



New York State  
EDUCATION DEPARTMENT  
*Knowledge > Skill > Opportunity*

# Consolidated Application SY 2015-16

*Module 3*

**Title I, Part A**

# Pages 18 – 24; Module 3

## ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

### LOCAL EDUCATIONAL AGENCY (LEA) /PROGRAM NARRATIVE 2015-2016

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# Pages 18-19; Title I LEA Plan for Students Who Are *Homeless*

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**ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)  
LOCAL EDUCATIONAL AGENCY (LEA)  
PROGRAM NARRATIVE 2015-2016 YEAR**

**TITLE I LEA PLAN FOR STUDENTS WHO ARE HOMELESS**

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- **ITEMS 1, 2 AND 3 MUST BE COMPLETED BY ALL LEAS THAT RECEIVE TITLE I FUNDS.**

**\*NOTE:** If the LEA has non-Title I schools, a reserve must be included in the Title I FS-10 for services for students who are homeless. Even if no children or unaccompanied youth are currently identified, as homeless a reserve should be included for children experiencing homelessness who may enroll during the school year.

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1. If the LEA has non-Title I schools, it must include the amount of the set-aside in the narrative and how it was determined. For information about possible methods for determining the set-aside, see [http://www.nysteachs.org/media/INF\\_Fed\\_TitleI\\_SetAside\\_QA.pdf](http://www.nysteachs.org/media/INF_Fed_TitleI_SetAside_QA.pdf). Also with passage of the Consolidated Appropriations Act of 2014, Title I Part A and set-aside funds may now be used to cover the cost of the salary for the McKinney-Vento liaison even if that person has no Title I duties; and transporting students in temporary housing to and from their school of origin. Title I funds may not, however, be used to pay for transportation expenses that are reimbursed by the State. This Guidance is located at: [http://nysteachs.org/media/Title I\\_ExpansionMVSet-AsideFunds6-30-2014.pdf](http://nysteachs.org/media/TitleI_ExpansionMVSet-AsideFunds6-30-2014.pdf)

The LEA should also describe the services the LEA will provide children and unaccompanied youth who are homeless, including services provided with funds reserved under section 1113(c)(3)(A) of Title I. These services should include the mandated duties of the homeless liaisons, Section 722(g)(6)(A) of the McKinney Vento Act, available here: [http://nysteachs.org/media/INF\\_LP\\_Fed\\_MV.pdf](http://nysteachs.org/media/INF_LP_Fed_MV.pdf). The funds reserved for children and unaccompanied youth who are homeless may be used to provide educationally related support services to children and unaccompanied youth in shelters and other locations where they may live.

2. The LEA must include a copy of their enrollment form/residency questionnaire which must ask the living arrangements of the child or unaccompanied youth, including asking if they are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; with relatives or others due to loss of housing, economic hardship or a similar reason; shelters; cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar

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Pages 18-19;

## Title I LEA Plan for Students Who Are *Homeless* (cont'd)

1.

- Provide the amount of Title I, Part A funds set-aside for a district's **Non-Title I** schools.

See the following website for guidance in determining an appropriate set-aside amount:

[www.nysteach.org/media/INF\\_Fed\\_TitleI\\_SetAside\\_QA.pdf](http://www.nysteach.org/media/INF_Fed_TitleI_SetAside_QA.pdf)

- Provide a description of the services to be provided to homeless children and unaccompanied youth, including I-A funds for services for homeless students in Non-Title I buildings. Include a description of the duties and responsibilities of the Homeless Liaison.

2.

- Include a copy of the enrollment form/residency questionnaire. A sample enrollment/residency questionnaire can be obtained by going to the following NYSED website:

[www.nysteachs.org/media/INF\\_SED\\_EnrollForm\\_ResQuest.doc](http://www.nysteachs.org/media/INF_SED_EnrollForm_ResQuest.doc)

Pages 18-19;

Title I LEA Plan for Students Who Are *Homeless* (cont'd)

3.

- If the district indicates that they have no children or unaccompanied youth who are homeless, describe efforts made to identify such children and youth.
- Submit written documentation of the district's efforts to identify children and unaccompanied youth who are homeless. Including contacting the NYS Department of Social Services (DSS) and Office of Children & Family Services (OCFS).

# Pages 20-21; LEA Plan as Required by ESEA

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**ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)  
LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM NARRATIVE 2015-2016 YEAR**

- The Consolidated Application requires all Local Educational Agencies/Charter School LEAs (LEAs) receiving federal funds under Elementary and Secondary Education Act (ESEA), Titles I, Part A and D, II, Part A, Title III, Part A and VI, Part B REAP (if applicable) to provide a narrative plan for approval by the State Education Department. The plan must demonstrate how funds are being used and coordinated to support improved teaching and learning to enable students to meet State student academic achievement standards.
- For the 2015-16 school year, all LEAs must submit item # 11 - Coordination of Services and any other items with significant program changes following a review of the prior year's programs, 2014-15 Consolidated Application Update, student data, input from consultation meetings, and program evaluations.
- For new LEA applicants, including Charter School LEAs, all items must be responded to in a complete narrative.

**\*NOTE:** If the LEA Plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments with such plan when the LEA submits the plan to the State Education Department.

**TITLE I – LEA PLAN AS REQUIRED BY ESEA**

**Provide a description of:**

1. Any high-quality student academic assessments used by the LEA in addition to required State academic assessments that will be used to:
  - Determine the success of students participating in Title I programs in meeting State student academic achievement standards and to provide information to teachers, parents and students on the progress being made toward meeting those standards;
  - Assist in diagnosis, teaching and learning in the classroom in ways that best enable low-achieving children participating in Title I programs to meet State student academic achievement standards and do well in the local curricula;
  - Determine what revisions are needed to projects under Title I, Part A so that such students meet State student academic achievement standards; and
  - Effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208.

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# Pages 20-21; LEA Plan as Required by ESEA (cont'd)

any of its priority and focus schools, even if those schools do not have a poverty percentage of 40 percent or more.

7. Where appropriate, a description of how the LEA will use Title I, Part A funds to support after school (including before school and summer school) and school-year extension programs.
8. How the LEA will ensure that migratory children and formerly migratory children who are eligible to receive Title I, Part A services are selected to receive these services on the same basis as other children selected to receive Title I, Part A services.
9. The strategy the LEA will use to coordinate programs under Title I, Part A with Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119.\*
10. How the LEA will coordinate and integrate services provided under Title I, Part A with other education services at the LEA or individual school level, such as Early Reading First, Reading First, Head Start and Even Start. Also, include plans for the transition of participants in these programs to the elementary school program.

**ALL LEAS ARE REQUIRED TO COMPLETE ITEM # 11**

11. How the LEA will coordinate and integrate Title I, Part A services with other educational services at the LEA or individual school level, including services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian youth served under Title VII, Part A, homeless children, and immigrant children, in order to insure program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.
12. The poverty criteria that will be used to select school attendance areas for Title I, Part A programs.
13. The strategies/programs the LEA and schools use to implement effective parental involvement in programs assisted under Title I, Part A, as required in section 1118. Section 1118(a)(3)(A) requires an LEA to reserve not less than one percent of its Title I, Part A allocation to carry out parental involvement programs, activities and procedures, except that this requirement does not apply if one percent of such allocation is \$5,000 or less. Section 1118(a)(3)(B) requires LEAs to involve parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities. If one percent of the LEA's Title I, Part A allocation is more than \$5,000, describe how the LEA has involved parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities.
14. How the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's student academic achievement standards.
15. Where appropriate, how the LEA will use Title I, Part A funds to support preschool programs for children, particularly children participating in Early Reading First, Head Start or Even Start, as set forth in section 1112(b)(1)(K).

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## Pages 20-21; **LEA Plan** as Required by ESEA (cont'd)

- **Item 11: All** districts must answer: How the LEA coordinates & integrates Title I-A services with other educational services at the LEA or individual school level.
- New Charter Schools opening for the first time in 2015-2016; answer **all** applicable questions # 1-16.
  - Contact Tina Santiago at (518)408-1823 to obtain information on your I-A allocation.
- If the LEA Plan is not satisfactory to parents of participating children, the LEA must submit any parent comments with the application submission.
- LEAs with already existing I-A programs but who make a significant change to the I-A program must answer the relevant narrative questions (ex. LEA that has Targeted Assistance Schools (TAS) convert to Schoolwide Program (SWP) Schools, provide a description for # 6).

# Page 22; Title I, Parental Notification Requirements

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**TITLE I, PARENTAL NOTIFICATION REQUIREMENTS**

- **All notification letters must be in an understandable and uniform format** and, to the extent practicable, in a language that the parent(s) can understand.

**NOTE: Only LEAs that provide a limited English proficiency (LEP) program funded wholly or in part with Title I funds are required to complete items 1 through 4.**

1. Provide a description of the procedures that the LEA will implement to ensure the timely notification, not later than 30 days after the beginning of the school year, to parents of LEP students identified for participation or who are participating in a Title I funded program. The notification letter must include:
  - A. the reason for the child's identification as limited English proficient and in need of placement in a language instruction educational program;
  - B. the child's level of English language proficiency and how it was assessed;
  - C. the status of the child's academic achievements;
  - D. the methods of instruction used in the program and other available programs, including how such programs differ in content, instructional goals, and in use of English and a native language in instruction;
  - E. how the program will meet the educational strengths and needs of the participating student;
  - F. how the program will specifically help their child learn English and meet age-appropriate academic standards for grade promotion and graduation;
  - G. the specific exit requirements for the program, including the expected rate of transition from the Title I funded program into classrooms that are not tailored for LEP students and the expected rate of graduation from secondary school (if funds are used to support secondary school programs);
  - H. in the case of a child with a disability, how the Title I program meets the objectives of the child's individualized education program;
  - I. information pertaining to parental rights that include the following written guidance:
    - detailing parents' right to have a child immediately removed from the program upon request;
    - detailing the options that parents have to decline to enroll their child in such program, or choose another program or method of instruction, if available; and
    - detailing the assistance the LEA will provide to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

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- **NOTE:** Only LEAs that provide a limited English proficiency (LEP) program funded wholly or in part with Title I funds are required to complete #1 - 4.
  - **All notification letters must be in an understandable and uniform format** and, to the extent practicable, in a language that the parent(s) can understand.
  - Submit a sample copy of the notification letter.

# Page 23; Title I, Qualifications For Teachers And Paraprofessionals/Professional Development (PD)

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**TITLE I, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS/  
PROFESSIONAL DEVELOPMENT**

- **All LEAs: Only submit this page if significant changes in program(s) have occurred.**
- A response is required for each narrative item.
- Reference should be made to the most recent "Fact Sheet on ESEA Requirements for Teachers and Paraprofessionals" at <http://www.p12.nysed.gov/accountability/archives/03-2008.html>. This Fact Sheet represents our current understanding of such requirements, but may change as additional guidance is received from the United States Department of Education.

**\*NOTE:** All teachers whose positions are proposed to be paid by Title I funds must be highly qualified for any core subjects to which they are assigned. For the purposes of NYSED's Academic Intervention Services (AIS) regulation regarding supplemental services, which are not considered a core subject, such teachers must have NYS certification in the subject area(s) of AIS assignment

**Provide a description of the actions that the LEA will take to ensure that:**

1. Any teachers whose positions are proposed to be paid by Title I funds are highly qualified to teach each core academic subject to which they are assigned; or in the case of AIS teacher positions to be supported by Title I funds for the provision of supplemental services, such teachers have NYS certification in the subject area(s) of AIS assignment.
2. All other teachers of core academic subjects are highly qualified or are making progress towards becoming highly qualified.
3. All paraprofessionals working in a program supported with Title I funds or a school wide program and providing instructional support have met the qualification requirements.
4. All paraprofessionals working in a program supported with Title I funds or a school wide program have earned a high school diploma or its recognized equivalent, regardless of whether the paraprofessional is providing instructional support.
5. The process the LEA will implement to verify compliance with the requirements of section 1119 for teacher and paraprofessional qualifications and the duties of paraprofessionals is in place. Principals of Title I schools must attest in writing annually as to whether the school is in compliance. Submit a sample of the Principal's Attestation Form.

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Page 23; Title I, **Qualifications For Teachers And Paraprofessionals/Professional Development (PD)** (cont'd)

- **All LEAs**: Only submit if *significant changes* in the program have occurred. Answer only those items where the significant changes have occurred.
- New Charter Schools: answer all questions as appropriate. Indicate if you are using the 30% or five Not-Highly Qualified Teacher (HQT) teachers, whichever is less, charter school exemption.
  - Charter Schools, even if using the exemption, all Title I-A funded staff **must be HQT.**

# Page 24; Title I, Parents' Right-to-Know As Required By ESEA

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**TITLE I, PARENTS' RIGHT-TO-KNOW AS REQUIRED BY  
ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)**

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- **All LEAs - Only submit this page if significant changes in program(s) have occurred.**

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**Provide a description of:**

1. The LEA procedures (at the beginning of each school year) to notify parents of each student attending a Title I school that they may request information regarding the professional qualifications of their child's **classroom teacher(s) and paraprofessional staff**. The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand. Submit a sample copy of the notification letter which must advise the parents that they are entitled, at a minimum, to the following:
  - A. whether the teacher has met State certification criteria for the grade levels and subject areas in which the teacher provides instruction;
  - B. whether the teacher is teaching under emergency or other provisional status through which State certification criteria have been waived;
  - C. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
  - D. whether the child is provided services by paraprofessionals and, if so, their qualifications.The notification must tell parents how they can obtain the information to which they are entitled.
2. The LEA procedures to ensure that Title I schools provide:
  - A. To each parent information on their child's level of achievement in each of the State academic assessments; and
  - B. Timely notification sent to the parent if their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. **A sample**

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Page 24; Title I, **Parents' Right-to-Know** As Required By ESEA  
(cont'd)

- **All LEAS;** Only submit *if significant changes* in program(s) have occurred. Answer only the item(s) where the significant change has occurred.
- New Charter Schools: answer #1 & 2.
- Note, if applicable: #2.B; Submit a sample template letter that would be sent to parents if their child had been taught for four or more weeks by a teacher who is not highly qualified.

sample template letter(s):

[http://www.p12.nysed.gov/accountability/monitoring/1112/SectionBfor201112DeskAuditAdoc\\_1.pdf](http://www.p12.nysed.gov/accountability/monitoring/1112/SectionBfor201112DeskAuditAdoc_1.pdf)



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# Questions?

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