

## SCHOOL ALLOCATION MEMORANDUM NO. 08, FY 2019

**DATE:** May 25, 2018

**TO:** Community Superintendents  
High School Superintendents  
Field Support Center Teams  
School Principals

**FROM:** Raymond J. Orlando, Chief Financial Officer

**SUBJECT:** Title I School Allocations

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This memorandum allocates Title I funding to schools.

### **Title I Overview**

Title I funds must be used to provide all children significant opportunities to receive a fair, equitable and high-quality education and to close educational achievement gaps. While the US Department of Education (USDE) provides funding based on the number of low-income students between the ages of 5 and 17 according to the census, resources are primarily for supplemental educational services targeted at academically at-risk students.

### **Every Student Succeed Act (ESSA)**

The Every Student Succeed Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, effective school year 2017-2018. Allocations of federal dollars must utilize funding methodologies mandated by the reauthorization. For FY 2019, the methodology modifies the distribution of Title I funds to public and non-public schools based on eligible low income students attending Title I attendance zone schools.

Please note that all federal funding issued in FY 2019 is preliminary and subject to final allocation by the New York State Education Department (NYSED).

### **ESEA Flexibility Waiver**

In FY 2013, the NYSED received a waiver granting schools in New York State additional flexibility with regard to the use of Title I funds. The USDE approved New York State's ESEA flexibility renewal request for the 2016-2017 through 2018-2019 school years. However, due to the enactment of ESSA, NYSED will be issuing guidance to transition from the provisions of the approved ESEA Flexibility Waiver to the new ESSA. This means that any identified Focus Districts are required to continue the implementation of interventions applicable to priority and focus schools during the 2018-2019 school year, until New York State provides further guidance.

### **Public School Allocations**

Title I funds are proportionally distributed to public and non-public schools. For public schools, required set-asides include funding for parent education and priority and focus schools, which are allocated separately to schools. Title I funding, net of these adjustments, is allocated to elementary, middle, and high schools on a per capita basis using the number of eligible children in each borough attending Title I designated schools. Special education classes provided in compliance with students' Individual Education Program (IEP) reduce the need for supplemental Title I services. As a result, Citywide Special Education Title I resources will be used to enhance supplementary Title I programs

in elementary, middle, and high schools in all schools. This policy has been in effect since FY 1994. District 75 schools, however, will receive a Title I allocation for students in temporary housing.

The preliminary public school Title I county per capitals are:

	<u>City-Wide</u>	<u>Manhattan</u>	<u>Bronx</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Staten Island</u>
Public School Allocation Per Capita	<b>\$879.35</b>	<b>\$784.05</b>	<b>\$1,081.01</b>	<b>\$932.12</b>	<b>\$650.54</b>	<b>\$1,013.42</b>

The funding borough thresholds are as follows:

	<b>NYC</b>	<b>Manhattan</b>	<b>Bronx</b>	<b>Brooklyn</b>	<b>Queens</b>	<b>Staten Island</b>
<b>County Title I Cutoff</b>	<b>60.00%</b>	<b>60.00%</b>	<b>60.00%</b>	<b>60.00%</b>	<b>60.00%</b>	<b>52.13%</b>

### **Students in Temporary Housing (STH)**

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students residing in temporary housing (STH). Also, ESSA requires all STH students to be Title I eligible, regardless of the school they attend. As a result, both Title I and non-Title I schools will receive a Title I allocation for STH students. The funds allocated for these pupils should be used to assist STH children in meeting the State's challenging academic content and academic achievement standards as well as assisting them when they have urgent needs. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.

Schools must select a program description in Galaxy to identify funds that are being spent for STH students:

<b>Program Descriptions</b>
STH Academic Programs
STH Basic Emergency Supplies
STH Counseling Services
STH Data Collection
STH Extended Library Hours
STH General
STH Intervention Programs
STH Outreach Efforts for Support
STH Parental Involvement
STH Research Based Programs
STH Transport Moved To Perm Housing

Additionally, Title I schools are required to schedule a minimum of \$100 per STH pupil for the distinct needs of these students. In determining how much to set-aside for STH, schools must factor in their responsibility for covering emergency supply needs for the entire year, and reserve funds for this use throughout the year. Non-Title I schools are required to schedule the full per capita funding received, based on the borough per capita. Title I funding for STH students in District 75 is now included in this allocation, and their allocation is based on the county per capita. For programs receiving these funds for the first time, please see usage and restrictions below under the heading: [Students in Temporary Housing \(STH\)](#).

For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to the [Title I, Part A Set-Aside for Students in Temporary Housing Frequently Asked Questions document](#) on DOE's website.

### **School-wide Programs**

A school-wide program (SWP) is a comprehensive program plan designed collaboratively at the school level to improve instruction throughout the school. In addition to providing challenging content, the school-wide program plan incorporates intensive professional development for staff, and where appropriate, collaboration with community organizations to strengthen the school's program. Funds are intended to improve academic achievement school-wide so that all students, particularly the lowest achieving students, demonstrate proficiency in the State's academic standards. Schools must apply and be approved to become SWP.

Schools that do not become SWP are considered to be "Targeted Assistance" and are subject to more restrictive guidelines.

**Funds are to be used only for students who are academically at-risk.**

### **Conceptual Consolidation**

In addition to coordinating and integrating services, SWP schools may combine most federal, state, and local funds to provide those services. By consolidating funds from federal, state, and local sources, SWP schools may address needs using a pool of all available resources. This gives a school more flexibility to meet the identified needs of its students. Title I SWP schools are able to use Title I, Title I School Improvement 1003(a), Title IIA, and Title III funds for any purpose allowable under the cost factor, as long as they uphold the intent and purpose of each program described in the School Comprehensive Education Plan (SCEP).

Having this flexibility is highly advantageous. While NYCDOE encourages all SWP schools to conceptually consolidate most federal, state and local funding received, the following federal Title funds will not be eligible for consolidation in FY 2018 - 2019:

- IDEA, Part B
- Title I 1003(g) School Improvement Grants (SIG)
- Title I School Innovation Funds (SIF)
- Title I Socio-Economic Integration Grant
- Persistently Struggling School Grant
- Federal competitive grants, including Title II, Part B, Title IV, Part B – 21st Century, and
- Title X, Part C: Homeless Education – McKinney Vento

In addition, the required Title I set-asides cannot be consolidated and must be used for the specific intended purposes. These set-aside are as follows:

- Title I, Part A: 1% for parent and family engagement
- Title I, Part A: An additional 1% for parent education for Priority and Focus Schools (please refer to SAM No. 37 Priority and Focus School Allocations).

A minimum of 1% of a school's allocation of Title I, Part A funds must support parent and family engagement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams (SLTs) to consult with Title I parent representatives regarding the Title I program and the use of these funds. Each Title I school must jointly develop a Parent and Family Engagement Policy that describes how the school will carry out the parent and family engagement requirements aligned with student achievement goals, including the development of a school-parent compact in the SCEP. Expenditures made with parent and family engagement funding must align closely with those detailed in the jointly developed Parent and Family Engagement Policy.

Distinct allocation categories are used to identify and monitor the 1% set-aside. The remaining balance of the Title I entitlement is for instructional services. Refer to the last page of this memorandum for the list of Title I allocation categories. The allocation categories are assigned based on a school's Title I status (SWP, TA, STH for Non-Title I, etc.). Note that parent and family engagement allocation categories cannot be conceptually consolidated.

Parent and Family Engagement funds must be scheduled and expended exclusively for parent education services. Only the following titles are allowed for scheduling:

Object/Line Code	Description
400	Parent Education (489)
451	Local travel
633	Pupil Transportation
3002	Teacher Per Session
6014	Bulk School Aide Per Session

### **Effective Teachers, State Certification and Licensure Standards**

Schools must continue to ensure that all teachers (English, reading or language arts, mathematics, science, foreign language, civics and government, economics, the arts (visual & performing), history and geography) supported with Title I funds meet state certification and licensure standards. Schools should use the Basic Education Data Survey (BEDS) to identify teachers who need additional certification, and take appropriate action to assist the teachers with obtaining the proper certification where needed. Please refer to Division of Human Resources guidelines for additional information. Fiscal set-asides for highly qualified teachers are no longer mandated.

### **Professional Development**

On-going professional development of all teachers continues to be required and addressed in the School Comprehensive Educational Plan (SCEP). Fiscal set-asides for professional development are no longer mandated.

## **NON-PUBLIC SCHOOL (NPS) AND NEGLECTED CHILDREN APPROPRIATION**

### **Non-Public Schools:**

ESSA requires the proportional distribution of Title I funds to public and non-public schools based on the low-income student population. From the NPS Title I proportional share, specific set-asides are required, leaving the remaining balance for instructional services and professional development. Instructional services are to be provided to Title I eligible students who are free lunch eligible non-public school students, residing in eligible attendance zone areas of Title I designated public schools (see below).

Required NPS set-asides are deducted from the NPS proportional share of Title I funds, which are then divided among each borough's Title I NPS eligible student population to yield the borough's Title I NPS per capita. The measure of poverty for non-public school children uses the same data described above for public school students. The difference is that non-public schools provide free lunch information through an on-line database.

Federal law prohibits the targeting of non-public schools for Title I purposes. Consequently, to identify a non-public school Title I eligible pupil, the following procedure is used:

- Low income non-public school pupils are identified using the same measure as public schools;

- The address of a low income pupil is mapped to a public school attendance zone for the appropriate age and instructional level;
- If the attendance zone is that of a Title I public school, the NPS student is Title I eligible;
- If the attendance zone is that of a Non-Title I public school, the NPS student is not Title I eligible.

The public school attendance zones include the Title I schools that meet the established borough poverty cutoff rates.

#### **Neglected Children:**

The Neglected Children Title I appropriation is calculated by multiplying the county per capita by the respective count of neglected children, as reported by the NYSED. Neglected Children programs are administered by the Alternative High Schools Programs and allocated separately from this SAM.

#### **FS10 Snapshot**

All Title I, Title IIA, and Title III LEP and Immigrant allocations must be scheduled completely in Galaxy by **2:30 pm Friday, July 13, 2018**, at which time an FS10 snapshot will be taken.

Funds that have been scheduled and approved will appear on the city's FS10 financial document and will be submitted along with budget narratives for review and approval by NYSED. All funds should be scheduled in support of the SCEP.

As Title I appropriations do not include increases for collective bargaining, tax levy funds will be provided. Funding for collective bargaining will be placed in the **TL CB School Staff** allocation category. Refer to SAM No. 06 Collective Bargaining for School Based Staff for details.

The Title I allocations will be placed in Galaxy in the following allocation categories:

- **Title I SWP**
- **Sequester/2010 Census Title I SWP**
- **Title I Targeted Assistance**
- **Sequester/2010 Census Title I TA**
- **Title I STH**
- **Sequester Aid Title I STH**
- **Title I SWP Parent and Family Engagement**
- **Title I TA Parent and Family Engagement**

[Download a copy of the School Allocation Memorandum No. 08, FY 2019](#)

Attachment(s):

Table 1 – Title I School Allocation Summary

Table 2 – Title I School Allocation Detail

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