

**2005-2006 Consolidated Application Update  
 No Child Left Behind Act of 2001**

**(For use by Local Education Agencies and Charter School LEAs)**

Agency Code

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LEA Name	
Address	
City	County Zip
Contact Person/Title	Telephone ( )
E-Mail Address	FAX ( )

Programs Included:

- |   |
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| Title I, Parts A and D – Improving Academic Achievement for the Disadvantaged<br>Title II, Part A – Teacher and Principal Recruitment and Training<br>Title II, Part D – Enhancing Education Through Technology<br>Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students<br>Title IV, Part A – Safe and Drug-Free Schools and Communities<br>Title V, Part A – Innovative Programs<br>Title VI, Part B REAP – Rural Education Achievement Program, if eligible |
|---|

I hereby certify I am the chief school officer of the applicant LEA and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, attached Assurances and Certifications, and that the requested budget amounts are necessary for the implementation of this project. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature ( <b>in blue ink</b> )	Title:  (Chief School Officer)
Typed Name:	Date:

**Must be postmarked by August 31, 2005**

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of any publication designed for distribution can be made available in a variety of formats, including Braille, large print or audio tape, upon request. Inquiries regarding this policy of nondiscrimination should be directed to the Department's Office of Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234. **Request for publications should be made to the Department's Publication Sales Desk, Room 309 Education Building, Albany, NY 12234.**

## Consolidated Application Update

**Directions: Big Four (Buffalo, Rochester, Syracuse, Yonkers) and GROUP 1 (LEAs with Title I schools that have been designated as Schools in Need of Improvement (SINI), Corrective Action (CA), Planning for Restructuring, Restructuring and LEAs that have been designated as Title I LEAs in Improvement, Districts in Need of Improvement (DINI) or Title I Corrective Action)**

The 2005-06 Consolidated Application Update requires the Big 4 and Group 1 LEAs/ Charter School LEAs receiving federal funds (Title I, Parts A and D, II, Parts A and D, III, Part A, IV, Part A, V, Part A and VI, Part B) under the “No Child Left Behind Act of 2001” (NCLB) to complete all required sections listed below in item 1 and to provide a narrative plan **update** for the sections listed under item 2 for approval by the State Education Department. The update must describe any significant program changes that have occurred since the 2004-05 Consolidated Application Update was approved. 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.

A Budget Narrative will be required and will serve to provide further explanation of the items included in the FS-10 for each Title for which funds are requested and how they relate to the program narrative. Please review all guidance included on the NCLB website at: <http://www.emsc.nysed.gov/deputy/nclb/nclbhome.htm> with the Consolidated Application Update prior to completing the application.

For those LEAs/Charter School LEAs in Group 1 applying for Title III A funds for the first time, the entire section and FS-10 must be completed.

1. Consolidated Application Update 2005-2006 - Required Sections for Big Four and Group 1. Please (√) the required sections being submitted.

Cover Page with Signed Assurances and Certifications

Consultation/Collaboration Documentation Form 2005-06

Title I, Part A, Services for Homeless Students, LEA Plan – page 24

Title I, Part A, LEA Plan - item 11- Coordination of Services

Title I, Part A, LEA Plan - item 16 – Supplemental Educational Services (SES), if applicable

Title I Parental Notification Requirements - items 5 and/or 6.

Title I, Part A, Title I School Improvement, Title I Corrective Action, and Title I Restructuring  
Public School Choice

Complaint Process

Title I, LEA Improvement (DINI) and Title I LEA Corrective Action (if applicable)

Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students (New Applicants) All required documents must be completed.

Title IV, Part A, Safe and Drug Free Schools and Communities (item 7)

\*Title VI, Part B, Subpart 2, Rural Education Initiative, Rural and Low Income (if eligible)

Private School Participation Form(s) (if applicable)

Title I, Part D, Participation of Facilities with Children Who are Neglected, Delinquent, or At-Risk of Dropping Out of School Form (if applicable)

Budget narrative for **each** program applied for – original and two copies

FS-10 budgets for **each** program applied for – original and two copies

2. **If significant changes have occurred since the approval of your 2004-05 Consolidated Application Update, submit only those items of the following narrative sections where revisions have been made. For example, under Title I, an LEA has a school which has been targeted assistance and planning to become schoolwide with a poverty percentage above 40 percent. Now that a schoolwide program will be implemented, the LEA would also need to complete Item 6 of the Title I LEA Plan. Additional examples of significant change include implementation of a new program model, practice or initiative that was not described in the 2003-04 original Consolidated Application or 2004-05 Consolidated Application Update.**

**DO NOT SUBMIT** the blank application sections if **NO SIGNIFICANT CHANGES** have occurred. Just check (√) the box marked “No Change”. Check (√) the box next to those sections with significant changes and submit information as specified in the application packet for each respective NCLB Title.

CHANGE NO CHANGE

Scientifically-Based Research  
 Title I, Part A, LEA Plan (items 1-10, 12-15 and 17)  
 Title I, Parental Notification Requirements (items 1-4)  
 Title I, Qualifications for Teachers and Paraprofessionals/Professional Development  
 Title I, Parents’ Right to Know  
 Title II, Part A, Teacher and Principal Training and Recruiting Fund  
 \* Title II, Part D, Enhancing Education Through Technology  
 Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students (continuation update only)  
 \* Title IV, Part A, Safe and Drug Free Schools and Communities (items 1-6)  
 Title V, Part A, Innovative Programs

**\* NOTES**

• **NOTE for Title IID:**

To be eligible for a Title II D grant, the LEA must submit with this application a new or updated **Long Range Educational Technology Plan** that is consistent with the objectives of the New York State Technology Plan. <http://www.emsc.nysed.gov/deputy/Documents/technology/tech-plan-2-03.html> The LEA must make this plan available via a website address to the plan or if not on the web, submitting a hard copy by August 31 with the Consolidated Application Update.

• **NOTE for Title IV:**

Title IV, Part A, Safe and Drug Free Schools and Communities. Please check (√) the box if the LEA received a waiver in the 2004-05 school year and will continue to use the same program.

• **NOTE for Title VI:**

If eligible for Title VI, Part B, Subpart 2, Rural Education Initiative, Rural and Low Income, a full application must be submitted for this Title.

The following forms will be submitted online only in 2005-06:

Transferability Form, if applicable  
 Funded Administrative Position Description Form, if applicable  
 Title I Supplement  
 Title I Comparability Report

## Consolidated Application Update

### Directions: GROUP 2 (LEAs in Good Standing)

The 2005-06 Consolidated Application Update requires each LEA/Charter School LEA in good standing receiving federal funds (Title I, Parts A and D, II, Parts A and D, III, Part A, IV, Part A, V, Part A and VI, Part B) under the “No Child Left Behind Act of 2001” (NCLB) to complete all required sections listed in item 1 below and to provide a narrative plan update as specified under item 2 for approval by the State Education Department. This update must describe any significant program changes that have occurred since the 2004-05 Consolidated Application Update was approved. 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.

A Budget Narrative will be required and will serve to provide further explanation of the items included in the FS-10 for each Title for which funds are requested and how they relate to the program narrative. Please review all guidance included on the NCLB website <http://www.emsc.nysed.gov/deputy/nclb/nclbhome.htm> with the Consolidated Application Update prior to completing the application.

For new LEAs/Charter School LEAs applying for the first time, a complete Consolidated Application, including all applicable sections listed under numbers 1 and 2 must be submitted. For those LEAs/Charter School LEAs applying for Title III A funds for the first time, that entire section and FS-10 must be completed.

1. Consolidated Application Update 2005-06 – Required Sections For LEAs In Good Standing. Please check (√) the required sections being submitted.

- Cover Page with Signed Assurances and Certifications
- Consultation/Collaboration Documentation Form 2005-06
- Title I, Part A, Services for Homeless Students, LEA Plan – page 24
- Title I, Part A, LEA Plan - item 11- Coordination of Services
- Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students (New Applicants) All required documents must be completed
- Title IV, Part A, Safe and Drug Free Schools and Communities (item 7)
- \* Title VI, Part B, Subpart 2, Rural Education Initiative, Rural and Low Income (if eligible)
- Private School Participation Form(s) (if applicable)
- Title I, Part D, Participation of Facilities with Children Who are Neglected, Delinquent, or At-Risk of Dropping Out of School Form (if applicable)
- Budget narrative for each program applied for – original and two copies
- FS-10 budgets for each program applied for – original and two copies

2. **If significant changes have occurred since the approval of the 2004-05 Consolidated Application Update, submit only those items of the following narrative sections where revisions have been made. For example, under Title I, an LEA has a school which has been targeted assistance and planning to become schoolwide with a poverty percentage above 40 percent. Now that a schoolwide program will be implemented, the LEA would also need to complete Item 6 of the Title I LEA Plan. Additional examples of significant change include implementation of a new program model, practice or initiative that was not described in the 2003-04 original Consolidated Application or 2004-05 Consolidated Application Update.**

**DO NOT SUBMIT** the blank application sections if **NO SIGNIFICANT CHANGES** have occurred. Just check (√) the box marked “No Change”. Check (√) the box next to those sections with significant changes and submit information as specified in the application packet for each respective NCLB Title.

CHANGE NO CHANGE

Scientifically-Based Research  
Title I, Part A, LEA Plan (items 1-10, 12-15 and 17)  
Title I, Parental Notification Requirements  
Title I, Qualifications for Teachers and Paraprofessionals/Professional Development  
Title I, Parents’ Right to Know  
Title II, Part A, Teacher and Principal Training and Recruiting Fund  
\* Title II, Part D, Enhancing Education Through Technology  
Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students (continuation update only)  
\* Title IV, Part A, Safe and Drug Free Schools and Communities (items 1-6)  
Title V, Part A, Innovative Programs

**\* NOTES**

• **NOTE for Title IID:**

To be eligible for a Title II D grant, the LEA must submit with this application a new or updated **Long Range Educational Technology Plan** that is consistent with the objectives of the New York State Technology Plan. <http://www.emsc.nysed.gov/deputy/Documents/technology/tech-plan-2-03.html> The LEA must make this plan available via a website address to the plan or if not on the web, submitting a hard copy by August 31 with the Consolidated Application Update.

• **NOTE for Title IV:**

Title IV, Part A, Safe and Drug Free Schools and Communities. Please check (√) the box if the LEA applied for a waiver in the 2004-05 school year and will continue to use the same program.

• **NOTE for Title VI:**

If eligible for Title VI, Part B, Subpart 2, Rural Education Initiative, Rural and Low Income, a full application must be submitted for this Title.

The following forms will be submitted online only in 2005-06:

Transferability Form, if applicable  
Funded Administrative Position Description Form, if applicable  
Title I Supplement  
Title I Comparability Report

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**Assurances and Certifications for Federal Program Funds**

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The following assurances and certifications are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with applicable State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, NCLB:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

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## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which



provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department**

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## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

**B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.**

ED 80-0013, as amended by the New York State Education Department

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other

remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

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**NEW YORK STATE DEPARTMENT OF EDUCATION**  
**No Child Left Behind Act**  
**Assurances**

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These assurances are required for programs funded under the No Child Left Behind Act.

As the chief school officer of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
  - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, researchers, school administrators, parents, nonpublic school representatives, institutions of higher education and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
- (9) the applicant will comply with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) the applicant will comply with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) the applicant will comply with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) the applicant will comply with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13 ) the applicant will comply with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

### **SCHOOL PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a)(20 u.s.c.§7904).



## TITLE I, PART A

**The LEA hereby assures the SEA that the LEA will:**

1. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.\*
10. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.\*
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the

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\* Please refer to <http://www.highered.nysed.gov/nclbhome.htm> for an Updated FACT SHEET ON THE NCLB'S REQUIREMENTS FOR TEACHERS AND PARAPROFESSIONALS and, for more detail, NCLB NYS Field Memos issued after April 2003. These materials reflect SED's interpretation of the NCLB's requirements at the time they were issued and are subject to change if additional guidance is provided by the United States Department of Education.

extent practicable, provided in a language or other mode of communication that the parents can understand.

16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
17. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
18. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
19. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **Title I, Part D – Subpart 2**

20. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
21. Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
22. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **Title II, Part A**

23. **The LEA hereby assures the SEA that:**
  - The LEA will target funds to schools within the jurisdiction of the local educational agency that:

- (A) have the lowest proportion of highly qualified teachers;
- (B) have the largest average class size; or
- (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet New York State Learning Standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

#### **Title II, Part D**

24. The LEA has an updated local long-range strategic educational technology plan in place that is consistent with the objectives of the statewide educational technology plan.
25. LEAs must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
26. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
  - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **Title III, Part A**

27. The applicant is not in violation of any State law, including constitutional law, regarding the education of limited English proficient students (Title III, Part A, Section 3115(g)).
28. Annual English Language Assessment: The English language assessment is completed for each LEP student each year to assess the student's English proficiency and determine the pupils' continued eligibility using the NYS English as a Second Language achievement Test; Title III, Part A, Sec. 3116(a)(3)(D)]
29. Information to Parents: School related information is distributed to parents in the language they understand. Title III, Part A, Sec. 3302(c)]
30. Parental Notification: Parents of LEP students are notified of their children's placement in a language instructional program within 30 days of the start of the school year or within two weeks after enrollment. Parents are given the option to decline enrollment of their child in the program, to choose another program or method of instruction, if available, or to have their child immediately removed from the program, upon request. The LEA follows the provisions of Title III, Part A Sec. 3302 (a)-(e).
31. Instructional Program: The instructional programs will enable LEP students to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards. [Title III, Part A, Sec. 3116 (d)(4)].
32. Teacher Language Fluency: The LEA certifies that all teachers in any language educational instruction program for LEP students that is or will be funded under Title III, Part A, are fluent in English and any other language used for instruction, including having written and oral communication skills. [Title III, Part A, Sec. 3116 (c)]
33. Assessment in English: The LEA will comply with the requirements in NCLB Section 1111 (b)(7) to annually assess, in English, students who have been in the United States for three or more consecutive years, [Title III, Part A, Sec. 3113 (b)(3)(c)] unless exempted under Section 1111 (b)(3)(C)(x) of NCLB.
34. English and Academic Standards: The LEA will use funds received under Title III, Part A, Subpart 1 to improve the education of LEP students, by assisting the students to learn English and meet challenging State academic content and student academic achievement standards consistent with the requirements of Section 3115 (a) of NCLB.
35. Build Capacity: The LEA will use funds received under Title III, Part A, Subpart 1 to build its capacity to continue to offer high quality language instruction educational programs that assist limited English proficient students in meeting challenging State academic content and student academic achievement standards once the subgrants are no longer available. [Title III, Part A, Section 3113 (b)(3)(G)]
36. Parental Notification and Participation: The LEA complies with Section 3302 of NCLB prior to, and throughout, each school year.
37. Private School Participation: The LEA will provide services under Title III, Part A to eligible students attending private elementary and secondary schools in accordance with Section 9501 of NCLB, and provide timely and meaningful consultation with private school officials regarding such services.
38. Scientifically-Based Research: The LEA plan is based on scientifically-based research on teaching limited English proficient children. [Title III, Part A, Section 3116 (d)(3)]

### **Title IV, Part A**

39. The applicant assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based

organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

40. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that support academic achievement.
41. The applicant assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
42. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
43. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - ✓ Allows a teacher to communicate effectively with all students in the class.
    - ✓ Allows all students in the class to learn.
    - ✓ Has consequences that are fair, and developmentally appropriate.
    - ✓ Considers the student and the circumstances of the situation.
    - ✓ Is enforced accordingly.
44. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial

likelihood of success) will be available for public review after submission of the application.

## **Title V, Part A**

45. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
46. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
47. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
48. The LEA will annually evaluate the programs carried out under this Part, and that evaluation
  - Will be used to make decisions about appropriate changes in programs for the subsequent year.
  - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part.
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

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## Scientifically-Based Research

**Group 1 and Big Four:** Only submit this page if significant changes in program(s) have occurred.

**Group 2 LEAs in Good Standing:** Only submit this page if significant changes in program(s) have occurred.

The requirement to use scientifically-based research in the development of programs and activities is woven throughout “No Child Left Behind.” It requires LEAs to use proven programs, practices and methods after assessing scientific research. Title IX defines Scientifically-Based Research as follows: “This means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” For Title III A, this must include a description of scientifically-based research for high Quality Instructional Programs and High Quality Professional Development. Use additional pages as necessary. (See <http://www.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=ln>)

This page should reflect program changes made as a result of school improvement.

Priority Needs Identified During Evaluation and Assessment Process	Provide a brief description of how the selected programs, instructional strategies, practices, and effective methods, are based on scientifically-based research designed to meet identified needs.	Check to indicate the funding for each activity					
		Title I	Title II A	Title III A	Title IV	Title V	REAP

**NO CHILD LEFT BEHIND ACT OF 2001  
LOCAL EDUCATIONAL AGENCY (LEA)  
PROGRAM NARRATIVE 2005-2006 YEAR**

**Title I LEA Plan for Homeless Students -- (to be completed by Big Four, Group 1 and Group 2 LEAs)**

1. a. Describe the services the LEA will provide homeless children and unaccompanied youth, including services provided with funds reserved under section 1113(c)(3)(A). The funds reserved for homeless children and unaccompanied youth should provide services to homeless children and unaccompanied youth who do not attend participating schools (non-Title I Schools), including providing educationally related support services to children and youth in shelters and other locations where homeless children and unaccompanied youth may live as required under section 1113(c)(3)(A).
- b. If an LEA states that there are no homeless children or unaccompanied youth in non-Title I schools, the LEA must describe the efforts made to identify homeless children and unaccompanied youth. Such efforts must include contacting the local Department of Social Services (DSS) or the Office of Children and Family Services (OCFS) to verify that there are no homeless children or unaccompanied youth in the LEA. Documentation of the LEA's efforts to identify homeless children and unaccompanied youth must be maintained on file. .
- c. The LEA must also document that their enrollment form asks the living arrangements of the child or unaccompanied youth, including asking if they are living in a shelter; with relatives or others due to lack of housing; in an abandoned apartment/building, in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing; or temporarily housed in a shelter awaiting a OCFS permanent foster care placement. A copy of the LEA's enrollment form which asks the above questions must also be kept on file

\* Note: If the LEA has non-Title I schools, a reserve must be included in the Title I FS-10 for services for homeless children who attend non-Title I schools during 2005-06. Even if no homeless children or unaccompanied youth are currently identified, a reserve should be included for homeless children who may enroll during the school year.

2. The LEA must answer item #11 of the Title I LEA Plan page 26.



**NO CHILD LEFT BEHIND ACT OF 2001  
LOCAL EDUCATIONAL AGENCY (LEA)  
PROGRAM NARRATIVE 2005-2006 YEAR**

The Consolidated Application requires all Local Educational Agencies/Charter School LEAs (LEAs) receiving federal funds under “No Child Left Behind,” Titles I, Part A and D, II, Part A and D, Title III, Part A, IV, Part A, V, 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 2005-06 school year, Group 1 and Big Four must submit item # 11 - Coordination of Services and item # 16 - Supplemental Educational Services, if applicable, and any other items with significant program changes made following a review of the prior year’s programs, 2004-05 Consolidated Application Update, student data, input from consultation meetings, program evaluations and changes in improvement plans that have resulted in new school improvement initiatives. For the 2005-06 school year, Group 2 must submit item # 11 - Coordination of Services and any other items with significant program changes following a review of the prior year’s programs 2004-05 Consolidated Application Update, student data, input from consultation meetings, and program evaluations. Ex., an LEA has a school which has been targeted assistance and planning to become schoolwide with a poverty percentage above 40 percent. They will now implement a schoolwide program. Item 6 would need to be completed instead of Item 5. For new LEA applicants, including Charter School LEAs, all items must be responded to in a complete narrative.

**TITLE I – LEA Plan as Required by NCLB**

**All LEAs/Charter School LEAs:** It will not be necessary to resubmit the Title I LEA Parent Involvement Policy unless significant changes were made since the 2003-04 submission.

- LEAs with both TAS and SWP buildings must answer both items 5 and 6. (Refer to NCLB sections 1115(c) and 1114(b) to ensure that all required components are addressed.)
- 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.

**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.

2. A description of any other indicators, if any, that will be used in addition to those described in section 1111 for the uses described in that section.
3. How teachers, in consultation with parents, administrators and pupil services personnel in Targeted Assistance Schools, will identify eligible children most in need of Title I, Part A services.

**NOTE:** The academic assessments and indicators shall not be used in lieu of required State academic assessments or other academic indicators determined by the State, or to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such assessments or indicators were not used, but such assessments and indicators may be used to identify additional schools for school improvement, or in need of corrective action or restructuring.

4. The programs to be conducted by the LEA's schools for both targeted assistance and schoolwide programs. Where appropriate, include a description of educational services outside such schools for children living in local institutions for neglected and delinquent children, and for neglected and delinquent children in community day programs.
5. How Targeted Assistance schools will address each of the required components of a Targeted Assistance School Program in section 1115(c).
6. How Schoolwide Program schools will address each of the required components of a Schoolwide Program contained in section 1114(b).
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.
11. Describe 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.

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\* Please refer to <http://www.highered.nysed.gov/nclbhome.htm> for an Updated FACT SHEET ON THE NCLB'S REQUIREMENTS FOR TEACHERS AND PARAPROFESSIONALS 01-2005 and, for more detail, NCLB NYS Field Memos issued after April 2003. These materials reflect SED's interpretation of the NCLB's requirements at the time they were issued and are subject to change if additional guidance is provided by the United States Department of Education.

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.

**Submit a copy of the Title I LEA Parent Involvement Policy.**

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).
16. If applicable, the actions the LEA will take to implement supplemental educational services, consistent with section 1116.
17. The actions the LEA will take to publicize and disseminate the results of the local annual review required under section 1116(a)(1)(A), in accordance with the requirements of section 1116(a)(1)(C).

## **Title I School Improvement, Title I Corrective Action, and Title I Restructuring**

(Only for those LEAs with Schools in Need of Improvement, Schools in Corrective Action and/or Restructuring.)

**MUST BE FULLY** completed by every LEA with a Title I School(s) in Need of Improvement Title I School(s) in Corrective Action and/or Title I Restructuring Schools.

### **A. TITLE I SCHOOLS IN NEED OF IMPROVEMENT [SINI (1), SINI (2)]**

1. List the Title I School(s) in Need of Improvement in your LEA. Include the level(s) and content area(s) of identification.
2. Based upon the LEA's and schools' needs assessment (including a review of disaggregated student achievement data), for each school, describe changes that are being implemented and resources used to improve student achievement in the area(s) where Adequate Yearly Progress (AYP) was not made.
3. Provide a description of the actions that will be taken by the LEA to ensure the provision of technical assistance that is based on scientifically based research to schools identified for Title I School Improvement during the development, and implementation and revision of their School Improvement Plans/ Comprehensive Educational Plans (CEPs).
4. Provide a description of how schools designated as Title I Schools in Need of Improvement will address the new NCLB requirements to be included in their CEPs. The requirements are to:
  - incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
  - adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the state academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;
  - specify how the funds used to provide high-quality professional development will be used to remove the school from school improvement status;
  - establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress, meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) by the end of the 2013-2014 school year;
  - describe how the school will provide written notice about the identification to parents of students enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
  - specify the responsibilities of the school, the local educational agency, and the State educational agency, serving the school under the plan including technical assistance to be provided by the LEA under section 1116(b)(4) and the LEA's responsibilities under section 1120A;
  - include strategies to promote effective parental involvement in the school;
  - incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and
  - incorporate a teacher mentoring program.

## **B. TITLE I CORRECTIVE ACTION SCHOOLS - CA(1), CA(2)/PLANNING FOR RESTRUCTURING SCHOOLS**

### **FOR CA(1) CORRECTIVE ACTION SCHOOLS**

For each identified Title I Corrective Action School, the LEA must to the extent permitted by State law and existing collective bargaining agreements take at least one of the corrective actions listed below:

- replace the school staff who are relevant to the failure to make adequate yearly progress (AYP)
- institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP
- significantly decrease management authority at the school level
- appoint an outside expert to advise the school on its progress toward making AYP, based on its school improvement plan
- extend school day or year for the school
- restructure the internal organizational structure of the school

1. List the Title I Corrective Action School(s) - CA (1), CA (2)/Planning for Restructuring in your LEA. Include the level(s) and area(s) of identification.
2. Describe how the school will provide written notice about the identification to parents of student enrolled in such school in a format and, to the extent practicable, in a language the parents can understand.
3. Based upon the LEA's and schools' needs assessment (including a review of disaggregated student achievement data), describe the corrective action(s) to be taken for each identified Title I Corrective Action School. The description must explain:

- why the particular Corrective Action was chosen and how each action will address the needs of the school. Note: For Second Year Title I Corrective Action Schools, include reasons for continued Corrective Action Status;
- how and when the Corrective Action will be implemented;
- what the expected outcome will be; and
- what technical assistance will be provided, who will provide the technical assistance, and the technical assistance timeline.

4. Provide a description of how the LEA will publish and disseminate information regarding any Title I corrective action.

Disseminated information must be:

- provided to the public and to parents of students enrolled in Title I Corrective Action schools;
- in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- through such means as the Internet, the media and public agencies.

### **FOR CA(2)/PLANNING FOR RESTRUCTURING SCHOOLS (ONLY)**

For each identified Title I CA (2) Planning for Restructuring School, the LEA must prepare a restructuring plan to implement at least one of the following alternative governance arrangements:

- reopen the school as a public charter school pursuant to Article 56 of New York State Education Law;
- replace all or most of the school staff, which may include the principal, who are relevant to the failure to make adequate yearly progress (consistent with collective bargaining agreements);
- implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress; or
- close the school or phase out the school and replace it with a new public school.

5. Describe how the LEA will notify teachers and parents of enrolled students that a school has been identified as a CA (2) Planning for Restructuring School. The notification letter must:

- provide both parents and teachers with prompt notice of the decision;
- provide both groups with the opportunity to comment before taking any restructuring action; and
- invite both teachers and parents to participate in the development of the school's restructuring plan.

**C. RESTRUCTURING SCHOOLS - YEAR 1 IMPLEMENTATION**

List the Title I CA 2 - Planning for Restructuring Schools that planned for restructuring during SY 2004-05 and will implement a Restructuring Plan in SY 2005-06.

**D. RESTRUCTURING SCHOOLS- YEAR 2 IMPLEMENTATION**

List all schools that completed Year 1 Implementation of a Restructuring Plan in SY2004-05, did not make AYP for SY2004-05 and are identified as Restructuring-Year 2 Implementation for SY 2005-06. During Year 2, the LEA must continue to implement the Restructuring Plan it has created for the school.

## Public School Choice

(Only for those districts with Title I Schools in Need of Improvement, Title I Corrective Action Schools, and Title I Restructuring)

### Group 1 and Big Four Only

NCLB Requirements (Section 1116):

- For any school identified for Title I School Improvement or Title I Corrective Action, or Title I Restructuring, districts must provide all students in the school with the option to transfer to another public school within the district not identified.
- Districts must give priority to the lowest-achieving children from low-income families.
- Districts must provide/pay for transportation to the receiving schools to the extent required by federal and State law.
- A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.

### A. District Choice Plan

1. Describe your district’s mandatory Public School Choice program. Include information regarding the following:
  - a. Explain if there are any geographic or other limitations.
  - b. Describe measures that ensure the priority of transfers for lowest achieving children from low-income families.
  - c. Provide an explanation if funds beyond the minimum required five percent of the district’s allocation (up to 15 percent) will be used for transportation costs to implement School Choice. Include an explanation of how these funds will only supplement transportation the LEA is already providing.

### B. Receiving Schools

1. List the schools that can accept transfer students from Title I Schools in Need of Improvement, Title I Corrective Action Schools or Title I Restructuring Schools.

The receiving schools **MAY NOT** be Title I Schools in Need of Improvement, or Title I Correction Action, or Title I Restructuring Schools.

Title I School(s)	Grade Span	Non-Title I Schools(s)	Grade Span	Made AYP	
				Yes	No

### **C. Parent Notification of Availability of School Choice**

LEAs must promptly notify parents (in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand) of all students enrolled in a school that has been identified for Title I School Improvement, Title I Corrective Action or Title I Restructuring. (NCLB section 1116).

LEAs are strongly encouraged to provide several choice options for parents. Parents should be provided a reasonable amount of time to consider their options, be given concise but detailed information on the performance and overall quality of the receiving schools, and be provided an opportunity to visit potential schools of choice.

1. Describe the LEA's procedures to implement parent notification required by NCLB Section 1116 (See Legal and Regulatory requirements page 6).
2. Include a copy of the notification letter to be sent to parents informing them of school choice and the options available to them. This letter should have a check-off for parents to accept or decline the Public School Choice options available.

### **Complaint Process**

1. Describe the LEA's procedures for receiving and acting on complaints from parents or other persons in parental relation to students in Title I Schools in Need of Improvement, Title I Corrective Action Schools and Title I Restructuring Schools. Include a timeline for handling complaints.



# Title I, LEA Improvement And Title I LEA Corrective Action

(Only for those LEAs identified.)

**MUST BE COMPLETED** by every LEA identified for Title I LEA Improvement (failed to make adequate yearly progress for two consecutive years). The LEA must develop or revise its LEA Improvement Plan within three months of being identified, as required by NCLB, section 1116.

Indicate the status of the LEA and the area(s) identified:

- LEA in Need of Improvement - Year 1 (DINI 1)  
Area(s) identified: \_\_\_\_\_
- LEA in Need of Improvement- Year 2 (DINI 2)  
Area(s) identified: \_\_\_\_\_
- LEA in Corrective Action- Year 3 (DINI 3)  
Area(s) identified: \_\_\_\_\_

## A. Title I LEA Improvement Plan (DINI 1 and DINI 2)

1. Provide a description of how the Title I LEA Improvement Plan was developed in consultation with parents and school staff and others.
2. Provide the LEA Improvement Plan which must include the following elements:
  - a. incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA;
  - b. actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;
  - c. addressing the professional development needs of the instructional staff via a required set-aside of at least ten percent of the LEA's Title I, Part A, Subpart 2 allocation for each fiscal year that the LEA is identified for improvement. This set-aside amount includes the required ten percent set-aside for professional development for schools identified for school improvement. However, the required ten percent set-aside **excludes** funds reserved for professional development under section 1119 to enable teachers who are not highly qualified, to become highly qualified;
  - d. specific measurable achievement goals and targets for each group of students identified in the disaggregated data, consistent with adequate yearly progress;
  - e. addressing the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student academic achievement;
  - f. incorporating as appropriate, activities before school, after school, during the summer and during an extension of the school year;
  - g. describing the responsibilities of the Regional School Support Center (RSSC) and the LEA in the plan, including the technical assistance to be provided.

Technical Assistance by the RSSC may include:

    - 1) Assistance in developing and implementing the LEA's Plan for Improvement.
    - 2) Technical assistance to enhance the LEA's efforts with Title I Schools in Need of Improvement and Title I Corrective Action Schools.
    - 3) Assistance based on scientifically based research to support:
      - improved instructional strategies;
      - parental involvement; and
      - professional development.
  - h. strategies to promote effective parental involvement in the school.

**B. Title I LEA Corrective Action ( DINI 3)**

1. The Corrective Action taken with respect to an LEA identified for corrective action during the 2004-05 SY requires an audit of curriculum and instruction and development of a district Plan of Action to begin implementation of the recommendations resulting from the audit no later than September 2005. The following recommendations from the Plan of Action developed through the audit of curriculum and instruction are being incorporated into the Consolidated Application Update.

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## Title I, Parental Notification Requirements

**Group 1 and Big Four** - Items 1-4 of this Section must be revised and submitted if significant changes have occurred. Item 5 – complete if the LEA has SINI, CA, Planning for Restructuring and Restructuring schools. Item 6 – complete if the LEA is identified as In Need of Improvement.

**Group 2 – LEAs In Good Standing:** Only submit 1-4 of this section if significant changes in program(s) have occurred.

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:
    1. detailing parents’ right to have a child immediately removed from the program upon request;
    2. 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

3. 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.
2. Provide a description of how the LEA will notify parents within the first two weeks of their child being placed in a language instruction educational program, if the child has not been identified as a LEP student prior to the beginning of the school year.
3. Provide a description of how the LEA will implement an effective means of outreach to parents of LEP students to inform them of how they can be involved in the education of their children.
4. Provide a description of the notification process the LEA will implement to inform parents of students participating in a Title I funded language instruction educational program that the program failed to make progress on the annual measurable achievement objective. Notification must be provided no later than 30 days after the failure occurred. Submit a sample copy of the notification letter.
5. Provide a description of the procedures the LEA will implement to notify parents of students enrolled in a Title I school that has been identified as a Title I School in Need of Improvement, Title I Corrective Action and Title I Restructuring of the availability of school choice and/or supplemental educational services under section 1116. Submit a sample of the notification letters. (See Legal and Regulatory Requirements, page 5.)
6. An LEA identified as a Title I LEA in Need of Improvement for the 2004-05 school year must provide a description of procedures that were implemented to inform parents of the Title I LEA in Need of Improvement status. Please submit to SED documentation that this notification occurred.

# Title I, Qualifications for Teachers and Paraprofessionals/Professional Development

A response is required for each narrative item.

**Group 1 and Big Four - Only submit this page if significant changes in program(s) have occurred.**

**Group 2 – LEAs In Good Standing: Only submit this page if significant changes in program(s) have occurred.**

- ▶ LEAs must spend at least 5% of Title I, Part A funds on professional development activities to ensure all teachers of core academic subjects become “highly qualified” by the end of school year 2005-2006. If all teachers are “highly qualified” the LEA is not required to set-aside funds.
- ▶ Reference should be made to the “Updated Fact Sheet on NCLB Requirements for Teachers and Paraprofessionals” at <http://www.highered.nysed.gov/nclbhome.htm> relating to the qualifications of teachers and paraprofessionals and professional development. 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.

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

1. All teachers of core academic subjects hired after the first day of school in school year 2002-2003 and teaching in a program supported with Title I funds are highly qualified when hired.
2. All teachers of core academic subjects hired on or before the first day of school in school year 2002-2003 are highly qualified by the end of school year 2005-2006, unless extended in federal law.
3. All paraprofessionals hired after January 8, 2002 and working in a Title I program have met the new qualification requirements.
4. All paraprofessionals hired before January 8, 2002 and working in a program supported with Title I funds will meet the new requirements by January 2006, unless extended in federal law.
5. All paraprofessionals working in a program supported with Title I funds have earned a high school diploma or its recognized equivalent.
6. 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 attestation form.
7. The LEA’s annual reporting and dissemination process that will document the progress of the LEA and each of its schools in insuring that all teachers are highly qualified is in place.

## Title I, Parents' Right-To-Know as Required by NCLB

Group 1 and Big Four - Only submit this page if significant changes in program(s) have occurred.

Group 2 – LEAs In Good Standing: Only submit this page if significant changes in program(s) have occurred.

### 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 copy of this letter is required. Notification is required even if the teacher is not required to be highly qualified until the end of school year 2005-2006.

## Title II, Part A, Teacher and Principal Training and Recruiting Fund

Group 1 and Big Four - Only submit this page if significant changes in program(s) have occurred.

Group 2 – LEAs In Good Standing: Only submit this page if significant changes in program(s) have occurred.

- ◆ The needs assessment in question 1 (below) sets the context for all uses of funding in Title II Part A, and should lead logically to plans to address these needs under this title.
  - *Needs assessment(s) for the purposes of Title II, Part A include the following: 1) identification of local teaching and learning needs; 2) identification of class size reduction needs, if any; and 3) identification of needs, if any, for teacher recruitment, retention, and qualifications for teaching core academic subjects.*
  - *Note that student data alone does not constitute a needs assessment; the needs assessment identifies teaching and learning needs as identified by student and other data at multiple levels. Proposed expenditures under this title, including the professional development activities described in response to question 2 and/or any proposed class size reduction expenditures, should be a legitimate response to the identified/prioritized teaching and learning needs identified by the data.*
- ◆ In question 2, provide contextual information that indicates the scope and duration of all major professional development activities to be supported by the LEA (not just those to be supported by Title II A funds). Indicate the components of training that will be provided to all teachers and/or principals, as well as other activities to be provided or made available to some teachers and/or principals, for subject area and/or other identified teaching/learning needs (from the needs assessment). It is not necessary to provide extensive information about the actual content of the training.
- ◆ The budget (FS-10) included with the narrative application is not a stand-alone; all items included in the budget must be addressed by the narrative responses.
- ◆ LEAs using Title II, Part A funding for the purpose of **class size reduction** must address this issue in questions 1, 7, and 8.

**Note: A number of the federal requirements listed below are highly congruent with New York State's Professional Development Plan (PDP) requirements. The descriptions provided in response to the following requirements should summarize the relevant components of the LEA's PDP as appropriate.\***

**Charter schools are not required to have PDP teams. Therefore, Charter School LEA responses need not reference PDPs.**

**Complete questions 1 - 10 below:**

\* Please refer to <http://www.highered.nysed.gov/nclbhome.htm> for an Updated FACT SHEET ON THE NCLB'S REQUIREMENTS FOR TEACHERS AND PARAPROFESSIONALS and, for more detail, NCLB NYS Field Memos issued after April 2003. These materials reflect SED's interpretation of the NCLB's requirements at the time they were issued and are subject to change if additional guidance is provided by the United States Department of Education.

1. Briefly indicate the process that was used to perform the needs assessment (e.g., CDEP, PDP, teacher and/or principal surveys, and/or any other process(es) used to analyze teaching and learning data); and provide a summary of the teaching and learning needs identified through the required needs assessment(s).
2. Provide a description, list and/or schedule that identifies the scope and duration of professional development activities that will be made available to teachers and principals. Any activities to be funded under Title II A must provide evidence that they meet the definition for professional development provided in section 9101(34).
3. Indicate the process(es) to be used to ensure that the professional development needs of teachers and principals are met using Title II, Part A funds (e.g. *professional development targeted to identified student learning gaps, participation by teachers and principals in determining professional development, classroom/teacher observations, APPR, teacher or principal surveys, etc.*);
4. Indicate the process(es) to be used to collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in:
  - a. planning the activities to be carried out under Title II, Part A; and
  - b. the preparation of this application;
5. Indicate how the activities the LEA proposes to support under Title II, Part A will be aligned:
  - a. with New York State Learning Standards and assessments; and
  - b. with the curricula and programs tied to these standards;
6. Describe the professional development and/or training the LEA will provide to enable teachers to:
  - a. teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
  - b. improve student behavior in the classroom and identify early and appropriate interventions to help the students described above to learn;
  - c. involve parents in their child's education; and
  - d. understand and use data and assessments to improve classroom practice and student learning;
7. Describe how activities to be supported under Title II, Part A:
  - a. will have a substantial, measurable, and positive impact on student academic achievement: and
  - b. will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. (Note that any funds requested for class size reduction positions must demonstrate that placements will be targeted to the district's lowest performing and/or highest poverty classrooms and/or schools.
8. Describe how the LEA will:
  - a. coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs; and
  - b. integrate funds received under Title II, Part A with the funds received under Title II, Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
9. Describe briefly how the LEA will use funds under Title II, Part A to meet the requirements of section 1119 to ensure that all teachers and paraprofessionals meet initial requirements for being highly qualified.
10. Describe how the activities to be funded under Title II, Part A will be based on a review of scientifically based research and an explanation of why the activities are expected to improve academic performance.



## Title II, Part D, Enhancing Education Through Technology

**Group 1 and Big Four - Only submit this page if significant changes in program(s) have occurred.**

**Group 2 – LEAs In Good Standing: Only submit this page if significant changes in program(s) have occurred**

- ◆ **Note carefully the following NCLB Title II D funding requirements:**
- ◆ To be eligible for a Title II D grant, the LEA must submit with this application a new or updated **Long Range Educational Technology Plan** that is consistent with the objectives of the New York State Technology Plan. <http://www.emsc.nysed.gov/deputy/Documents/technology/tech-plan-2-03.html>  
The LEA must make this plan available via a website address to the plan or if not on the web, submitting a hard copy by August 31 with the Consolidated Application Update.
- ◆ A **minimum of 25%** of the Title II, Part D allocation must be used for high-quality professional development meeting the definition of professional development provided in section 9101 (34). See Legal and Regulatory Requirements. Budgets will be approved on the basis of up to \$3 of the allocation for each \$1 devoted to professional development. For example, if the budget shows \$1000 devoted to professional development, the budget will be approved for no more than \$4000 regardless of the allocation. As a reminder, these funds are supplemental to the program, and must not supplant part or all of staff salaries.
- ◆ NCLB requires that grant recipients assess the effect of the program. Completion of the **assessment** form will be required at the end of the program. The form can be reviewed at: <http://www.emsc.nysed.gov/technology/eettapr05.htm>

### Complete questions 1 - 12 below by describing:

1. How the LEA will use Federal funds under Title II, Part D to improve the student academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers teaching in the schools you serve to integrate technology effectively into curricula and instruction.
2. The LEA specific goals for using advanced technology to improve student academic achievement, aligned with challenging state academic content and student academic achievement standards.
3. The steps the LEA will take to ensure that all students and teachers in schools served have increased access to educational technology, including how the LEA will assure that funds provided under Title II Part D are coordinated with other Federal, State, and local funds to help ensure that:
  - a. students in high-poverty and high-needs schools, or schools identified under section 1116, as in need of improvement, have access to technology; and
  - b. teachers are prepared to integrate technology effectively into curricula and instruction.
4. How the LEA will:

- a. integrate technology (including software and other electronically delivered learning materials) into curricula and instruction; and
  - b. provide a timeline for such integration.
5. How the LEA will:
- a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and
  - b. provide ongoing, sustained “professional development”, as defined in section 9101 (34), for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center. Include, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
6. How the LEA will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child’s education so that the parents are able to reinforce at home the instruction their child received at school.
7. How the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
8. How technology programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
9. The types and costs of technologies to be acquired, including, services, software, and digital curricula. Include specific provisions for interoperability among components of such technologies.
10. The supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective use of technology.
11. How the LEA will coordinate activities carried out with funds provided under Title II, Part D with technology-related activities carried out with funds available from other Federal, State and local sources.
12. The process and accountability measures the LEA will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**  
**School Year 2005-2006**

Form TIII - A (1)

Link to Title III Directions: [www.emsc.nysed.gov](http://www.emsc.nysed.gov)

**DESCRIPTION OF INSTRUCTIONAL PROGRAM AND ACTIVITIES FOR LEP STUDENTS**  
**High Quality Instructional Program**

LEA: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

Type of Program:  Bilingual  
(Check all that apply)  Free Standing ESL (Check one)  
 Two Way Bilingual Education/Dual Language

Type of Applicant:  Single Applicant (New)  
 Single Applicant (Continuation)  
 Consortium Applicant (New)  
 Consortium Applicant (Cont.)

Purpose of Title III, Part A program and activities to be developed and implemented: (Check (✓) all those that apply.)

- new language instruction programs and academic content instruction programs;
- locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
- implementing, within an individual school, schoolwide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction;
- implementing, within the entire LEA, districtwide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction and academic content instruction.

**Narrative**

**LEAs with Approved 2004-2005 Title III Plan: Use this form to describe significant changes in approved Instructional Program and Activities for LEP Students. New applicants: Provide full description of Instructional Program and Activities for LEP Students.**

(continue on next page)

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2005-2006**

Form TIII - A (1)

(Continuation) High Quality Instructional Program

LEA \_\_\_\_\_

(use additional pages as necessary)

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**  
**School Year 2005-2006**

Form TIII - A (2)

**HIGH QUALITY PROFESSIONAL DEVELOPMENT**

LEA: \_\_\_\_\_

Target Audience: (Check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> ESL Teachers       | <input type="checkbox"/> CBO Personnel   |
| <input type="checkbox"/> Bilingual Teachers | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Classroom Teachers | _____                                    |
| <input type="checkbox"/> Principals         | _____                                    |
| <input type="checkbox"/> Administrators     | _____                                    |

**LEAs with Approved 2004-2005 Title III Plan: Use this form to describe significant changes in approved Professional Development Program. New applicants: Provide full description of Professional Development Program.**

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2005-2006**

Form TIII - B (1)

**DESCRIPTION OF ASSESSMENT AND ACCOUNTABILITY**

LEA: \_\_\_\_\_

**LEAs with Approved 2004-2005 Title III Plan: Use this form to describe significant changes in approved Assessment and Accountability Program. New applicants: Provide full description of Assessment and Accountability Program.**

(use additional pages as necessary)

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2005-2006**

Form TIII - C (1)

**DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION**

LEA: \_\_\_\_\_

**LEAs with Approved 2004-2005 Title III Plan: Use this form to describe significant changes in approved Parent and Community Participation Program. New applicants: Provide full description of Parent and Community Participation Program.**

(use additional pages as necessary)

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**  
**School Year 2005-2006**

Form TIII - D (1)

**TO BE COMPLETED BY CONSORTIUM'S LEAD APPLICANT**  
**CONSORTIUM LEAD APPLICANT**

1. LEA \_\_\_\_\_ BEDS Code: \_\_\_\_\_

LEA Address \_\_\_\_\_  
(street) (city) (zip code)

Telephone \_\_\_\_\_  
(area code) (number) (facsimile number)

e-mail address \_\_\_\_\_

2. Program Contact Person \_\_\_\_\_

Name of BETAC (if applicable) \_\_\_\_\_

Telephone \_\_\_\_\_  
(area code) (number) (facsimile number)

e-mail address \_\_\_\_\_

I, \_\_\_\_\_ Superintendent of the \_\_\_\_\_  
(Typed Name of Superintendent) (Name of LEA)

agree to be the lead applicant of a shared services consortium, composed of the members included in the attached TIII –E(2) Form, for the provision of services to limited English proficient students under Title III, Part A of the No Child Left Behind Act of 2001. I hereby assure the State Education Department that the LEA will fully comply with all provisions established under the aforementioned Act.

Signature of Superintendent \_\_\_\_\_ Date \_\_\_\_\_



**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

Form TIII – D (2)

TO BE COMPLETED BY CONSORTIUM’S LEAD APPLICANT

**Lead Applicant (Legal Entity):**

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The agency named above will serve as the administrative and fiscal agent for this project and will be authorized to receive and provide services to the eligible LEAs listed below for implementation of authorized activities through a consortium.

CONSORTIUM MEMBERS

	Typed Legal Name of LEA	Typed Name and Title of Authorized Contact Person	Amount of Title III LEP Allocation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
TOTAL AMOUNT			\$

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

School Year 2005-2006

Form TIII - D (3)

TO BE COMPLETED BY EACH LEA PARTICIPATING IN CONSORTIUM

**CONSORTIUM APPLICANT**

1. LEA \_\_\_\_\_ BEDS Code: \_\_\_\_\_

LEA Address \_\_\_\_\_

(street) (city) (zip code)

Telephone \_\_\_\_\_

(area code) (number) (facsimile number)

e-mail address \_\_\_\_\_

2. Program Contact Person \_\_\_\_\_

Name of BETAC (if applicable) \_\_\_\_\_

Telephone \_\_\_\_\_

(area code) (number) (facsimile number)

e-mail address \_\_\_\_\_

I, \_\_\_\_\_ Superintendent of the \_\_\_\_\_  
(Typed Name of Superintendent) (Name of LEA)

agree to be part of a shared services consortium with the \_\_\_\_\_  
(Legal Entity)

for the provision of services to limited English proficient students under Title III, Part A of the No Child Left Behind Act of 2001. I hereby assure the State Education Department that the district will fully comply with all provisions established under the aforementioned Act.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_  
*Date*

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2005-2006**

Form TIII - E (1)

**DESCRIPTION OF PROGRAM AND SERVICES FOR IMMIGRANT STUDENTS  
(To be Completed by Eligible LEAs)**

LEA: \_\_\_\_\_

**LEAs with Approved 2004-2005 Title III Plan: Use this form to describe significant changes in approved Program and Services for Immigrant Students. New applicants: Provide full description of Program and Services for Immigrant Students**  
(use additional pages as necessary)

## Title IV, Part A, Safe and Drug-Free Schools and Communities

LEAs/Charter School LEAs - Only submit items 1-6 if significant changes in program(s) have occurred. **Item # 7 must be submitted by all LEAs/Charter School LEAs.**

Please review No Child Left Behind – Section 4114(d)(2)(B) related to performance measures and Section 4115(a) related to the Principles of Effectiveness of Title IV, Part A before answering questions in this section. A response is required for each narrative item. Refer to this website for additional information:  
<http://www.emsc.nysed.gov/sss/>

**Please describe the LEA’s comprehensive plan for drug and violence prevention according to the following:**

1. State the performance measures for drug and violence prevention programs and activities as set forth in Section 4114(d)(2)(B) [NOTE: you must include specific reductions in the prevalence of identified risk factors; specific increases in the prevalence of protective factors, buffers or assets if any have been identified; and levels of performance for each indicator] and describe in detail how the local education agency collaborated with constituent groups to develop and refine the SDFSCA application, establish a set of performance measures and design program strategies.
2. Describe (a) the drug and violence prevention activities or program to be funded and the scientific research or evaluation that provides evidence that the strategies used prevents or reduces illegal drug use and violence; (If the research is not available, ensure that the required waiver form is completed); (b) how the activity or program meets each of the principles of effectiveness described in Section 4115(a).
3. Describe the process used to ensure that the SDFSCA program is based on a thorough assessment of objective data concerning drug and violence problems in the school and the community. Include the specific data elements used to identify schools and students with the greatest need. Identify the specific most-in-need schools and students. Describe how services will be targeted to schools and students with the greatest need.
4. Describe how the program is evaluated periodically to assess progress towards meeting performance measures, reducing violence and illegal drug use in the school and how the results of the evaluation is publicly reported and used to refine, improve and strengthen the program.
5. Describe how the drug and violence prevention activities or program(s) to be funded has been coordinated with other related strategies, programs and activities across other programs in the No Child Left Behind Act and with the Federal, State and local programs for drug and violence prevention. Show how the program is based on a comprehensive approach focusing on risk and protective factors.
6. Describe how parents and community members have been involved in the development design and implementation of effective programs and the specific mechanisms used to provide the community notice of an intention to submit a SDFSCA application.
7. Describe the circumstances surrounding any suspensions imposed under the New York State Education Law, Section 3214(3)(d) with respect to firearms, including the name of the schools concerned, the number

of students suspended from such school and the type of firearm concerned. If no suspensions due to firearms occurred please so state.

## Title V, Innovative Programs

**Group 1 and Big Four - Only submit this page if significant changes in program(s) have occurred.**

**Group 2 – LEAs In Good Standing: Only submit this page if significant changes in program(s) have occurred**

**Check the appropriate boxes on the left for each Innovative Assistance Program to be supported under this grant. For each area selected, place the dollar amount of Title V funds to be used.**

✓	Innovative Assistance Program	Dollar Amount
<input type="checkbox"/>	Hire teachers to reduce class size/provide professional development	\$ _____
<input type="checkbox"/>	Develop/acquire materials	\$ _____
<input type="checkbox"/>	Promising education reform project	\$ _____
<input type="checkbox"/>	School improvement programs	\$ _____
<input type="checkbox"/>	Consumer, economic, finance education	\$ _____
<input type="checkbox"/>	Hire school nurses	\$ _____
<input type="checkbox"/>	Alternative education programs	\$ _____
<input type="checkbox"/>	Academic intervention programs	\$ _____
<input type="checkbox"/>	Smaller learning communities	\$ _____
<input type="checkbox"/>	Strengthen parental and community involvement	\$ _____
<input type="checkbox"/>	Same gender schools and classrooms	\$ _____
<input type="checkbox"/>	School safety programs	\$ _____
<input type="checkbox"/>	Supplemental educational services	\$ _____
<input type="checkbox"/>	Technology activities (professional development, library, classroom)	\$ _____
<input type="checkbox"/>	Improve academic achievement of poor students	\$ _____
<input type="checkbox"/>	Improve adult literacy	\$ _____
<input type="checkbox"/>	Implement charter schools	\$ _____
<input type="checkbox"/>	Community service programs	\$ _____
<input type="checkbox"/>	Promote public school choice	\$ _____
<input type="checkbox"/>	Mental health services	\$ _____
<input type="checkbox"/>	Prekindergarten programs	\$ _____
<input type="checkbox"/>	CPR programs	\$ _____
<input type="checkbox"/>	Improvements in local area to help students	\$ _____
<input type="checkbox"/>	Introduce best practice models	\$ _____
<input type="checkbox"/>	Service learning activities	\$ _____
<input type="checkbox"/>	Research-based cognitive and perceptual development approaches	\$ _____

**Complete questions 1-5 for each of the Innovative Assistance Programs identified above.**

1. Describe the locally identified needs related to such Innovative Assistance Program and the purposes of this Part as set forth in section 5101.
2. Describe the reasons why such program was selected.
3. For each innovative assistance area selected describe the activities to be supported.
4. Describe how the activities will contribute to improving student academic achievement or improving the quality of education for students.
5. If the innovative assistance area selected is “programs to provide same-gender schools and classrooms,” provide a description of how the LEA will comply with the guidelines issued by the Secretary of Education; to the extent permitted by law.

## PRIVATE SCHOOL PARTICIPATION FORM – 2005-2006

**THIS FORM MUST BE COMPLETED FOR EACH PRIVATE SCHOOL LOCATED IN THE SCHOOL DISTRICT.**

1. Private School Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

2. Participation Information. Check the appropriate box(es)

	Title I	Title II, A Teacher Quality	Title II, D Technology	Title III Limited English Proficient	Title IV Safe and Drug Free Schools	Title V Innovative Programs
Receiving Services From LEA	<input type="checkbox"/> \$ _____	<input type="checkbox"/> \$ _____	<input type="checkbox"/> \$ _____	\$ _____	\$ _____	<input type="checkbox"/> \$ _____
(or) Declining Services						

3. Meaningful consultation has taken place between the local education agency and private school officials to design and develop the program services and benefits to be provided. (See Consultation/Collaboration Requirements section). Date(s) of Meetings:

\_\_\_\_\_

\_\_\_\_\_

Consultation meetings (face to face) must continue through implementation and assessment of such services. Records of the meeting(s) such as agendas and meeting summaries must be kept on file in the school district and available upon request.

This form should be presented to private school officials already completed by the public school official. The private school administrator is required to sign this form and may add comments, if any, under #19, page 58.

**Description of Program:**

4. Attach a brief description of the program and/or activities that will be supported by each federal funding source applied for. (See Legal and Regulatory Requirements section for guidance.) Such programs and activities, including materials and supplies, shall be secular, neutral and non-ideological.

5. Please check the option(s) that will be used for selecting poverty students to generate funds for Title I student services.

Data from the same source (e.g., Free & reduced price lunch)                       Proportionality  
 Survey, with extrapolation     Equated Measures

6. Please check the option(s) agreed upon for Title I services following consultation.

Direct teacher services in private school     Services through C.A.I.  
 Direct teacher services in public school building                                       Materials/Supplies and Equipment  
 Direct teacher services at neutral site     Professional Development  
 Services through a third party contractor     Other \_\_\_\_\_  
 Extended Day                       Weekend School Program                       Summer School Program

7. What are the educational criteria used to select eligible private school children for participation in Title I, Part A services? (Including but not limited to standardized tests, and for early childhood services teacher recommendation.)

\_\_\_\_\_

8. How will the services be academically assessed and how will the results of the assessment be used to improve services?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Equitable Services: List the public school attendance areas of residence for students going to this private school. Enter the Per Pupil Amount for each attendance area and multiply it by the number of poverty students to obtain the allocation for private school services. Enter the grand total of Title I funds for services for this private school's students.

Eligible Title I Public School Attendance Area	Per Pupil Amount X	Number of Private School Poverty Students	Total Allocation = for Private Services
Grand Total			

10. Describe the content and duration of Title I service(s) to be provided by completing the following items:

	ELA	Math	ESL	Student Support Services	Other:
a. Number of days per week:	_____	_____	_____	_____	_____
b. Number of minutes per day:	_____	_____	_____	_____	_____

11. Provide the following participation information:

Number of Title I Students	2004-2005 School Year		2005-2006 School Year	
	Eligible Students	Actual Participants	Eligible Students	Estimated Participants
Public School Students				
Private School Students Districtwide				
Private School Students this school				

12. Number of Title III LEP students

2005-2006 School Year Students Enrolled _____ Receiving Services _____
--

13. School District's 2005-06 Title 1 Allocation: \$ \_\_\_\_\_



14. Districtwide "off the top" Title I costs associated with private school student services.	Capital Expenses	\$ _____
	Private School Transportation Costs	\$ _____
	Parent Program for Private School Students ( <u>Where the LEA Title I allocation is greater than \$500,000.</u> )	\$ _____
	Other	\$ _____

15. Please describe how the LEA's Parent Program activities involve private school parents [To be completed by **all LEAs with private schools**]:


16. Districtwide Title I cost estimates for private school services for the 2005-06 school year.

- a. 2005-06 districtwide Title I budgeted funds for private school student services. a.\$ \_\_\_\_\_
- b. 2004-05 districtwide estimated unexpended balance of Title I funds for private school student services. b.\$ \_\_\_\_\_
- c. The total distributed Title I budgeted funds for private school student services (a + b). c.\$ \_\_\_\_\_
- d. 2003-04 districtwide unexpended balance of Title I funds budgeted for private school student services. d.\$ \_\_\_\_\_

17. 2005-06 Title I cost estimates for services for this private school's students from the following:

- a. Title I Budgeted Funds (These budgeted funds should reflect the appropriate share from the districtwide 2004-05 unexpended balance, in addition to the 2005-06 funds for this private school's student services.) \$ \_\_\_\_\_

18. Title I staff Full Time Equivalent (FTE) and budgeted amounts for personnel and non-personnel services for this private school's student services:

	FTE	Amount
a. Teachers	_____	\$ _____
b. Pupil Personnel Staff	_____	\$ _____
c. Paraprofessional(s)	_____	\$ _____
d. Other (Specify) _____	_____	\$ _____
e. Purchased Services	XXXXXX	\$ _____
f. Supplies	XXXXXX	\$ _____
g. Equipment	XXXXXX	\$ _____
h. Other: _____	_____	\$ _____
Total amount budgeted		\$ _____

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**Signature of Private School Administrator**

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**Date**

Private School Administrator Comments:

**Provide any comments regarding service delivery options or reason(s) for declining services.**

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**TITLE I, PART D, LOCAL AGENCY PROGRAMS  
PARTICIPATION OF FACILITIES WITH CHILDREN WHO ARE  
NEGLECTED, DELINQUENT, OR AT-RISK OF DROPPING OUT OF SCHOOL  
2005-2006**

This form must be completed for each Neglected or Delinquent Facility in the district.

Facility Name		Facility Type <input type="checkbox"/> Neglected (Check One) <input type="checkbox"/> Delinquent
Facility Address		
Facility Phone Number:	Fax Number:	E-mail Address:
Check One: <input type="checkbox"/> Receiving services from LEA <input type="checkbox"/> Services provided through purchased service agreement with another LEA or BOCES Name _____ <input type="checkbox"/> Declining Services <span style="float: right;"><b>Budget Amount: \$</b> _____</span> Signature/Facility Director _____ Date _____		

The purpose of this legislation (Title I, Part D, Subpart 2 – local Agency Programs) is: to support the operation of the LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

**Provide:**

1. a description of the program to be assisted;
2. a description of formal agreements, regarding the program to be assisted, between –
  - A. the local educational agency; and
  - B. correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system.
3. as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;
4. a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;
5. a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

6. as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;
7. a description of the plan for assisting in the transition of children and youth from correctional facilities to locally operated programs.
8. as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;
9. as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
10. a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth;
11. a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
12. as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
13. a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and
14. as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

NEW YORK STATE EDUCATION DEPARTMENT  
OFFICE OF PLANNING AND PROFESSIONAL DEVELOPMENT

TITLE VI, PART B  
RURAL AND LOW-INCOME SCHOOLS PROGRAM  
2005-2006 APPLICATION FORM

Local Education Agency \_\_\_\_\_ Agency Code \_\_\_\_\_

Contact Person \_\_\_\_\_ Title \_\_\_\_\_

Phone Number \_\_\_\_\_

Program Year:  First Year  Second Year  Third Year  Fifth Year

The Rural and Low-Income School Program is designed to address the needs of rural, low-income schools. Monies are awarded to eligible LEAs on a formula basis. In order to participate in the program, an LEA must meet all of the following criteria:

- 20 percent or more of the children ages 5 through 17 served by the LEA are from families with incomes below the poverty line; and
- All of the schools served by the LEA are designated with a School Locale Code of 6, 7, or 8 under the U.S. Department of Education's National Center for Education Statistics (NCES) locator system. The locale codes of schools are listed on the website of the Department's National Center for Education Statistics (NCES) at <http://www.nces.ed.gov>; and
- The LEA is not eligible to participate in the Small, Rural School Achievement Grant Program (Section 6212(d)).

Assessment/Accountability Requirements

The accountability requirements in section 6224(d) and (e) apply to districts participating in the program. These requirements -- in which participating LEAs must administer assessments consistent with section 1113(b)(3) of Title I and the States must determine whether LEAs have made adequately yearly progress -- are similar to those applicable to districts participating in the Alternative Use of Funds Authority and the Small, Rural School Grant Program.

TITLE VI, PART B  
RURAL AND LOW-INCOME SCHOOLS PROGRAM  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

The LEA will use funds received under the Rural and Low-Income School (RLIS) Program initiative for:

- Teacher Recruitment and Retention
- Teacher Professional Development
- Education Technology as described in Title II, Part D - Enhancing Education Through Technology\*
- Parental Involvement Activities
- Activities authorized under Title IV, Part A - Safe and Drug-Free Schools and Communities\*
- Activities authorized under Title I, Part A - Improving the Academic Achievement of Disadvantaged Children\*
- Activities authorized under Title III – Language Instruction for Limited English Proficient and Immigrant Students

**RLIS funds must support additional activities that supplement those funded by the applicable Titles.**

PROGRAM DESCRIPTION

Briefly describe how the LEAs participation in the Rural and Low Income Schools Program initiative will:

(a) support the programs identified above

(b) have a positive impact on improved student achievement and dropout prevention

(c) assist the LEA in making strides in meeting the States definition of AYP.

TITLE VI, PART B  
RURAL AND LOW-INCOME SCHOOLS PROGRAM  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

PROGRAM GOALS

ELIGIBLE LOCAL EDUCATION AGENCIES PARTICIPATING IN THE RURAL AND LOW INCOME SCHOOLS INITIATIVE ARE MAKING A COMMITMENT TO THIS INITIATIVE FOR A PERIOD OF NO LESS THAN THREE YEARS

Provide program goals that address how funding under the Rural and Low Income Schools program initiative will:

- supplement the programs identified
- have a positive impact on student achievement
- have a positive impact on student dropout rates
- support the implementation/strengthening of local plans/strategies leading to improvements the LEA must make in order to meet their Adequate Yearly Progress (AYP)

First Year Goals:

Second Year Goals:

Third Year Goals:

Fourth Year Goals:

TITLE VI, PART B  
RURAL AND LOW-INCOME SCHOOLS PROGRAM  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

PROGRAM OBJECTIVES

Provide measurable program objectives that address 2005-06 program goals.

Program Objectives:



NEW YORK STATE EDUCATION DEPARTMENT  
OFFICE OF PLANNING AND PROFESSIONAL DEVELOPMENT

TITLE VI, PART B  
RURAL AND LOW-INCOME SCHOOLS PROGRAM  
2005-2006 APPLICATION FORM

Local Education Agency \_\_\_\_\_ Agency Code \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone Number \_\_\_\_\_

Telephone Number \_\_\_\_\_

Certification

I certify that all the information provided on this form is accurate and that these funds will be used to “supplement not supplant” state and local funding efforts.

I understand that the accountability requirements in section 6224(d) and (e) apply to districts participating in the program. These requirements -- in which participating LEAs must administer assessments consistent with section 1113(b)(3) of Title I and the States must determine whether LEAs have made adequately yearly progress -- are similar to those applicable to districts participating in the Alternative Use of Funds Authority and the Small, Rural School Grant Program.

Superintendent Name \_\_\_\_\_

Superintendent Signature \_\_\_\_\_

Contact Person \_\_\_\_\_

Contact Person Title \_\_\_\_\_

Contact Person  
Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Contact Person  
E-mail Address \_\_\_\_\_

3/15/05

NEW YORK STATE EDUCATION DEPARTMENT  
OFFICE OF PLANNING AND PROFESSIONAL DEVELOPMENT

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

Local Education Agency \_\_\_\_\_ Agency Code \_\_\_\_\_

Contact Person \_\_\_\_\_ Title \_\_\_\_\_

Telephone Number \_\_\_\_\_

Program Year:  First Year  Second Year  Third Year  Fourth Year

REAP-Flex (Alternative Use of Funds Authority-Section 6211) does not provide eligible LEAs with additional funding. It does provides LEAs who meet the eligibility criteria for participation in the program with the flexibility to use applicable funding for activities under certain title programs.

Only LEAs eligible to participate in the REAP Small, Rural Schools Achievement Program are eligible to participate in this program. Eligible LEAs, including their non-public school partners, choosing to participate in this program must commit to a three-year cycle.

Assessment/Accountability Requirements

LEAs Participating in the Small, Rural School Achievement Grant Program and REAP-Flex (Alternative Use of Funds Authority) must administer an assessment that is consistent with section 1111(b)(3) of Title I. After the third year that an LEA participates in the program, and on the basis of the results of the assessments, the State must determine whether the LEA has made adequate yearly progress. Only those LEAs that have made adequate yearly progress may continue to participate. LEAs that fail to make adequate yearly progress may continue to participate only if they use the applicable funding to carry out the requirements of section 1116 (Title I School Improvement provisions.)

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

Non-Public \_\_\_\_\_

APPLICABLE FUNDING

The LEA proposes to expend funding from the applicable federal formula grant programs checked below in order to address more effectively the academic needs of students, in keeping with the requirements of Part B of Title VI of the reauthorized ESEA.

Check all that apply:

- Title II, Part A, Subpart 2 - Teacher and Principal Training and Recruiting
- Title II, Part D - Enhancing Education Through Technology
- Title IV, Part A - Safe and Drug-Free Schools and Communities
- Title V, Part A - Innovative Programs

DESCRIPTION OF PROGRAM

Funds from the “Applicable Funding” sources identified above can be combined in whole or part for local activities authorized under one or more of the programs listed below. This program will provide eligible LEAs and non-public schools with the flexibility and support to assist in the implementation or strengthening of local education plans and strategies that will lead to the improvement necessary to meet Adequate Yearly Progress (AYP).

Check all that apply:

- Title I, Part A - Improving the Academic Achievement of Disadvantaged Children
- Title II, Part A - Teacher and Principal Training and Recruitment
- Title II, Part D - Enhancing Education Through Technology
- Title III - Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, Part A - Safe and Drug-Free Schools and Communities
- Title IV, Part B - 21<sup>st</sup> Century Learning Centers
- Title V, Part A - Innovative Programs

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

Non-Public \_\_\_\_\_

PROGRAM DESCRIPTION

For each of the authorized programs briefly describe how participation in the REAP-Flex initiative will:

(d) support the initiatives identified under each of the funding sources

(e) have a positive impact on improved student achievement and dropout prevention

(f) assist the LEA in making strides in meeting the States definition of AYP.

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

PROGRAM GOALS

ELIGIBLE LOCAL EDUCATION AGENCIES PARTICIPATING IN THE REAP-FLEX INITIATIVE ARE MAKING A COMMITMENT TO THIS INITIATIVE FOR A PERIOD OF NO LESS THAN THREE YEARS.

Provide specific goals for each of the authorized funding sources identified (page 2) that support the implementation/strengthening of local plans/strategies leading to improvements the LEA must make in order to meet their AYP.

First Year Goals:

Second Year Goals:

Third Year Goals:

Fourth Year Goals:

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

LEA \_\_\_\_\_

PROGRAM OBJECTIVES

Provide measurable program objectives that address the program goals for this year for each of the authorized funding sources identified.

Program Objectives:

NEW YORK STATE EDUCATION DEPARTMENT  
OFFICE OF PLANNING AND PROFESSIONAL DEVELOPMENT

TITLE VI, PART B  
REAP-FLEX (ALTERNATIVE USE OF FUNDS AUTHORITY)  
2005-2006 APPLICATION FORM

Local Education Agency \_\_\_\_\_ Agency Code \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone Number \_\_\_\_\_

Telephone Number \_\_\_\_\_

Non-Public School (if applicable) \_\_\_\_\_

Certification

I certify that all the information provided on this form is accurate and that these funds will be used to “supplement not supplant” state and local funding efforts.

I understand that the LEA must meet all requirements under law, of those “applicable funding “ title(s) from which funds will be combined.

I understand that the New York State Education Department has the authority to revoke the LEA’s authority to combine funds if the LEA fails to meet criteria for progress as determined by Title I criteria and the New York State System of Accountability for Student Success (SASS).

Superintendent Name \_\_\_\_\_

Superintendent Signature \_\_\_\_\_

Contact Person \_\_\_\_\_

Contact Person Title \_\_\_\_\_

Contact Person  
Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Contact Person  
E-mail Address \_\_\_\_\_

3/15/05

School District \_\_\_\_\_  
 BEDS Code \_\_\_\_\_

For Title \_\_\_\_\_

## BUDGET NARRATIVE

**\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION UPDATE**

**If Transferability is used for 2005-06, the Transferability Form must be submitted online.**

**Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000**

<i><b>CODE/ BUDGET CATEGORY</b></i>	<i><b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b></i>
<i><b>Code 15</b> Professional Salaries</i>	
<i><b>Code 16</b> Support Staff Salaries</i>	
<i><b>Code 40</b> Purchased Services</i>	
<i><b>Code 45</b> Supplies and Materials</i>	
<i><b>Code 46</b> Travel Expenses</i>	



School District \_\_\_\_\_  
BEDS Code \_\_\_\_\_

For Title \_\_\_\_\_

<b>Code 80</b> <i>Employee Benefits</i>	
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	