



CATHLEEN P. BLACK, *Chancellor*

DIVISION OF FINANCE
52 Chambers Street, New York, NY 10007

Revised

SCHOOL ALLOCATION MEMORANDUM NO.88, FY11

DATE: March 16, 2011

TO: **COMMUNITY SUPERINTENDENTS, HIGH SCHOOL SUPERINTENDENTS, CHILDREN FIRST NETWORKS AND SCHOOL PRINCIPALS**

FROM: Veronica Conforme, Chief Financial Officer

SUBJECT: **FY11 Title I ARRA School Improvement Transformation Grant 1003(g)**

The New York City Department of Education received \$19,759,722 for the 2010-2011 school year to help turn around 11 of its Persistently Lowest Achieving schools through the federal School Improvement Grants (SIG) program. These funds are part of over \$308 million that was made available to New York State this spring through the United States Department of Education's (USED) School Improvement Grant Fund under Section 1003(g) of the Elementary and Secondary Education Act (ESEA), from money set aside in the 2009 budget and the American Recovery and Reinvestment Act (ARRA).

Overview

To receive funding for the 2010-2011 school year, districts with identified schools must implement one of the following prescribed intervention models:

- **Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- **Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- **Transformation Model** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time and, by the end of the 2010-11 school year, amend any existing collective bargaining agreement as necessary to require that teachers (or building principals where applicable) assigned to these schools be evaluated in the 2011-12 school year and thereafter in accordance with recently enacted legislation pertaining to principal and teacher evaluation.
- **School Closure:** Close the school and send the students to higher-achieving schools in the district.

The New York City Department of Education received funding in the following amounts to implement an intervention model in these schools:

School Name	Model	Grant Award for 2010-2011
Unity Center for Urban Technologies	Transformation	\$757,113
Chelsea Career and Technology Education High School	Transformation	\$959,246
Bread and Roses Integrated Arts High School	Transformation	\$850,510
Automotive High School	Transformation	\$1,173,716
School for Global Studies	Transformation	\$890,934
Cobble Hill School of American Studies	Transformation	\$994,888
Franklin D. Roosevelt High School	Transformation	\$1,800,000
William E. Grady Vocational High School	Transformation	\$1,365,810
Queens Vocational-Technical High School	Transformation	\$1,300,508
Flushing High School	Transformation	\$1,800,000
Long Island City High School	Transformation	\$1,800,000

Funds Must Be Used for Authorized Purposes

In order to obtain the funds the schools had to prepare a proposal implementing each of the required Transformation strategies:

- A. Develop and increase teacher and school leader effectiveness, including participation in the Teacher Effectiveness Project Pilot
- B. Use of Turnaround and Master teachers to improve instruction;
- C. Provide job-embedded professional development to help staff effectively implement programs;
- D. Use data to identify and implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with State academic standard;
- E. Promote continuous use of student data (formative, interim and summative assessments) to inform and differentiate instruction in order to meet academic needs of individual students;
- F. Establish schedule and strategies that provide increased learning time;
- G. Provide ongoing mechanisms for family and community engagement;

- H. Use school's operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- I. Work closely with a designated external partner organization to ensure that the school receives ongoing, intensive, technical assistance and related support.

NYCDOE is also providing additional funding to schools to support non-required, "permissible" activities set forth by the U.S. Department of Education.

School Name	Grant Award for 2010-2011
Bread and Roses Integrated Arts High School	\$200,000
Automotive High School	\$103,000
School for Global Studies	\$135,000
Cobble Hill School of American Studies	\$77,666
Franklin D. Roosevelt High School	\$200,000
William E. Grady Vocational High School	\$186,386
Long Island City High School	\$93,905

Comprehensive instructional reform strategies

- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- Implementing a school-wide "response-to-intervention" model.
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- Using and integrating technology-based supports and interventions as part of the instructional program.
- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
- Improve student transition from middle to high school through summer transition programs or freshman academies.

- Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
- Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Increasing learning time and creating community-oriented schools

- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
- Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

Any activity for which funds are requested must be consistent with the Transformation School Model requirements (see pages 2-3).

The school proposals have been compiled into one New York City application, which can be found here: www.p12.nysed.gov/nclb/programs/titleia/sig1003g

The fund source for this grant is Title I ARRA. Title I ARRA SIG funds is not subject to fringe benefits when scheduled on a schools' table of organization (TO) in Galaxy. Fringe budgets for these funds are being established separately in the DOE's budget (see Table 1 for an explanation of fringe benefit adjustments and school allocations in Galaxy).

This allocation will be placed in Galaxy in the following allocation categories: **Title I ARRA Transformation Grant** and **Title I ARRA Central Transformation Grant** for the additional school funding. Upon receipt of grant funds, schools that received TL ASA for AA funding to cover for personnel expenses must swap funding to the newly assigned allocation categories.

Compliance and Monitoring Requirements

The American Reinvestment and Recovery Act includes unprecedented and extensive requirements to promote transparency and accountability, and to minimize fraud, waste and abuse. The U.S. DOE will closely monitor ARRA expenditures and its Office of Inspector General will conduct comprehensive audits of ARRA implementation. Information on how schools use ARRA funds is available to the public on www.Recovery.gov. In addition, New York is one of 16 states that received bi-monthly visits by the United States General Accounting Office (GAO) to both monitor and audit our compliance with ARRA requirements, as well as the requirements of the key federal programs under which ARRA funds are being distributed to schools, namely Title I, Part A and the Individuals with Disabilities in Education Act (IDEA).

It is more important than ever before to ensure that all transactions are adequately supported by data and documentation. Schools should visit the Principals' Portal Budget page to refresh themselves on appropriate documentation for ARRA and all other reimbursable fiscal

management. If a school fails to comply with the scheduling or reporting requirements governing the use of ARRA funds, the U.S. DOE may bring an enforcement action against the school district and may seek to withhold or suspend in whole or in part ARRA funds, or may seek to recover misspent funds following an audit. Therefore, it is essential that principals maintain accurate and reliable documentation of ARRA expenditures.

Questions about this grant can be directed to John Alford, Senior Director of Turnaround in the Office of School Development, at jalford@schools.nyc.gov

[Click here to download a copy of the School Allocation Memorandum.](#)

Attachment: Table 1 – Fringe Adjustment and Galaxy School Allocations. ([Click here for a downloadable Excel file](#)).

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FY11 Title 1 ARRA School Improvement Transformation Grant 1003(g)

Table 1 - Fringe Adjustment and Galaxy School Allocations

DBN	School Name	Grant Award For 2010 - 2011	Fringe Adjustment (a)	Galaxy School Allocations	
				Title I ARRA Transformation Grant	Title I ARRA Central Transformation Grant
02M500	Unity Center for Urban Technologies	\$ 757,113	\$ 60,070	\$ 697,043	-
02M615	Chelsea Career and Technology Education High School	959,246	48,260	910,986	-
05M685	Bread and Roses Integrated Arts High School	1,050,510	63,102	787,408	200,000
14K610	Automotive High School	1,276,716	111,365	1,062,351	103,000
15K429	School for Global Studies	1,025,934	53,795	837,139	135,000
15K519	Cobble Hill School of American Studies	1,072,554	102,735	892,153	77,666
20K505	Franklin D. Roosevelt High School	2,000,000	80,846	1,719,154	200,000
21K620	William E. Grady Vocational High School	1,552,196	145,357	1,220,453	186,386
24Q600	Queens Vocational-Technical High School	1,300,508	152,485	1,148,023	-
25Q460	Flushing High School	1,800,000	210,411	1,589,589	-
30Q450	Long Island City High School	1,893,905	267,190	1,532,810	93,905
	Total	\$ 14,688,682	\$ 1,295,616	\$ 12,397,109	\$ 995,957

Notes

(a) Fringes retained by OMB