SECRETARY |
| | | SCHOOL SECRETARY - PER DIEM |
| | | SCHOOL SECRETARY - PER SESSION |
| | | SCHOOL SOCIAL WORKER |
| | | SCHOOL SOCIAL WORKER - PER SESSION |
| | | SUPERVISOR (10 MO) LINE 2791 |
| | | SUPERVISOR PER SESSION |
| | | SUPPLIES - GENERAL |
| | | TEACHER - ASSIGNED A |
| | | TEACHER - ASSIGNED A - PER SESSION |
| | | TEACHER - BILINGUAL - PER SESSION |
| | | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER SESSION | |
| | TEACHER - SPECIAL ED (LINE 3101) | |
| | TEACHER - SPECIAL ED. - PER DIEM | |

TITLE I SCHOOLWIDE PROGRAMS (SWP)

LEGISLATION

Title I is federal legislation passed by Congress and signed into law by the President. The current version of the law, No Child Left Behind (NCLB), encourages schools with high levels of poverty to plan and implement a Schoolwide Program (SWP); this must be designed to address academic needs and improve instruction for all students in the school so they can achieve high academic standards, with a special focus on the needs of students furthest from meeting state standards.

PURPOSE

The SWP is intended to improve academic achievement in schoolwide so that all students, particularly the lowest achieving students, demonstrate proficiency related to the State's academic standards. The improved achievement is to result from improving the entire educational program of the school supported by appropriate academic intervention services.

SWP provides funding flexibility by allowing the combining of Title I funds, funds from a number of other Federal programs, most State PCEN funds and local tax-levy funds. This funding flexibility enables schools to move away from fragmented programs by developing and implementing a single, coherent plan for the whole school.

The instructional options available under Title I schoolwide programs are described in an annual invitation to schools to apply for SWP status.

SCHOOLS SERVED

NCLB requires that funds be allocated only to high-poverty schools. Due to provisions in federal law, the criterion for participation varies by borough.

STUDENTS SERVED

TITLE I SWP funding is used to support **all** students to meet high academic standards. However, special provisions must be made for those students who have not met or are at risk of not meeting State academic standards, specifically, students who score at level 1 or 2 on State assessments and students in high schools who have not passed coursework or Regents exams required for graduation, as well as other students who are at risk of failing to meet State standards. General and special education students, as well as English Language Learners (ELLs) participate on an equal basis. Schoolwide programs serve all students and support schoolwide improvement.

TYPICAL PROGRAMS

Schools must give top priority to using Title I funds to provide supplementary instructional services by highly qualified teachers. Funds may be used to serve all students.

Students. School day academic programs: additional teachers for academic intervention that meets 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; individual or small group tutoring; counseling for students related to student academic achievement; and, class size reduction.

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, study groups, and tuition reimbursement to help staff become highly qualified.

Parents. Parental involvement and parent workshops focused 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, ESL and GED preparation, family outreach, **reasonable** expenditures for refreshments, babysitting, and other costs related to parent activities.

TITLE I SWP GROUND RULES

The Comprehensive Educational Plan (CEP) serves as the school’s required schoolwide program plan. It addresses the steps the school will take to upgrade the school’s academic program for all students as well as the academic intervention program for struggling students.

All Schoolwide Programs must:

- Continue to meet all requirements for ELLs and students with disabilities.
- Maintain records of all OTPS purchases made with Title I SWP funds.
- Understand that all teachers in the school are teachers of the Title I SWP program.
- Know which specific staff are funded by Title I and how each staff member directly supports the academic goals of the CEP.
- All staff of core subjects must be highly qualified whether or not funded by Title I because they are all teachers in the Title I schoolwide program. NCLB defines core subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- Have all staff complete a semi-annual certification (December and June) that their time is devoted fully to the implementation of the schoolwide program. (Note: Chuck Laster of USDOE is checking this requirement out for us.)

ALLOWABLE PROGRAM COSTS

SWP cost factors permit use of Title I SWP funding for many different positions and OTPS expenditures.

- 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. These are some examples:
 - additional teachers of academic subjects to provide intervention services that the school could not otherwise offer.
 - additional teachers of academic 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 in a required course; that is the first period in the day provides the required instruction; the second period in the day provides tutoring, study skills, and/or other enhancements for struggling students.
 - family assistants to strengthen parent outreach
 - f-status staff to provide professional development, provide academic intervention, or coordinate academic improvement activities
 -
- Use Title I SWP funds to purchase OTPS items that support the CEP and that would not otherwise be provided if the school didn't have Title I funds. Examples include:
 - non-core instructional materials
 - non-core instructional materials, supplies, equipment
 - contract with an external provider for non-core professional development
 - contract with an external provider for parent involvement programs/services
 - contract with an external provider for afterschool/Saturday academic intervention services
- Use Title I funds to support up to .5 of one or more assistant principals, assistant principals supervision of English, reading, mathematics, science or social studies, and/or assistant principals pupil personnel services who oversee implementation of the CEP IF these individuals would otherwise not be hired if the school did not have Title I funds.

NON-ALLOWABLE PROGRAMS/COSTS

- **Expenditures that are required or customary for any school:** Examples include:
 - principal
 - assistant principal organization
 - school secretary, peak load school secretary
 - guidance counselor/social workers and librarians who are mandated
 - in elementary schools, preparation period (cluster teacher) coverages
 - 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. Special tax-levy funds as well as IDEA, Part 154 bilingual funding, and PCEN LEP funding are provided..
 - **Expenditures that are NOT clearly related to the strategies for improving student academic achievement as described in the CEP:** The following are examples of non-allowable expenditures:
 - AP organization
 - teachers of nonacademic subjects such as physical education, career and technical education
 - OTPS for nonacademic programs such as recreation programs, gym supplies

REQUIRED ACTIVITIES

Parental Involvement: NCLB requires each District to reserve 1% of its Title I funds - not less than 95 percent of which is to be distributed to Title I schools for parental involvement activities. These activities are to be designed with the input of Title I parents. Each school in New York City is required to dedicate 1% of its total Title I allocation for parent involvement activities designed with the substantive input of parents.

The school in collaboration with parents is required to develop a Title I Parental Involvement Policy and a Title I School Parent Compact.

From its Title I allocation, each District must reserve at least 5% of its Title I funds for preparing staff to become highly qualified. Title I funds used for literacy and mathematics coaches CANNOT count toward this 5%. This is in addition to the 1% set aside for parental involvement.

Professional Development: All schools must set aside an additional 10% of their total Title I allocation for professional development activities. The Title I Coach Allocation can count towards this 10%.

Parent notifications: (must be in English and other languages reflecting school's population)

- Letter notifying parents that they may request information regarding the professional qualifications of their child's classroom teacher and paraprofessional
- Letter notifying parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified

- Letter notifying parents regarding the school's status if the Title I school has been identified as a School in Need of Improvement (SINI 1 or SINI 2), Corrective Action School (CA 1), or Corrective Action School CA 2- Planning for Restructuring or Restructuring School.
- If the school is located in a district that is identified as a Title I District in Need of Improvement (DINI), a copy of the letter sent to parents to inform them of the DINI status should be available at each school as well as documentation that it was sent.
- 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—the notification is 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 the Title I funded language instruction program who were not in school at the beginning of the school year—the 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 AIS are to be given to parents

RECORD KEEPING

All Title I SWP schools are required to have available for review:

- School's Comprehensive Educational Plan (CEP) which serves as the school's SWP Plan;
- Documentation of School Leadership Team (SLT) consultation;
- 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.
- Documentation of school's mentoring program for teachers;
- Documentation that all paraprofessionals hired after January 8, 2002 have met specified requirements;
- Documentation of principal's evaluation of paraprofessionals hired before January 8, 2002;
- Copy of the attestation form 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. 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.
- Certification for **all** teachers of core academic subjects;
- Copy of the Title I School Parental Involvement Policy;

- Copy of the Title I School-Parent Compact;
- Galaxy data to support set-aside requirements for parental involvement and professional development;
- 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;
- Parent notification letters with tear-off;
- Full documentation of activities and expenditures.

ACCOUNTABILITY

Under Title I law, schools must make adequate yearly progress for all student groups. Schools that fail to make adequate yearly progress for two or more years will be identified as Schools in Need of Improvement. In subsequent years schools can be identified as Corrective Action or Restructuring.

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

GALAXY ALLOCATION CATEGORY

Title I SWP

AVAILABLE TITLES/COST FACTORS

| | |
|--------------------|--|
| Title I SWP | ASST PRINCIPAL (10 MONTH) |
| | ASST PRINCIPAL (12 MONTH) |
| | BULK: DC 37 PARAPROFESSIONAL |
| | BULK: SCHOOL AIDE (RAIDN) |
| | BULK: SCHOOL SAFETY OFFICER |
| | BULK: SUPV SCHOOL AIDE |
| | COACH - LITERACY |
| | COACH - MATH |
| | COMPUTER AIDE-(Hourly) |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | EDUCATIONAL CONSULTANTS |
| | EDUCATIONAL SOFTWARE |
| | EQUIPMENT - GENERAL |
| | EXTENDED USE |
| | F STATUS - GUIDANCE COUNSELOR |
| | F STATUS - SCHOOL SOCIAL WORKER |
| | F STATUS - SUPERVISOR |
| | F-STATUS - COACH LITERACY |
| | F-STATUS - COACH MATH |
| F-STATUS - TEACHER | |
| GUIDANCE COUNSELOR | |

| |
|---|
| GUIDANCE COUNSELOR - PER SESSION |
| GUIDANCE COUNSELOR BILINGUAL |
| LIBRARY BOOKS |
| NON-CONTRACTUAL SERVICES |
| PAYMENT FOR CONTRACT SERVICES |
| PREP PERIOD COVG |
| PRINCIPAL PER SESSION |
| PRINCIPAL SCH NEIGH WORKER - HOURLY (Z-BANK) |
| PRINCIPAL SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| PROFESSIONAL SERVICES OTHER |
| SCHOOL AIDE (LESS THAN 20 HRS/WK) |
| SCHOOL AIDE (MORE THAN 20 HRS/WK) |
| SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| SCHOOL NEIGHBORHOOD WORKER - (Hourly) |
| SCHOOL SECRETARY - PER SESSION |
| SCHOOL SOCIAL WORKER |
| SCHOOL SOCIAL WORKER - PER SESSION |
| SENIOR SCHOOL NEIGHBORHOOD WORKER (H-BANK) |
| SENIOR SCHOOL NEIGHBORHOOD WORKER-(Hourly) |
| SUPERVISOR PER SESSION |
| SUPPLIES - GENERAL |
| TEACHER - ASSIGNED A |
| TEACHER - BILINGUAL |
| TEACHER - LEAD TEACHER |
| TEACHER - LIBRARY |
| TEACHER - REGULAR GRADES |
| TEACHER - REGULAR GRADES - PER DIEM |
| TEACHER - REGULAR GRADES - PER SESSION |
| TEACHER - SPEECH IMPROVEMENT (LINE 3101) |
| TEACHER - SPEECH IMPROVEMENT (LINE 3171) |
| TEACHER - TRAINER |
| TEACHER TRAINEE - PER SESSION |
| TEXTBOOKS |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

TITLE I TARGETED ASSISTANCE (TAS) PROGRAMS

LEGISLATION

Title I is federal legislation passed by Congress and signed into law by the President. The current version of the law, No Child Left Behind (NCLB), focuses on school improvement and accountability for academic achievement for students not meeting State standards.

PURPOSE

Provide academic intervention services to raise student academic achievement to levels that meet New York State standards, primarily in literacy and mathematics.

SCHOOLS SERVED

NCLB requires that funds be allocated only to high poverty schools. Due to provisions in the federal law, the criterion for participation varies by borough.

STUDENTS SERVED

Only students who are academically at risk (at level 1 or 2 on state assessment; have not passed coursework or Regents exams required for graduation; identified by school staff by formal or informal assessments as most in need of services) must be identified and targeted for services. **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.

TYPICAL PROGRAMS

Schools must give top priority to using Title I funds to provide supplementary instructional services—by highly qualified teachers—to participating students. **Funds MAY NOT be used to serve all students.** Funds may not be used for mandated tax levy services.

Students. School day academic programs that provide additional teachers for push in or pull out academic intervention services 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 extended day/week programs; individual or small group tutoring; non-mandated counseling for students related to student academic achievement. Title I funds may be used for 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.

Staff. Professional development for Title I funded staff and for other staff on 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, and tuition reimbursement to help staff become highly qualified.

Parents. Parental involvement and parent workshops focused on supporting student achievement and 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, ESL and GED preparation, family outreach, reasonable expenditures for refreshments, babysitting, and other costs related to parent activities.

NON-ALLOWABLE PROGRAMS/COSTS

Class size reduction; programs other than literacy, math, science and/or social studies; IEP mandated services for special education students; mandated services for ELL students; repetition of required courses; services that benefit all students in the school; telephone service and office equipment maintenance..

GROUND RULES

- 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 (PCEN Targeted Assistance is the **only** exception).
- Adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE.

REQUIRED ACTIVITIES

- Parental Involvement: NCLB requires each District to reserve 1% of its Title I funds- not less than 95 percent of which is to be distributed to Title I schools for parental involvement activities designed with the input of Title I parents.
- The school in collaboration with parents is required to develop a Title I Parental Involvement Policy and a Title I School Parent Compact.
- Professional Development: From its Title I allocation, each District must reserve at least 5% of its Title I funds for preparing staff to become highly qualified. The Title I cost of literacy and math coaches CANNOT count toward this requirement. This is in addition to the 1% set aside for parental involvement.

- All schools must set aside an additional 10% of their total Title I allocation for professional development activities.
- Parent notifications: (must be in English and other languages reflecting school's population)
 1. Letter notifying parents that they may request information regarding the professional qualifications of their child's classroom teacher and paraprofessional
 2. Letter notifying parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified
 3. Letter notifying parents regarding the school's status if the Title I school has been identified as a School in Need of Improvement (SINI 1 or SINI 2), Corrective Action School (CA 1), or Corrective Action School CA 2- Planning for Restructuring or Restructuring School.
 4. If the school is located in a district that is identified as a Title I District in Need of Improvement (DINI), a copy of the letter sent to parents to inform them of the DINI status should be available at each school as well as documentation that it was sent.
 5. 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—the notification is provided no later than 30 days after the first day of school
 6. Letter notifying all parents 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—the notification is provided within two weeks of the child's placement in a Title I funded language instruction educational program
 7. 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.
 8. 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.
 9. **Quarterly progress reports for AIS are to be given to parents**
- Must meet identified needs as described in the school's Comprehensive Educational Plan.

NON-TITLE I SCHOOLS RECEIVING TITLE I FUNDS

In non-Title I schools, Title I funds for homeless students must address the specific needs of these students and may only be used for Title I services for homeless students. Identification of students in temporary housing must be documented.

RECORD KEEPING

All Title I Targeted Assistance schools are required to have available for review:

- School's Comprehensive Educational Plan that includes a description of the Title I program;
- Documentation of School Leadership Team (SLT) consultation ;
- Modification(s) made to the CEP to address the areas(s) of identification and the need of particular subgroup(s) identified within three months of identification; and other program related modifications
- Documentation that all paraprofessionals hired after January 8, 2002 have met specified requirements;
- Copy of the attestation form 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. 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.
- Certification of all funded teachers and qualifications of all funded paraprofessionals;
- Copy of the Title I School Parental Involvement Policy;
- Copy of the Title I School-Parent Compact;
- Documentation of school mentoring program;
- List of targeted students—those at highest academic risk;
- 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;
- List of Title I funded staff;
- For split-funded staff, time and effort records to demonstrate the required commitment to the Title I program;
- Galaxy data to support set-aside requirements for parental involvement and professional development;
- Documentation of progress maintained on each student receiving services;
- Parent notification letters with tear-off;
- Full documentation of activities and expenditures.

ACCOUNTABILITY

Under Title I law, schools must make adequate yearly progress for all student groups. Schools that fail to make adequate yearly progress for two or more years will be identified as Schools in Need of Improvement. In subsequent years, schools can be identified as Corrective Action or Restructuring.

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

GALAXY ALLOCATION CATEGORY

Title I Targeted Assistance

AVAILABLE TITLES/COST FACTORS

| | |
|--|--|
| Title I Targeted Assistance | ADMIN EDUCATION OFFICER (Annual) |
| | ADMIN STAFF ANALYST (ANNUAL) |
| | BULK: SCHOOL SAFETY OFFICER |
| | COACH - LITERACY |
| | COACH - MATH |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | DIRECTOR OF OPERATIONS (H-BANK) |
| | ED PARA - ANNUAL (NON-IEP) |
| | ED PARA - BULK |
| | EDUCATIONAL CONSULTANTS |
| | EDUCATIONAL SOFTWARE |
| | EQUIPMENT - GENERAL |
| | EXTENDED USE |
| | F STATUS - GUIDANCE COUNSELOR |
| | F STATUS - SCHOOL SOCIAL WORKER |
| | F-STATUS - COACH LITERACY |
| | F-STATUS - COACH MATH |
| | F-STATUS - TEACHER |
| | GUIDANCE COUNSELOR |
| | GUIDANCE COUNSELOR - PER DIEM |
| | GUIDANCE COUNSELOR - PER SESSION |
| | GUIDANCE COUNSELOR BILINGUAL |
| | LIBRARY BOOKS |
| | NON-CONTRACTUAL SERVICES |
| | PREP PERIOD COVG |
| | PRINCIPAL PER SESSION |
| | SCHOOL SECRETARY - PER SESSION |
| | SCHOOL SOCIAL WORKER |
| | SCHOOL SOCIAL WORKER - PER SESSION |
| | SUPERVISOR PER SESSION |
| | SUPPLIES - GENERAL |
| | TEACHER - BILINGUAL |
| | TEACHER - BILINGUAL - PER SESSION |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER DIEM |
| | TEACHER - REGULAR GRADES - PER SESSION |
| | TEACHER - TRAINER |
| | TEACHER TRAINEE - PER SESSION |
| TEXTBOOKS | |
| TRANSPORTATION OF PUPILS - CONTRACTUAL | |
| TRANSPORTATION OF STAFF - NON-CONTRACT | |

WORKFORCE INVESTMENT ACT (WIA) – TITLE II

LEGISLATION

The Workforce Investment Act (WIA) Title II is legislation passed by the Congress in 1998 and signed into law by the President. Title II of this law established funding for programs and laid out the guidelines and responsibilities related to serving adult education students throughout the country. These are federal funds that flow through the State Departments of Labor and State Education Departments to conduct the education, job training, and job placement activities authorized by the act. A summary of the provisions of this act is available at the U.S. Department of Labor website at: <http://www.doleta.gov/usworkforce/wia/act.cfm>.

PURPOSE

WIA Title II provides access to education programs for adults, age 18 and over. In New York State, the funding supports programs of instruction in adult basic education, preparation for the General Educational Development test, and English for speakers of other languages designed to help individuals achieve competence in the English language, including Adult Basic Education (ABE), General Educational Development (GED) preparation, and English for Speakers of Other Languages (ESOL). The goals of these programs are to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and;
3. assist adults in the completion of a secondary school education.

Eligible program participants include individuals who have attained 18 years of age and are not enrolled or not required to be enrolled in secondary school under NYS law, including students who are incarcerated, and who:

1. lack sufficient mastery of basic educational skills to enable them to function effectively in society; or
2. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
3. are unable to speak, read, or write the English language.

Supported programs include Adult Basic Education (Adult Literacy), English for Speakers of Other Languages (ESOL), Distance Learning Programs, Parenting/Family Literacy Programs, Career Education and Occupational Education Programs linked to the Department of Labor “One Stop” Service Centers. Programs must be designed to ensure that students have appropriate services and supports to meet their individual needs. WIA is not intended to be the sole support of these programs, and is to be blended with other resources.

SCHOOLS SERVED

WIA Title II funds must benefit adult students, including incarcerated students. Funds are allocated only to schools or programs serving eligible students included in a competitive grant application.

STUDENTS SERVED

Funds must provide services only to adult students enrolled for at least twelve “contact hours” in programs. To be eligible, students must not have a high school diploma or a high school equivalency diploma issued by any U.S. state or territory. (Students with foreign H.S. Diplomas are eligible.) Students are assessed at the beginning of their course of study and report their individual educational and other goals for the school year. They are reassessed periodically during the year, and data is recorded and reported to the SED on student progress and achievement of goals.

TYPICAL PROGRAMS

Funds are used to support the adult education services mentioned above as detailed in the individual approved grant narrative.

Students. Funds must be used for direct or indirect services for adult students as described in the approved grant narrative.

Staff. Funds may be used for indirect services benefiting adult students as described in the approved grant narrative.

Parents. As described in the approved grant narrative, in Family Literacy programs, parental involvement and parent workshops are focused on supporting student achievement and parents’ ability to be their child’s first teacher. Activities may include workshops and other training activities related to child and parent needs, family literacy and math, translation of materials, ESL and GED preparation, family outreach, and other costs related to parent activities.

NON-ALLOWABLE PROGRAMS

WIA Title II funds can be used to support GED preparation programs only for taking the GED test in the English language. Education in a language other than English will not be supported as a stand-alone service. **Basic education in another language can only be supported if integrated into English Language literacy classes to achieve only English language educational gains in at the ESOL Beginning Literacy and ESOL Beginning educational functioning levels.**

GROUND RULES

- All services must **clearly** support adult education students' needs.
- Schools cannot use WIA Title II funds to pay for a service for students under age 18. Another funding source must be used to pay for the services for the non-adult students sharing the class or program with adult students.
- Monies 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 is reported in January (Interim Report) and August (Final Report) to the SED.
- Student attendance and progress data and class data is reported to the NYC Literacy Assistance Center, which is contracted by the SED to operate the Adult Literacy Information and Evaluation (ALIES) data management system.
- Classes must meet for at least four hours per week, and must be of sufficient intensity and duration to assist students in improving their skill levels in the courses of study.

REQUIRED ACTIVITIES

Schools are required by law to implement the educational and related programs and services identified on the application for funding, especially the "Statement of General Assurances" document, and to follow the guidelines established in the funding proposal.

RECORD KEEPING

Schools and programs are required to have available for review:

- a description of the adult education program and services supported by the grant;
- a list of enrolled adult education students in a format compatible with the Adult Literacy Information and Evaluation (ALIES) data management system;
- full documentation of activities and expenditures.

ACCOUNTABILITY

Schools and programs must make adequate yearly progress for all adult student groups using the federal National Reporting System (NRS) for adult literacy programs. This data is collected and reported through the ALIES data management system. Agencies failing to perform at an adequate level will be required to submit corrective action plans in order to be eligible for grants in subsequent years.

GALAXY ALLOCATION CATEGORY

| |
|-----------------|
| TITLE II WIA 49 |
| TITLE II WIA 46 |

AVAILABLE TITLES/COST FACTORS

| | |
|-----------------|--|
| TITLE II WIA 49 | SUPPLIES - GENERAL |
| | TEACHER - REGULAR GRADES - PER SESSION |
| | TEXTBOOKS |
| TITLE II WIA 46 | BULK: SCHOOL GUARD |
| | BULK: SCHOOL SAFETY OFFICER |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | ED PARA - BULK |
| | EDUCATIONAL CONSULTANTS |
| | EDUCATIONAL SOFTWARE |
| | EXTENDED USE |
| | OFFICE TEMP SERVICES - CONTRACTUAL |
| | PARAS WHO WORK 30 HOURS WKLY IN ADULT ED |
| | PARAS WHO WORK 35 HOURS WKLY IN ADULT ED |
| | PER SESSION FOR 30 HOUR PARAS |
| | PER SESSION FOR 35 HOUR PARAS |
| | SUPERVISOR PER SESSION |
| | SUPPLIES - GENERAL |
| | TEACHER - ADULT ED |
| | TEACHER - REGULAR GRADES - PER SESSION |
| | TEXTBOOKS |

TITLE IIA FEDERAL EARLY GRADE CLASS SIZE

LEGISLATION

The Title II Part A - Early Grade Class Size Reduction provision is part of the Title I federal legislation passed by Congress and signed into law by the President. The current version of the law, No Child Left Behind (NCLB), focuses on school improvement and accountability for academic achievement.

PURPOSE

Title II Part A funding is used to support the Federal Early Grade Class Size Reduction Initiative. To reduce class size, priority must be given to kindergarten through grade three to improve student academic performance.

SCHOOLS SERVED

The law provides supplementary funding to be allocated to schools to reduce class size in kindergarten, grades one, two and three to an average of 20 students by creating additional general education classes where space permits or to fund additional certified teachers. Schools are identified based on need to receive EGCR funding. The intent is the reduction of class size (K-3) to 20 or fewer pupils on the grade. The priority starts in kindergarten and works up to grade three. Where there are space limitations, supplemental teacher instructional services are provided (i.e., push-in, F-status).

STUDENTS SERVED

Priority is given to reducing student: teacher ratios in early grade classes, with priority given in kindergarten through grade three in general education classrooms.

TYPICAL PROGRAMS

Schools must give priority to reducing student: teacher ratios in a reduced class size setting. Where a school has space restraints, teachers may provide instruction using a push in model.

Students. Instruction is provided in a reduced class size setting.

Staff. Certified teachers providing classroom instruction

Parents None

NON-ALLOWABLE PROGRAMS/COSTS

Any charges other than teacher and absence coverage are not allowable. OTPS expenditures; professional development; purchasing computers or office equipment; travel; new buildings or additions, non-instructional personnel or paraprofessionals; parental involvement; and cluster coverage are disallowed.

GROUND RULES

- Priority is given to those early childhood grades (K-3) with average class size greater than 20.
- Classes created through Federal EGCR may not include classes that would have been organized absent the program. For example, a school with a grade one enrollment of 40 students would be required by Chancellor's Regulations to organize two classes. Even though the average class size is 20, since the classes would have been organized anyway, federal funds cannot be used. A *look-up* chart is issued annually by the Division of Budget Operations and Review that schools use to calculate the number of classes they can form based on the number of students in grades K-3. Federal EGCR funding covers teachers at average teacher salary plus fringe (teacher regular grade) and the corresponding absence coverage (teacher regular grades per diem). Absence coverage is based on 8 days per teacher plus fringe. In addition to the teacher and absence coverage, the associated percent (.2) of cluster teacher can also be charged.
- Funds can only be used to either open additional classes where space allows or to provide push-in instructional services.

REQUIRED ACTIVITIES

- Basic classroom instruction

RECORD KEEPING

- October 31st audited register
- Identification of Title IIA personnel

ACCOUNTABILITY

Under Early Grade Class Size Reduction law, schools demonstrate that the funds are supplemental to the basic allocation and have been used to create additional classes to reduce class size, with priority given to grades K-3 and/or provide push-in teachers to reduce teacher: student ratios

GALAXY ALLOCATION CATEGORY

EGCSR FED PROGRAM – Title IIA

AVAILABLE TITLES/COST FACTORS

| | |
|----------------------------------|-------------------------------------|
| EGCSR FED PROGRAM - TITLE IIA | F-STATUS - TEACHER |
| | PREP PERIOD COVG |
| | TEACHER - BILINGUAL |
| | TEACHER - REGULAR GRADES |
| | TEACHER - REGULAR GRADES - PER DIEM |

TITLE III: LEP STUDENT SERVICES

LEGISLATION

Title III is part of the federal No Child Left Behind (NCLB) legislation passed by Congress and signed into law by the President.

PURPOSE

Title III provides supplementary funding to enhance services to LEP/ELL students, including LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement. It is also intended to increase access of LEP/ELL students to educational technology.

SCHOOLS SERVED

Federal law requires that funds be used only for LEP/ELL students. Therefore, only schools with LEP/ELL students are eligible for funding. The DOE annually establishes funding guidelines.

STUDENTS SERVED

LEP/ELL students: students who come from a home where a language other than English is spoken and score below cutoffs on the LAB-R or the NYSESLAT ELL assessments. This includes general and special education students who are LEP/ELL.

TYPICAL PROGRAMS

Title III programs must offer supplemental enrichment services for bilingual and LEP/ELL students to increase English language proficiency and content-area proficiency. Title III program services 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 CORE academic subjects; (2) high quality professional development and/or other allowed courses.

Students. School day academic supplementary enrichment activities that push in or pull out additional teachers for academic intervention; bilingual or ESL instruction over and above required coursework and/or course repetition to support achievement; academic after-school or summer programs; individual or small group tutoring; counseling for students related to student academic achievement.

Staff. Professional development for staff responsible for the language arts and content-area achievement of LEP/ELL students.

Parents. Parental involvement, including family literacy in the native language or in English.

NON-ALLOWABLE PROGRAMS/COSTS

Schoolwide programs unless all students are LEP/ELL.

GROUND RULES

- Programs must address priorities and guidelines established by the DOE.
- Programs must supplement local, state, and other federal funding.
- Funded staff 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.
- Adhere to the following splits: .2, .4, .5, .6, .8, or 1.0 FTE.

REQUIRED ACTIVITIES

- Refer to any guidelines established by the DOE.

RECORD KEEPING

- A description of 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.
- A list of LEP/ELL students participating in Title III funded programs.
- A list of Title III funded staff.
- For split-funded staff, time and effort records to demonstrate the required commitment to the Title III program.
- Full documentation of activities and expenditures.

ACCOUNTABILITY

Schools are accountable for LEP/ELL student outcomes and 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.

GALAXY ALLOCATION CATEGORY

Title III LEP
Title III LEP CW

AVAILABLE TITLES/COST FACTORS

| | |
|---------------|--|
| Title III LEP | BULK: DC 37 PARAPROFESSIONAL |
| | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | DC 37 PARA (LESS THAN 20 HRS/WK) |
| | DC 37 PARA (MORE THAN 20 HRS/WK) |
| | ED ADMIN (CSA) (Q-BANK) |

| |
|--|
| ED PARA - ANNUAL (NON-IEP) |
| ED PARA - BULK |
| EDUCATIONAL CONSULTANTS |
| EDUCATIONAL SOFTWARE |
| EQUIPMENT - GENERAL |
| EXTENDED USE |
| F STATUS - GUIDANCE COUNSELOR |
| F STATUS - SCHOOL SOCIAL WORKER |
| F STATUS - SPECIAL ED. TEACHER |
| F-STATUS - TEACHER |
| GUIDANCE COUNSELOR |
| GUIDANCE COUNSELOR - PER SESSION |
| GUIDANCE COUNSELOR BILINGUAL |
| LABORATORY SPECIALIST - PER SESSION |
| LIBRARY BOOKS |
| NON-CONTRACTUAL SERVICES |
| OVERTIME ADMIN |
| PREP PERIOD COVG |
| PRINCIPAL PER SESSION |
| PROFESSIONAL SERVICES OTHER |
| SCHOOL SECRETARY - PER SESSION |
| SCHOOL SOCIAL WORKER - PER SESSION |
| SUPERVISOR PER SESSION |
| SUPPLIES - GENERAL |
| TEACHER - BILINGUAL |
| TEACHER - BILINGUAL - PER SESSION |
| TEACHER - REGULAR GRADES |
| TEACHER - REGULAR GRADES - PER DIEM |
| TEACHER - REGULAR GRADES - PER SESSION |
| TEACHER - SPECIAL ED (LINE 3101) |
| TEACHER - SPECIAL ED. - PER DIEM |
| TEACHER - SPECIAL EDUCATION PER SESSION |
| TEACHER - SPEECH IMPROVEMENT (LINE 3171) |
| TEACHER - TRAINER |
| TEACHER TRAINEE - PER SESSION |
| TEXTBOOKS |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF PUPILS - OTHER |
| TRANSPORTATION OF STAFF - NON-CONTRACT |

| | |
|------------------|--|
| TITLE III LEP CW | CURRICULUM & STAFF DEVELOPMENT CONTRACTS |
| | ED PARA - BULK |
| | EDUCATIONAL SOFTWARE |
| | EQUIPMENT - GENERAL |
| | F-STATUS - TEACHER |
| | GUIDANCE COUNSELOR - PER SESSION |
| | NON-CONTRACTUAL SERVICES |
| | OVERTIME ADMIN |

| |
|--|
| PREP PERIOD COVG |
| PRINCIPAL PER SESSION |
| SCHOOL SECRETARY - PER SESSION |
| SCHOOL SOCIAL WORKER |
| SCHOOL SOCIAL WORKER - PER SESSION |
| SUPERVISOR PER SESSION |
| SUPPLIES - GENERAL |
| TEACHER - ASSIGNED A |
| TEACHER - REGULAR GRADES (LINE 3101 DIST 97) |
| TEACHER - SPECIAL ED (LINE 3101) |
| TEACHER - SPECIAL ED. - PER DIEM |
| TEACHER - SPECIAL EDUCATION PER SESSION |
| TEACHER - SPEECH IMPROVEMENT (LINE 3171) |
| TEACHER TRAINEE - PER SESSION |
| TELEPHONE AND OTHER COMMUNICATIONS |
| TEXTBOOKS |
| TRANSPORTATION OF PUPILS - CONTRACTUAL |
| TRANSPORTATION OF STAFF - NON-CONTRACT |