

**NYS Academic Intervention Services for Nonpublic Schools
Program Guidance
2021-2022 School Year**

The provision of academic intervention services (AIS) is intended to increase achievement for students who are struggling to meet the New York State Learning Standards, as evidenced by their performance on the State assessments in English language arts (ELA) and mathematics in grades three through eight (3-8). Funds to support in-depth professional development are available to nonpublic school teachers for the purpose of supporting their students' performance on the State-administered 3-8 assessments. Please note: Not all nonpublic schools in New York State offer the 3-8 State assessments to their students. ONLY those schools that do offer the assessments and report to NYSED per the established processes are eligible for AIS reimbursement, based upon the number of their students that do not achieve a level 3 or 4 on State proficiency exams.

The purpose of these AIS professional development funds is to raise the proficiency of nonpublic school teachers in specific techniques designed to support their students who are at-risk of not meeting the State standards in ELA and mathematics. Nonpublic schools who administer the 3-8 State assessments may seek reimbursement for the following professional development activities, subject to approval by the Department. The professional development activities or materials must be secular, neutral and non-ideological, and designed to assist students who are at-risk of not achieving State standards.

General Parameters for the Use of State Nonpublic AIS Funds

Schools should evaluate and determine the strengths and weaknesses demonstrated by student performance on of the 3-8 State assessments in order to align professional development to the students' needs within the following parameters:

- All professional development materials must be aligned to the New York State Learning Standards in **ELA** and **mathematics**;
- Books and other professional development materials may be purchased to enhance the ability of the teacher to provide AIS to those students who have not achieved a level 3 or 4 on the ELA and mathematics 3-8 State assessments.
- The costs of eligible in-person professional development opportunities may be shared among multiple schools, when presented to groups from each of the participating schools.
- Professional development may include software and other educational materials designed to assist the teacher in identifying the academic needs of students eligible for AIS. Software and educational materials that are purchased for general classroom instruction (e.g., class sets of books) would not be considered eligible expenditures.

AIS Professional Development Program Activities May Include the Following:

- Learning new techniques for providing AIS to struggling students;
- Provision of professional development that will enable teachers to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, and students with limited English proficiency;
- Purchase of software materials that will assess the needs of struggling students and provide support to teachers in addressing specific skill gaps in ELA and mathematics;
- Training in effective teaching methods based on proven, research-supported professional development strategies that have been shown to increase student academic achievement;

- Professional development focused on the New York State Learning Standards and performance indicators, assessment development, local curriculum development and best practices;
- Support for teachers' knowledge of the teaching of ELA and mathematics;
- Participation in a network of teachers formed specifically for the professional development of teachers;
- Training in classroom management skills;
- Strategies, materials and resources to assist teachers with the uses of data to improve instruction and student achievement in ELA and mathematics;
- Training in the use of technology so that technology and technology applications are effectively used in the classroom to support struggling students in ELA and mathematics;
- In-classroom coaching provided by a vendor (Note: this cannot be provided by another teacher or staff member of the school); or
- Other appropriate programming that improves the capacity of nonpublic school teachers to help their struggling students meet the New York State Learning Standards.

Deadline for Submitting Request Forms for the 2021-2022 School Year: June 30, 2022

Please note: once an application is complete, it can be submitted for reimbursement at any time (schools do not need to wait until March). However, schools can only be paid once per program year.

Allocation Methodology: AIS allocations have been calculated based on the statewide total number of nonpublic school students who did not meet level 3 or 4 on 3-8 State assessments in ELA and mathematics in the 18-19 school year. The number of students has been established on a State level, and a per pupil instance was calculated as well as the total amount of funds available to individual schools.

Reimbursement of Funds: Each school receiving AIS funds will have a year 5 allocation that will be reimbursed after a thorough review of the required documents. Nonpublic schools seeking reimbursement for AIS must submit the New York State Nonpublic School Reimbursement Request Form for Academic Intervention Services (AIS) along with documentary evidence of such expenditures, including invoices and proof of payment. The expenditures must be linked to improving instruction for struggling students in English language arts and mathematics. If the documentation is not clear, a justification should be included in your application to assist in determining eligibility.

Due to the capabilities of our payment system, payments will only be processed once per program year. Any remaining funds will be rolled over to the following year.

Year 5 reimbursement will apply to eligible expenditures made between April 1, 2015 and March 31, 2022.

In the instance that a school does not use its total allocation in year 5, the remaining funds will be available in year 6. Funding support for a particular year's allocations will be limited to the allocation amount. Schools whose expenditures on eligible items exceed their allocation amount must support those expenses on their own and will not receive additional reimbursement.