



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHIEF FINANCIAL OFFICER
52 Chambers Street, New York, NY 10007

SCHOOL ALLOCATION MEMORANDUM NO. 52, FY07

DATE: July 17, 2006

TO: INSTRUCTIONAL LEADERSHIP DIVISION SUPERINTENDENTS,
REGIONAL OPERATION CENTER EXECUTIVE DIRECTORS, and
ALL SCHOOL PRINCIPALS

FROM: Susan Olds

SUBJECT: TRANSLATION AND INTERPRETATION SERVICES

The Department of Education is allocating Title I or Title III funds, in conjunction with tax levy funds, to eligible schools for supplemental translation and interpretation services for Limited English Speaking parents. These funds help support the No Child Left Behind (NCLB) requirement that schools communicate whenever feasible with parents in the home language. The Title I and Title III funds, by federal law, may only be used for translation and interpretation services that are not mandated by state or local laws/regulations or provided by the Translation and Interpretation Unit. The tax-levy funds are not subject to this restriction. Translation and Interpretation Unit services include translation of critical communications in the form of a letter, notice, flyer, consent form or parent handbook, and over-the-phone interpretation services in more than 150 languages. More information about the Translation and Interpretation Unit may be found at: <http://www.nycenet.edu/Offices/Translation>.

Please note that the translation and interpretation services supported by these allocations target *all parents in the school who have limited English proficiency*. Services are not limited to parents of students who have been identified as English language learners.

NO CHILD LEFT BEHIND ACT

The federal No Child Left Behind (NCLB) Act requires schools to reach out to and involve families of students whose home language is not English in order to meet the following goals:

- share parent-school accountability
- provide parents with access to information about their child's educational options
- increase parents' capacity to improve their child's achievement

COMPREHENSIVE EDUCATIONAL PLAN (CEP) APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Schools are required to complete Appendix 3 to the CEP, which describes the intended use of the translation and interpretation allocations. Principals, parents, and parent coordinators in collaboration with other pertinent personnel should be involved in the development of the appendix, which must be approved by the Local Instructional Superintendent (LIS). Schools may not encumber or expend funds without this approval. Once approved, a copy must be forwarded to the ELL Regional Instructional Specialist and the Regional Director of Parent Support Services. A copy must be maintained at the school site as part of the school's Comprehensive Educational Plan.

When developing your plan, please keep the following factors in mind:

- Number of LEP parents in your school
- Number of languages represented in your school community
- Current language resources available to your school (e.g., bilingual personnel, community-based organizations)
- Number of documents your school disseminates that will require translation
- Number of formal and informal face-to-face interactions throughout the school year

You should develop your plans with flexibility for changes. Generally, schools should plan based on the projected needs and make every effort to follow that plan. Furthermore, plans should be developed to expend all funds by the end of the fiscal year.

ALLOCATIONS

A table showing individual school allocations is attached. All participating schools receive a tax levy allocation. Eligible schools also receive either a Title I or Title III allocation for supplementary services. Totals are based on the following two factors:

- Number of non-English home languages in the school (based on the Home Identification Language Survey)
- Number of students with non-English home languages (based on the Home Identification Language Survey)

Indirect costs have already been accounted for. However, fringe benefits need to be budgeted.

SCHEDULING IN GALAXY

Allocations must be scheduled in the following allocation categories: *TL TRANSLATION SERVICES (CW)*, *TITLE I TRANSLATION SERVICES* and *TITLE III TRANSLATION SERVICES*. When scheduling OTPS items for services in Galaxy, you must schedule the funds in the parent involvement section of the Table of Organization (TO) and select the Translation/Interpretation option from the program field drop-down menu.

ALLOWABLE COSTS

Funds may only be used to provide in-person interpretation services, written translation services, or to cover the cost of translation or interpretation resources or tools (e.g., dictionaries, interpretation equipment) or printing costs of foreign-language materials to be disseminated to LEP parents.

The following may not be supported with the tax-levy, Title I, or Title III allocations:

- The translation of information not related to achieving high academic standards,
- The retranslation of materials already available through the central Translation and Interpretation Unit,
- The partial or full funding of an annual position,
- The purchase of supplies not directly related to the provision of translation or interpretation services,
- The purchase of services for training programs,
- The purchase of services from unapproved or non-contracted DOE entities (e.g., parent, community member) for the provision of language services

In addition Title I or Title III resources may not be used in these additional circumstances:

- The replacement of translation and interpretation services currently provided by the school with tax-levy funding,
- The provision of translation or interpretation services for mandated services (e.g., at Special Education Educational Planning Conferences),

The following are the cost factors allowed when budgeting in Galaxy. These are subject to modification during the school year.

TITLE	Line No.
BULK: DC 37 PARAPROFESSIONAL	6039
BULK: SCHOOL AIDE (RAIDN)	6214
ED PARA – BULK	6092
GUIDANCE COUNSELOR - PER SESSION	2922
LABORATORY SPECIALIST - PER SESSION	3342
OVERTIME ADMIN	0047
PREP PERIOD COVG	0058
PRINTING SERVICES - CONTRACTUAL	0615
PROFESSIONAL SERVICES OTHER	0686
SCHOOL SECRETARY - PER SESSION	3492
SUPERVISOR PER SESSION	2792
SUPPLIES – GENERAL	0100
TEACHER - REGULAR GRADES - PER SESSION	3002

LOG OF LANGUAGE SERVICES PROVIDED

Schools are required to maintain a log of translated documents and formal group meetings covered with interpreters. Please use the attached *Log of Language Services Provided* for this purpose.

REQUIRED DOCUMENTATION

Title I and Title III require schools to maintain the following documentation, which is subject to both review and audit:

- Comprehensive Education Plan, including Appendix 3: Language Translation and Interpretation
- Evidence of required consultation
- Log of Language Services Provided described above
- Documentation of OTPS translation and interpretation purchases and expenditures

ADDITIONAL RESOURCES

Additional written translation services can be obtained through one of the following DOE-approved contacted vendors:

LinguaLinx
Contact: Liz Knightes
eknightes@lingualinx.com

aLanguageBank
Contact: Chris Carter
chrisc@alanguagebank.com

Eriksen
Contact: Kristi Gray
Kristi@erikseninc.com

For face-to-face interpretation services, you may contact:

Legal Interpreting Services
Contact: Alex Shurchin
ashurchin@lis-translations.com

For American Sign Language Services, you may contact the DOE's Office of Sign Language Interpreting Services at 212-689-4020.

For radio frequency interpretation equipment, please see the see the DOE's online vendor list for approved providers.

Attachments

c: Andres Alonso
Brian Osborne
Maria Santos
Kleber Palma
Evelyn Castro
Sharon Rencher
Anne Wolf
Beth Prevor
Local Instructional Superintendents
ELL Regional Instructional Specialists
Senior Grant Officers

