

**NEW YORK STATE
EDUCATION DEPARTMENT**

**PROGRAM DESCRIPTION
HANDBOOK
2008-2009**

**Available on-line at:
<http://www.oms.nysed.gov/budget/pro2009/home.html>**

August 2008

NEW YORK STATE EDUCATION DEPARTMENT

MISSION

To raise the knowledge, skill, and opportunity of all the people in New York.

VISION

We will provide leadership for a system that yields the best educated people in the world.

REGENTS GOALS

1. All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.
2. All educational institutions will meet Regents high performance standards.
3. The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.
4. Education, information, and cultural resources will be available and accessible to all people.
5. Resources under our care will be used or maintained in the public interest.
6. Our work environment will meet high standards.

PROGRAM DESCRIPTION HANDBOOK

OVERVIEW

The Program Description Handbook is a companion document to the Education Department's Budget Proposal Summary. The Handbook provides narrative descriptions of the various Department programs. The Program Description Handbook contains the following information:

PROGRAM:	The program's technical and familiar name plus any acronyms.
DESCRIPTION:	A brief description of the program and the population which it serves.
REGENTS GOALS:	Any of the six Regents goals which the program addresses.
AUTHORITY:	The statutory and/or regulatory provisions establishing the program.
FUNDING SOURCE(S):	The Program Description Handbook should not be used for definitive fiscal information. General program funding from all sources is shown (for the most recent prior year) to provide a general sense of overall program size. If more than one funding source is provided, the approximate percentage of each source is indicated. For more definitive, up-to-date and detailed fiscal information, the Budget Proposal summary should be consulted.
CONTACT OFFICE:	The office and voice, fax and/or e-mail address where information regarding the program may be obtained.

Due to spending control restrictions the Program Description Handbook will no longer be printed. It will be available on the Education Department's internet web site (<http://www.oms.nysed.gov/budget/>) and additions and updates will be provided as needed throughout the year on the internet site.

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OFFICE OF CULTURAL EDUCATION

PROGRAM: Office of Cultural Education

DESCRIPTION:

The State Library, State Museum, State Archives and the Public Broadcasting Program comprise the Office of Cultural Education (OCE). These institutions are responsible for increasing the knowledge and information resources of State and local government, businesses, and individuals. The Office supports research, operates programs, and develops collections that serve the long-term interests of the institutions and residents of New York.

OCE provides services directly to individuals and government at the New York State Library, the State Archives, and the State Museum. OCE also distributes aid to libraries and library systems, local governments, and public broadcasting stations, and provides instructional telecommunications services through public broadcasting stations.

VISION:

All New Yorkers will have access through cultural institutions and government to the information and knowledge they need to participate in society. Educators and students use cultural resources as a tool to fulfill curriculum and assessment goals and support lifelong learning.

MISSION:

The Office of Cultural Education ensures that valuable information, knowledge and collections are available now and in the future. It does this by operating New York's State Archives, State Library, State Museum and Public Broadcasting Program and helping related institutions.

GOAL 1: Educators and students use cultural resources as a tool to fulfill curriculum and assessment goals and support lifelong learning.

GOAL 2: All cultural institutions in New York will meet high performance standards.

GOAL 3: Cultural institution professionals in New York will be current with best practices in their fields and increasingly will reflect the diversity of New York.

GOAL 4: Cultural information and resources will be available and accessible to all people.

GOAL 5: Resources under our care will be securely and professionally maintained for current and long-term use by the people of New York.

GOAL 6: Our work environment will meet high standards.

REGENTS GOALS: 1; 2; 3; 4; 5; 6

AUTHORITY:

Federal Statute: (see specific programs)
Federal Regulation: (see specific programs)
State Statute: (see specific programs)
State Regulation: (see specific programs)

FUNDING SOURCE(S):

State- (see specific programs)
Federal- (see specific programs)
Special Revenue- (see specific programs)
Total- (see specific programs)

NUMBER OF INDIVIDUALS SERVED: (see specific programs)

CONTACT OFFICE: Office of Cultural Education

TELEPHONE: (518) 474-5976 **FAX:** (518) 474-2718

PROGRAM: Educational Television and Public Broadcasting

DESCRIPTION:

The Office of Educational Television and Public Broadcasting is charged with the responsibility of maintaining a financially sound public telecommunications system in the State through the administration of local assistance funds for the operational, programmatic and instructional needs of the 9 State public television stations and 17 public radio stations. This responsibility of the Office provides an opportunity to help the Education Department form cost-effective, dynamic partnerships between itself and public broadcasting and between public broadcasting and the educational community. To this end, the Office is committed to a long-term, broad-based effort to meet educational needs that can best be addressed through public broadcasting and telecommunications technologies.

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Beyond maintaining a sound public broadcasting system, the Office of Educational Television and Public Broadcasting is responsible for facilitating and advising the stations' acquisition and production of high-quality programming materials for the State's learners. Furthermore, the Office is charged with fostering a climate conducive to the invigorated use of digital multimedia technologies to benefit virtually all citizens in every area of the State. To fulfill its mission, the Office has affirmed the following goals:

- Public Broadcasting will be a major factor in providing education to all New Yorkers. The Office ensures the effective development of instructional television and radio services provided to students and other citizens through broadcast, broadband, community outreach and interactive telecommunications.

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- The Public Broadcasting System in New York State will be financially sound. The Office provides leadership and direction to the State's public broadcasting stations, administering State aid for operational, programmatic and instructional support.

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- The Office will provide coordination for video programming and other telecommunications-related services to support the Board of Regents and the Education Department's priorities in cooperation with program offices in the Department, the public broadcasting stations, and other education and cultural institutions of the State.

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §236

State Regulation: 8NYCRR Part 179

FUNDING SOURCE(S):

State-Funding	State Operations - Included in overall Office of Cultural Education
Federal-Special Revenue-	Local Assistance - State - 100%
Total-	\$18.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Educational Television and Public Broadcasting

TELEPHONE: (518) 474-5862 **FAX:** (518) 486-4850

PROGRAM: State Archives - Archival Services

DESCRIPTION:

The New York State Archives through its Archival Services Program ensures the identification, management and accessibility of historical records statewide and the archival records of New York State and colonial governments. The Archives coordinates statewide documentation, archival advisory services and access to historical records, the Documentary Heritage Program (DHP), and provides direct services to the people who create, manage and use historical records. As a result of these services, historical record repositories, local governments and State agencies are better able to manage and make available an inclusive comprehensive documentation of the history and cultures of New York. The Archives also identifies, accesses, preserves, and makes available those records of New York State government that have long-term value for documenting public programs and policy decisions, maintaining government accountability, providing legal evidence, and meeting research and other special needs of the government and the public. The Archives provides administrative support for the State Historical Records Advisory Board (SHRAB) in its role in planning statewide archival strategy.

The New York State Archives was created by law in 1971 and began full operation in 1978 when its storage and research facility opened in the Cultural Education Center. The Archives now houses more than 101,000 cubic feet of records and last year responded to more than 60,000 research requests from government, business, and the general public. Holdings of the State Archives include records from all three branches of State Government and document virtually every aspect and era of New York history. While the Archives has traditionally provided on-site access to its collections, researchers' needs are increasingly being served beyond Albany. Services range from access to information about State Archives holdings and services via the Archives' web site (www.archives.nysed.gov), to responding to requests by mail, phone and email (archref@mail.nysed.gov), to copying, interlibrary loan, and special searching services. Through digitization, the Archives has made over 30,000 images of important archival documents available to researchers over the Internet.

The DHP of the State Archives, enacted in 1988 to strengthen New York's historical records programs, improves the collection, care and management of historical records programs statewide and increases their availability and use by researchers. The DHP awards competitive grants to historical records programs and aid to the Reference and Research Library Resources Systems (3Rs) for advisory services to programs in their regions. In the years of its existence, the DHP has provided direct advisory and program development services to hundreds of historical records repositories; facilitated the identification and preservation of historically valuable records of over 2,500 under documented organizations and groups; supported many workshops on techniques for managing historical records; fostered greater use of historical records; and encouraged the development of new programs and closer cooperation among existing programs. Through direct grants to historical records programs, the DHP has supported projects to improve the documentation of New York, the arrangement and description of historical records to make them more readily available for research, and other projects to improve their care and management..

REGENTS GOALS: |1; 2; 4; 5|

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: |Arts and Cultural Affairs Law §57.05; Education Law, §140|

State Regulation: |Executive Order No. 63, 8NYCRR Part 188|

FUNDING SOURCE(S):

State- |State Operations - Included in overall Office of Cultural Education
funding and Special Revenue provided by the Local Government Records Management
Improvement Fund.

Researcher Services and Products - Education Archives SRO Account|

Federal- |Local Assistance - Federal - Total - \$.5m|

Special Revenue-

Total- |\$.5m|

NUMBER OF INDIVIDUALS SERVED: |n/a|

CONTACT OFFICE: |Archival Services|

TELEPHONE: |(518) 474-6926|

FAX: |(518) 473-7573|

PROGRAM: State Archives - Archives Partnership Trust

DESCRIPTION:

The New York State Legislature established the New York State Archives Partnership Trust in 1992. The Partnership Trust is a public-benefit corporation governed by a board of citizens selected for their leadership and commitment to education and cultural affairs. Its purpose is to extend and enhance access to the State Archives, continue the preservation of over 200 million documents, and encourage the use of this remarkable resource for scholarly research as well as for educational programs. The Partnership Trust is a 501(c)(3) not-for-profit organization. Gifts are tax deductible to the full extent allowed by federal law. Under New York State statute, \$300,000 is transferred on an annual basis from the Local Government Records Management Improvement Fund to the Archives Partnership Trust to support the development campaign and related operations of the Trust. The Trust also accepts private contributions and grants which are used for education, research, public outreach and collections care initiatives in support of the State Archives, as well as for its operations.

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: L. 1992, c. 758, §§1 [consisting of §§1-7] and 2; Amended L. 1993, c. 57, §292; L. 1993, c. 497, §§1, 2; L. 1995, c. 82, §75; L. 1996, c. 474, §117, eff. Aug. 8, 1996, retroactive to Apr. 1, 1995; L. 1998, c. 399

State Regulation:

FUNDING SOURCE(S):

State- State Operations - Included in overall Office of Cultural Education funding and \$300,000 in Special Revenue provided by the Local Government Records Management Improvement Fund, and roughly \$95,000 in other sources including endowment earnings, private contributions, and grants. Total; \$.395m

Federal-

Special Revenue- Special Projects - \$.2m; Endowment - \$3.4m

Total- \$3.995m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Archives Partnership Trust

TELEPHONE: (518) 473-7091 **FAX:** (518) 473-7058

PROGRAM: State Archives - Government Records Services

DESCRIPTION:

The State Archives administers the central records management program and provides advisory services for State government agencies and a broad range of technical assistance, advice, and grants support to 4,300 local governments on a spectrum of records management issues. These services are provided from the State Archives' Albany office and from a network of nine regionally located offices.

State law authorizes the State Archives to develop and disseminate records retention and disposition schedules for New York's State and local governments, oversee the use of disposition schedules by State Executive Branch agencies and provide training, technical assistance, technology advisory services and other consultant services to support records management. Examples of government records services, which the State Archives provides, include advice and assistance in:

- ✓Records management program planning and evaluation.
- ✓Files and record keeping system design and management.
- ✓Records retention and disposition.
- ✓Electronic records management and applied information technology.
- ✓Identifying and meeting record keeping requirements.
- ✓Business process analysis and managing records in automated office environments.
- ✓Security for and access to records.
- ✓Disaster preparedness and recovery.
- ✓Storage and preservation.
- ✓Records appraisal imaging and micrographics.

In addition to these advisory services, the State Archives operates a storage facility for State agency records at the State Office Campus in Albany. Agencies may store inactive records at this site on a chargeback basis until the records are eligible for destruction or transfer to the legal custody of the State Archives. The State Records Center also offers inexpensive, secure and environmentally controlled storage for paper records, master copies of microfilm, back-up computer tapes, and other sensitive media; pick-up, delivery, reference and retrieval services; and disposal by shredding and recycling through a State waste-paper contract administered by the Archives.

The State Archives also administers a local assistance program, funded by the Local Government Records Management Improvement Fund. Through a competitive grant program, local governments may apply for funds to initiate or enhance local records management programs. For the 2007-2008 year, the State Archives awarded nearly \$1 million to municipal agencies of the City of New York and more than \$9 million in additional grants to 357 local governments across the State. Local governments use their grant funds for a variety of records management projects, some of which include developing electronic information systems, conducting thorough inventories of records, developing plans for managing records, and conducting projects to microfilm and preserve local government archival records. Since the program was created in

1989, 8,196 grants totaling over \$155.8 million in assistance have been awarded to local governments to support records management improvement projects.

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Arts and Cultural Affairs Law and Legislative Law §22(a) and (b)

State Regulation: 8NYCRR Parts 185 and 188

FUNDING SOURCE(S):

State-

Federal-

Special Revenue- Special Revenue provided by the Local Government Records Management Improvement Fund and the Internal Service Account for State Records Management

Total-

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Government Records Services

TELEPHONE: (518) 474-6926

FAX: (518) 486-4923

PROGRAM: State Archives - Public Education and Outreach Services

DESCRIPTION:

The Public Programs and Outreach Unit of the State Archives develops and manages a comprehensive program for public programming, public and media relations and educational uses of archival resources in coordination with State Archives' program service units and strategic partners. Activities include development of curriculum resources, teacher training, student research programs, and grants to localities.

Online Resources – The bilingual La Escuela Electronica [Electronic Schoolhouse], the innovative “build-your-own worksheet” features of Throughout the Ages, the history of New York’s diverse people in The Legacies Project, and the lively, younger student’s introduction to The Erie Canal Time Machine are examples of online resources that encourage the use of primary sources in the classroom. All are funded through grants obtained by the Archives Partnership Trust. Global History and Geography online offers a photo gallery of dozens of countries around the world as they appeared at the beginning of the 20th century. America’s Civil War offers an online photo gallery of Civil War era photographs and documents. New York’s Electoral College explains the workings of the Electoral College through government records that are in the State Archives. Using Historical Records in the Classroom is a brief online course for educators.

Awards - The State Archives’ Student Research Award Program is open to students in grades 4-12 and rewards students for outstanding research projects that make substantial and innovative use of historical records. Winners receive cash awards from the Laura B. and Robert Chodos Fund, a framed certificate and lunch with the Board of Regents.

Exhibitions - Through a special cooperative arrangement with the New York State Thruway Authority and Sunoco and Host Marriott Services, the State Archives has developed exhibitions for “History Happened Here” kiosks in seven travel plazas along the highway. A partnership with the National Parks Service and the Mohawk Valley Heritage Corridor supported the installation of the eighth kiosk in the Oneida Travel Plaza.

Grants to Support Classroom Teaching - Between 1990-2007, 279 educational projects have been created and supported by the cooperative efforts of the State Archives, local partners, and the Local Government Records Management Improvement Fund. These projects introduce teachers to historical research, provide information about resources, and explore the integration of historical records into interdisciplinary curricula.

Public Programs – The Empire State Archives and History Awards are a joint program of the State Archives and Archives Partnership Trust, with funding support from the Trust. This three-year-old program has honored Brian Lamb, Sam Waterston and Doris Kearns Goodwin and helped to heighten the visibility of the State Archives and increase support for the Trust. The State Archives and the Trust have partnered with the University at Albany to honor our Researcher of the Year award recipient with a special lecture and reception. Every year the State Archives celebrates Archives Month with a luncheon honoring individual, government and non-

government organizations that have made significant contributions to archives and records management. Support for the luncheon and the cash gifts presented to students come from the Trust as does support for an Archives poster that is distributed statewide.

Publications - In partnership with the Archives Partnership Trust, the Public Programs and Outreach Unit produces the award-winning New York Archives magazine, published quarterly as a benefit of membership in the Trust. Older publications that are still in demand are: Consider the Source: Historical Records in the Classroom, a how-to publication for teachers on how to locate, develop learning activities for and bring historical records into elementary, middle and high school classrooms (Consider the Source received three national awards); and Erie Canal: New York's Gift to the Nation, A Document Based Teacher Resource that provides educators with 97 historical records about the Erie Canal, background essays written by historians, and learning activities and document-based questions.

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Arts and Cultural Affairs Law §57.05

FUNDING SOURCE(S):

State- funding and Special Revenue provided by the Local Government Records Management Improvement Fund

Federal-

Special Revenue-

Total-

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Public Programs and Outreach

TELEPHONE: (518) 474-6926

FAX: (518) 473-9987

PROGRAM: State Library

DESCRIPTION:

The New York State Library serves in a leadership role to assist the State's 7,000 libraries in providing the information and library services that New Yorkers need in the 21st century. Most recently, the State Library has assisted libraries and library systems by managing \$28 million in capital public library construction grants; providing technical assistance in applying for federal E-rate discounts, and applying for private Gates Library Foundation grant funds on behalf of the state's 1,000 public libraries. The State Library also manages the federally funded NOVELNY pilot project, the foundation for a visionary statewide Internet Library that with requested permanent ongoing State funding will deliver a robust menu of proprietary electronic resources and other high-quality digital information to all New Yorkers from the library and from home, work, and school. The State Library includes two divisions, the Research Library and the Division of Library Development. Information on the programs and services of both divisions can be found on the State Library web site, www.nysl.nysed.gov.

The Research Library is New York State's public research library, serving the people and government of New York State. The Library's collection of more than 20 million items, including commercial databases, E-books and digital information is available for use by all residents of New York State. The Manuscripts and Special Collections Division hold rare books, manuscripts and iconic materials reflecting the culture and history of New York. On-site resident borrowing privileges for circulating material in the Library's collection have been extended to all New Yorkers age 18 and over since June 2004. The collection is particularly strong in New York State and federal documents, New York State and local history, business, legislative matters, science and technology and education. The Talking Book and Braille Library, which is part of the State Library, serves almost 40,000 people in 55 upstate counties, each of whom has some visual, physical, or learning disability. The New Netherland Project directs the transcription, translation, and publication of all Dutch documents in New York repositories relating to the seventeenth-century colony of New Netherland.

The Division of Library Development (DLD) works in partnership with New York's 73 State-funded library systems to bring cost-effective, high-quality library services to the millions of people who use New York's 7,000 academic, public, school, and special libraries. The DLD staff administers more than \$100 million in State and federal aid and private grants for the improvement of library services in New York State.

Aid to Libraries

Public Library Systems and Public Libraries

General Formula Aid to Libraries is appropriated for the 23 public library systems, their central libraries, and all of their 742 member public libraries and over 550 branches and other outlets. Formula factors authorized in Education Law §272 and §273 on which library aid is appropriated, take into account the population, geographic area of service, local support, expenditures for library materials, and other characteristics and needs of the regions served. Also

included in General Library Aid are the Central Library Aid Program, the Coordinated Outreach Services Program, and the Local Services Aid programs.

Adult Literacy Services Aid for Public Libraries and Systems

Education Law §273 provides \$200,000 in competitive grant funds to public libraries and library systems for establishing or increasing services to illiterate adults. To be eligible, libraries must cooperate directly with schools, colleges, or other community agencies or organizations operating similar adult literacy programs.

Interinstitutional Libraries

Education Law §285 provides \$175,000 in formula aid to 23 public library systems to improve library services to inmates of correctional institutions maintained by counties throughout the State and the City of New York. Materials and staff services are provided.

Public Libraries for Indians on Reservations

Education Law §271 provides formula aid to libraries on the St. Regis Mohawk, Tonawanda Senecas, and the Seneca Nation of Indian reservations based on reservation population (\$485,882). The official populations are certified annually by the New York State Office of Temporary and Disability Assistance.

State Correctional Facility Libraries

Education Law §285 provides an allocation of \$9.25 per inmate to the 18 participating public library systems to develop and extend library services to State correctional facilities within their service area based on applications showing proposed services. This formula aid program serves an inmate population of 63,524 for 2008.

The New York Public Library

Education Law §273 provides formula aid to The New York Public Library (\$6.4 million) for books and other research resources, and to support four special programs: The New York Public Library's Andrew Heiskell Library for the Blind and Physically Handicapped (\$984,000) to provide service to blind and physically disabled persons in seven downstate counties including New York City and Long Island; the Schomburg Center for Research in Black Culture (\$734,000), the nation's largest, most comprehensive and heavily used repository of records documenting the history and culture of people of African descent; The New York Public Library Program of services to the students of the City University of New York (\$2 million); and The New York Public Library Science, Industry and Business Library (\$1 million).

Family Literary Services Aid for Public Libraries and Systems

Education Law §273 authorizes \$300,000 in competitive grant funds to public libraries and library systems to enrich family literary programs conducted by a public library or public library system.

Public Library Construction

Education Law §273-a provides State Aid for the construction, rehabilitation or renovation of public libraries. Funding for the construction program is \$800,000 annually. Sixty percent is distributed on a per capita basis and the remaining forty percent is distributed as equal flat grants among 23 public library systems. State Aid may be used for up to 50 percent of approved projects.

New York State Library -The Talking Book and Braille Library

Education Law §273 provides formula aid of \$19 per reader to the New York State Library Talking Book and Braille Library (TBBL) for its program that serves eligible visually impaired, physically disabled, and learning disabled readers in 55 upstate counties. There are 37,356 New Yorkers who receive delivery of TBBL library materials.

Conservation and Preservation of Research Materials

Education Law §273 provides funding for libraries and other organizations engaged in efforts to preserve deteriorating library research material. There are three parts: formula funds (\$126,000) for each of the 11 comprehensive research libraries; competitive coordinated preservation project grants program (\$350,000) for those 11 libraries; and competitive grant funds (\$500,000) for other institutions such as public libraries, museums, and historical societies having research materials.

Reference and Research Library Resources Systems

Education Law §273 provides formula aid to promote and facilitate resource-sharing activities among academic and special libraries and other types of systems. These nine systems coordinate the hospital library services program, the medical information services program, the coordinated collected development program for academic libraries, and the regional databases program for libraries in their service area. State Aid supports interlibrary loan, delivery, continuing education, automation and other resource sharing activities.

Coordinated Academic Collection Development

Education Law §273 provides formula aid to libraries of public and nonprofit independent colleges and universities for coordinated collection development. Libraries must meet certain criteria, including membership in a reference and research library resources system and full participation in interlibrary loan and other resource sharing programs. The nine Reference and

Research Library Resources Systems, working with the academic libraries in their regions, have formulated collection development plans for their regions.

Medical/Hospital Library Services Program

Education Law §273 provides formula aid to the nine Reference and Research Library Resources Systems for strengthening hospital library services (\$1.396 million) and for supporting delivery of consumer health and medical information services to users of academic, public, school and special libraries (\$506,000).

New-York Historical Society

Education Law §273 provides \$250,000 in formula aid to the New-York Historical Society, a major resource library with collections relevant to the study of United States, New York State and New York City. The funds are used to increase public access to the collections.

Regional Bibliographic Databases and Interlibrary Resources Sharing

Education Law §273 provides \$2.18 million in formula aid for the efficient and coordinated development of computer technology to support bibliographic control and interlibrary sharing of information within and among the service areas of each of the nine Reference and Research Library Resources Systems and its member academic, public, school and special libraries.

School Library Systems

Formula aid is provided under Education Law, §§282-284 to 42 school library systems to facilitate sharing of library resources for both public and nonpublic school libraries. State Aid supports interlibrary loan, delivery, continuing education, coordination of collection development, automation and database building activities, and service to clients with special needs for some three million students K-12 statewide.

Center for Jewish History, Inc.

Education Law §273 provides \$200,000 in formula aid to the Center for Jewish History, Inc., to increase public access to the collections of the member institutions.

Statewide Summer Reading Program

Education Law §273 provides an unspecified amount of funding from the “Love Your Library” fund established in §99.1 of the State Finance Law to support formula aid to public library systems for participation in the statewide Summer Reading program. Sixty percent is distributed on a per capita basis and the remaining forty percent is distributed as equal flat grants among 23 public library systems. Funding is not yet at a level sufficient to warrant distribution.

REGENTS GOALS: 1; 2; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law Title I, §§271-273, 273-a, 282-285

State Regulation: 8NYCRR Part 90

FUNDING SOURCE(S):

State Operations -

Local Assistance-State - 100%

Total: \$94.5m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Division of Library Development

TELEPHONE: (518) 474-7196

FAX: (518) 486-5254

PROGRAM: State Library – Library Services and Technology Act (LSTA) Grants

DESCRIPTION:

The federal Library Services and Technology Act (LSTA) is designed to expand services for learning and access to information resources in libraries for individuals of all ages. LSTA links libraries electronically and helps provide users access to information through state, regional, national and international networks. Federal resources help target library service to people of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities and people with limited literacy or skills.

REGENTS GOALS: 1; 2; 3; 4; 5

AUTHORITY:

Federal Statute: Library Services and Technology Act (20 USC 9121 et seq.)

Federal Regulation: 45 CFR 1180

State Statute:

State Regulation:

FUNDING SOURCE(S):

State Operations - Included in overall Office of Cultural Education funding

Federal - 100%

Total-\$9m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Division of Library Development

TELEPHONE: (518) 474-7196

FAX: (518) 486-5254

PROGRAM: State Library – Research Library Services

DESCRIPTION:

The New York State Research Library is New York State's public research library, serving the people and government of New York. It's collection of over 20 million items, and robust online resources, provides vital information to businesses, State and local governments, lawyers, teachers, researchers, educators, and health professionals.

The Research Library has particular strengths in law, medicine, business, social sciences, education, history, certain pure sciences and technology. It has the largest collection of New York State documents in existence, and is the only regional federal depository in New York State.

The Library provides over 100 databases for on-site research by the public and has access to thousands of online bibliographic and statistical databases. The Library's online catalog is searchable 24 hours a day by anyone with Internet access through the Library's web site, www.nysl.nysed.gov, which also provides links to information about New York State government and gateways to other significant information sources.

Since it was established in 1818, the State Library has been dedicated to acquiring and preserving materials that explore the State's history and culture. Among its holdings are manuscripts, personal papers of New Yorkers, records of New York State organizations, New York State newspapers, rare books and iconic materials-- such as the George Washington collection, and the Preliminary Draft of Lincoln's Emancipation Proclamation..

The Library's collection supplements the holdings of all types of libraries throughout the State through interlibrary loan and document delivery services. In 2007, the Library's Interlibrary Loan Unit responded to 32,000 interlibrary loan requests, with 177,000 pages sent electronically. The Library's expert reference staff also responded to over 930,000 information queries from users in person, and online.

The Library also supports large digitization projects, scanning 84,667 pages of New York State documents and other non-copyrighted materials, providing links through it's online catalog. The New Netherland Project of the State Library directs the transcription, translation, and publication of all Dutch documents in New York repositories relating to the seventeenth-century colony of New Netherland.

The Talking Book and Braille Library (TBBL) provides reading materials and reference services to eligible readers, who are visually impaired, physically disabled or learning disabled, in 55 upstate counties, using books in Braille and recorded media provided by the Library of Congress. The TBBL works with local libraries and other agencies to develop services and make the full range of resource materials available to readers. There are 40,000 New Yorkers in 55 upstate counties who receive delivery of TBBL library materials. Nearly 16,000 visually impaired or learning disabled students at 1,691 schools receive library materials from TBBL.

REGENTS GOALS: 1; 2; 4; 5

AUTHORITY:

Federal Statute: U.S. Public Printing and Documents Act, 44 USC 19 and U.S. Patent Act, 35 USC 41; Library of Congress Act 2 USC 135 a, b

Federal Regulation:

State Statute: Education Law, Title I, §§245-249, State Printing/Public Documents Law, Article 3, §§10-13

State Regulation: 8NYCRR Parts 10 and 92

FUNDING SOURCE(S):

State Operations - Included in overall Office of Cultural Education funding

Education Library Account- Deposits from document delivery fees, library charter fees and donations.

Talking Book and Braille Library (TBBL) Bequest Fund – donor bequests for the support of TBBL services

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Research Library – Director’s Office

TELEPHONE: (518) 473-1189 **FAX:** (518) 486-6880 |

PROGRAM: State Museum - Public and Educational Services

DESCRIPTION:

The State Museum is the fourth highest attended museum in New York State and the single largest tourist attraction for the Capital Region, attracting nearly 1.0 million visitors annually. The Museum provides public and educational services to adults, families, children, and to over 50,000 school children from across the State through its Public and Educational Services programs.

Exhibit Programs

The Museum has approximately 150,000 sq. ft. of gallery space devoted to permanent and temporary exhibits about New York's human and natural history. The exhibit halls are open every day, except Thanksgiving, Christmas, and New Year's Day, from 9:30 a.m. to 5 p.m. Admission is free. The major galleries are New York Metropolis Hall, Adirondack Hall, the Native Peoples of New York Hall and the World Trade Center Gallery. A historic working New York carousel operates on the Terrace gallery. A vibrant special exhibit program supplements the permanent galleries by showcasing collections of the Museum, and bringing in other exhibits on topics in history, natural science, and art from around the world. The Museum also has traveling exhibitions, one - Recovery: The World Trade Center, has been hosted by museums across the United States and will open a tour in Europe in 2008. A major renovation of the long-term exhibits has begun with a revised master plan, which will undergo phased development in the next five years.

Public Programs

The Museum offers a full slate of over 200 programs to the public each year. These range from our innovative summer day camp, Time Tunnel, to lecture series, to overnight camp-ins at the Museum, to trips, which visit important historical and natural sites. A calendar of current programs and exhibits is published quarterly. A current listing is also available through the Museum's web site at <http://www.nysm.nysed.gov>.

School and Youth Programs

The State Museum's school programs integrate museum discovery learning with classroom education. Drawing upon its collections, scientists, historians, and educators, the Museum offers a variety of structured on-site learning programs in history and natural science to school groups from around the State. The museum conducts these programs on site through student education, teacher training, workshops, video conferencing and teacher institutes throughout the year. In addition, the Museum has formed partnerships with schools to do in-depth programming. The partnership with Albany's Thomas O'Brien Academy for Science and Technology Magnet School helped that school win a 1996 federal Blue Ribbon School Award. The community-supported Museum Club and Discovery Squad provide after school youth programs for neighborhood children and teens during the school year. A partnership with the Education Enterprise Zone, has established the Museum as a distance-learning site.

REGENTS GOALS: |1; 2|

AUTHORITY:

Federal Statute: |

Federal Regulation: |

State Statute: |Education Law §§233, 233.1, 235, 235-a; Arts and Cultural Affairs Law §57.03.3|

State Regulation: |

FUNDING SOURCE(S):

State- |State Operations - Included in overall Office of Cultural Education

funding |

Federal- |

Special Revenue- |

Total- |

NUMBER OF INDIVIDUALS SERVED: |1,000,000|

CONTACT OFFICE: |Exhibit Education|

TELEPHONE: |(518) 474-1569|

FAX: |(518) 486-7275|

PROGRAM: State Museum - Research, Research Services and Collections

DESCRIPTION:

The State Museum was founded in 1836 as a research arm of State government, and since then has been engaged in research in the fields of biology, geology, anthropology and history. It has also been the principal custodian of the State's collections that are worthy of being placed in a museum.

Collections

On behalf of the people of New York State, the Museum cares for over 12 million specimens and artifacts, including many voucher and type specimens that reflect 170 years of research in the earth sciences, biology, and human history. These collections are the single most significant record of New York State's natural and human history, and their curation by the Museum ensures that these irreplaceable parts of New York's heritage will be preserved. By law, all significant State-owned specimens and artifacts not specifically placed in other custody are entrusted to the State Museum. Research on the collections by Museum staff continually provides new knowledge about New York's natural and human history. Researchers from more than 100 universities, museums, and government agencies throughout the world also use the Museum collections to generate new knowledge about New York State. The collections are also used for educational programming and exhibitions.

Research

The Museum conducts comprehensive, statewide and State-focused research in areas of biology, geology, anthropology and history not undertaken by other agencies, museums, or the State universities. The results of this research have provided and continue to provide accurate, impartial information to decision makers on a broad range of issues important to the State. The Museum has investigated the effects of acid rain, developed biological controls for insect pests and zebra mussels, documented the changing distribution of plants and animals over long periods of time, and the location of prehistoric and early historic settlements. As such, Museum research often provides baseline data for continuing studies and development. The Museum is also the home of the New York State Biodiversity Research Institute, an interagency effort with the private sector to provide critical information on biodiversity resources to decision makers.

Research Services

The Museum provides research services on a contractual basis. The premier research service provided is the Cultural Resource Survey Program (CRSP), a model program helping State agencies to comply with federal and State Historic Preservation Laws. CRSP conducts over 190 projects annually for the New York State Department of Transportation and other State agencies. The work benefits the people of New York by ensuring that the collections and data resulting from the work become public property to be used for future research.

REGENTS GOALS: 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§233-235 and 235-b

State Regulation:

FUNDING SOURCE(S):

State- funding State Operations - Included in overall Office of Cultural Education

Federal-

Special Revenue-

Total-

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Research and Collections

TELEPHONE: (518) 474-5816

FAX: (518) 486-2034

PROGRAM: State Museum - Statewide Services

DESCRIPTION:

The Museum provides a number of statewide services to related institutions.

Chartering

The Museum is the program office in the State Education Department in matters relating to the chartering of museums, historical societies, zoos, aquaria, botanical gardens, science centers, and other similar organizations. Regents Chartering is the way in which these groups incorporate as nonprofit education corporations under New York Education law. Such incorporation, in turn, allows these organizations to seek tax-exempt status with federal and State authorities, and to exercise the other privileges accorded to nonprofit organizations. The Museum Chartering office oversees this important activity, and assists organizations with processing the material necessary for receiving a charter.

Oversight and Reporting

The Museum receives required annual reports from all museums, historical societies, zoos, aquaria, botanical gardens, science centers, and other similar educational corporations, thereby assuring their compliance with the Education and Executive Laws regarding Educational Corporations. These reports also assure that the organizations are maintaining their assets for the public benefit.

REGENTS GOALS: 1; 2; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

Law §172-a

State Regulation:

Regulations 52.22

Museum Chartering - Education Law §§233, 216-223, 226 and Executive

Museum Chartering - Regents Rules 3.27, 3.30; Commissioner's

FUNDING SOURCE(S):

State-

funding

Federal-

Special Revenue-

Total-

State Operations - Included in overall Office of Cultural Education

NUMBER OF INDIVIDUALS SERVED: Museum trustees, approximately 15,000; local government historians, approximately 1,650

CONTACT OFFICE: Museum Chartering

TELEPHONE: (518) 473-3131 | **FAX:** (518) 473-8496 |

OFFICE OF ELEMENTARY, MIDDLE, SECONDARY AND
CONTINUING EDUCATION

PROGRAM: Office of Elementary, Middle, Secondary and Continuing Education

DESCRIPTION:

Under the direction of the Board of Regents, the State Education Department's Office of Elementary, Middle, Secondary and Continuing Education (EMSC) is responsible for strengthening local capacity to develop and implement a comprehensive and coordinated system for quality services for:

- More than 2.8 million public school students in 4,390 schools, 698 school districts, and 38 boards of cooperative educational services (BOCES).
- More than 468,000 private school students in 2,164 schools.
- More than 157,000 adult learners.

These efforts promote the intellectual, physical, cultural, economic and social/emotional well-being of diverse students, families, adults and communities.

To achieve this mission, the focus is on:

- Improving the quality of teaching and learning.
- Increasing capacity for collaboration and innovation at the local level.
- Advocating for resources and services to support the achievement of excellence and equity of results for all learners, including those who are not yet in school or who have left school, as well as families and communities.

REGENTS GOALS: 1; 2; 3; 4; 5; 6

AUTHORITY:

Federal Statute: (see specific program)

Federal Regulation: (see specific program)

State Statute: (see specific program)

State Regulation: (see specific program)

FUNDING SOURCE(S):

State-	75.89%
Federal-	12.49%
Special Revenue-	11.62%
Total-	\$25.3b (excludes Special Legislative Projects)

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Deputy Commissioner, Elementary, Middle, Secondary and Continuing Education

TELEPHONE: (518) 474-5915

FAX: (518) 486-2233

PROGRAM: Academic Intervention for Nonpublic Schools

DESCRIPTION:

Academic intervention services (AIS) for children attending nonpublic schools supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. AIS are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. To improve student performance on State assessments, nonpublic school teachers of fourth and eighth grade students who scored at level one or two on the English language arts and mathematics State assessments receive in-depth professional development services to improve their content knowledge and develop appropriate instructional strategies.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation: 8NYCRR Part 100.2

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$980,000

NUMBER OF INDIVIDUALS SERVED: 928 teachers

CONTACT OFFICE: School Operations and Management Services - Grants Management

TELEPHONE: (518) 474-3936

FAX: (518) 474-1983

PROGRAM: Adult Basic Education (Welfare Education Program - WEP)

DESCRIPTION:

The State Literacy and Basic Education for Public Assistance Recipients Program, referred to as WEP provides funding for adult education programs for individuals receiving public assistance. Eligible agencies include school districts and boards of cooperative educational services (BOCES).

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §207 & Chapter 53 of the Laws of 2002

State Regulation: 8NYCRR Part 164.1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.96m

NUMBER OF INDIVIDUALS SERVED: 26,460

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: Adult Literacy Education (ALE) Program

DESCRIPTION:

The State ALE Program provides funding for adult education programs for undereducated and disadvantaged adults. Eligible agencies include not-for-profit agencies (e.g., community-based organizations, postsecondary institutions, and literacy volunteer agencies).

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §207 & Chapter 53 of the Laws of 2002

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$7.2m

NUMBER OF INDIVIDUALS SERVED: 16,000

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: AIDS Institute Suballocation for HIV/AIDS

DESCRIPTION:

Funds will support the Statewide Center for Student Support Services (SCSSS).

The major objectives of SCSSS will be to:

- Assist schools to develop comprehensive HIV/AIDS prevention education programs in grades K-12.
- Assess the availability and adequacy of school-based HIV/AIDS prevention education programs within the regions.
- Train teachers and other school personnel to conduct appropriate and effective HIV/AIDS prevention education programs.
- Assist schools to integrate HIV/AIDS prevention education within a coordinated school health program model that establishes a foundation for understanding the relationship between personal behaviors and health.
- Assist schools with the coordination of HIV/AIDS prevention education services available through community agencies and organizations with school programs and services.

The services to be offered to schools through the SCSSS include technical assistance, training, curriculum and resource development, and coordination of HIV/AIDS educational services within the regions. These services will assist students to understand the relationship between personal behaviors and HIV infection and to practice the skills necessary to prevent infection. Further, the network will assist in the implementation of the standards and measuring results and building capacity by identifying successful programs, helping parents to become active participants in their children's education, helping schools in school-based planning and decision making, and in addressing community and school HIV/AIDS problems.

REGENTS GOALS: 1; 3; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 54 of the Laws of 2002

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.2m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Apprenticeship Training

DESCRIPTION:

Apprenticeship Training offers tremendous benefit to the economic well-being of New York State through the development of a relatively mobile, highly skilled work force possessing skills consistent with prescribed activities for each specific trade or career. Designated local educational agencies, as defined in State Education Law §3610, may apply for Apprenticeship Training funding.

Related instruction, as an integral segment of this training, offers classroom or laboratory instruction in trade theory as it relates to tools, math, science, industrial and labor relations, safety, first aid and sexual harassment prevention, thus providing industry with workers who can operate both effectively and safely. In particular, the classroom-related instruction which is provided to augment the skills training, has allowed the program to expand significantly over the last several years, especially in terms of opening up opportunities for women and minorities.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3610

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$1.79m

NUMBER OF INDIVIDUALS SERVED: 26,880

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: Attendance Improvement/Dropout Prevention (AI/DP)

DESCRIPTION:

AI/DP operates as a set-aside program. The districts identified under the set-aside requirement must use a specified amount of their operating aid for AI/DP purposes. In essence, their discretion concerning the use of their State operating aid is limited. To be identified as a set-aside district for AI/DP, a district must be in the lowest 10 percent of the State's school districts based upon the attendance ratio for the school year prior to the base year (e.g., 2006-2007 attendance ratio used for identification of 2008-2009 set-aside districts) and must have more than 461 students absent on an average day. For 2008-2009 only the New York City Schools must satisfy this requirement.

Districts use a variety of strategies and approaches as part of an AI/DP program. The most frequently cited services are counseling, attendance outreach, parental involvement, case management, and linkages with community agencies and alternative instructional techniques.

REGENTS GOALS: 1; 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3602(12)(f)

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$50.4m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Bilingual Education

DESCRIPTION:

State Bilingual Categorical funds are earmarked for bilingual education and English as a second language (ESL) programs and services throughout the State. The funding is for various grant programs, as well as special initiatives that may vary from one year to the next. For example:

Two-Way Bilingual Education Grants – Competitive bilingual education grants that integrate limited English proficient (LEP) with English proficient (EP) students in an instructional program which uses two languages for instruction with the goal of academic excellence and bilingual proficiency for both groups of students.

Bilingual Education Technical Assistance Centers (BETACs) – Thirteen BETACs statewide provide services to school districts, in order to enhance the quality of education for LEP students. BETACs work with districts in the development of programs designed to promote equity and excellence, and help LEP students meet the same high expectations established in the State's standards. In that capacity, BETACs provide the highest quality of technical assistance, disseminate information, conduct staff development activities for educators and workshops for parents, and assist districts in planning and implementing regional and statewide activities.

Intensive Teacher Institute for Bilingual Education and ESL Teachers (ITI) - Designed to increase the pool of certified bilingual and ESL teachers by providing tuition assistance for up to two years of study in designated colleges and universities with registered teacher education programs leading to State certification.

Special Initiatives for LEP Students - A wide variety of activities that are planned and implemented each year to meet specific identified needs.

Puerto Rican/Hispanic Assembly/Senate Task Force Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute – The Institute is designed to promote and develop leadership and public speaking skills in Hispanic high-school students throughout New York State. Students participate in training sessions organized at the local level in their home districts and acquire an understanding of the State legislative process in order to become more involved in public policy issues that impact upon them and their communities. Prior to their arrival in Albany, students will learn the legislative process and select legislative initiatives to research and debate. The culmination of this training takes place during their arrival in Albany to attend a three-day institute where they have an opportunity to meet with legislators and debate actual legislative bills in a mock assembly.

Teachers Institutes - Statewide invitational institutes for ESL/bilingual teachers to receive updates on the education of LEP students. Updates include information on assessments, policies and instructional strategies for LEP students (part of BETAC activities).

The Bilingual/ESL Teacher Leadership Academy (BETLA) - The BETLA was created to instill leadership skills in exemplary teachers, who then work to support fellow teachers serving English language learners (ELLs). Teacher/leaders refine their own practice in their own classrooms as they collaborate with teachers of ELLs to support high achievement for these students. In addition, BETLA teacher/leaders establish model classrooms that are used as school labs for bilingual and ESL instruction.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3602

State Regulation: 8NYCRR Part 154

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$13.5m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Bilingual Education

TELEPHONE: (518) 474-8775

FAX: (518) 473-4678

PROGRAM: Career and Technical Education Improvement Act (CTEIA) Career Pathways Programs in Tech-Prep

DESCRIPTION:

A tech prep/career pathways program is comprised of organized educational activities delivered through academic courses and career and technical education (CTE) courses or unit of study. A tech prep/career pathways program requires:

- Students to sign a declaration form evidencing their intent to follow the Tech Prep instructional approach of career pathways in a program of study which:
 - includes at least two years of secondary education and postsecondary instruction;
 - leads to completion of a two-year associate degree program, a two-year certificate program, or a two-year apprenticeship that follows secondary Tech-Prep instruction, and;

- Students to attend two or more career and technical education courses or units of study, or a sequence of a minimum of three courses or units of study in a career and technical education program.

Thirty Career Pathways Programs in Tech-Prep Education are funded in the 2007-2008 school year. The programs are a consortia of eligible agencies such as colleges, school districts and boards of cooperative educational services (BOCES), as identified in the federal regulations. A one-year plan and budget are required components of the application.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute: Carl D. Perkins Career and Technical Education Improvement Act (CTEIA) of 2006, PL 109-270, Title II

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$5.2m

NUMBER OF INDIVIDUALS SERVED: 29,000

CONTACT OFFICE: Office of Curriculum and Instructional Support - Career and Technical Education Team

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

PROGRAM: Career and Technical Education Improvement Act (CTEIA) Criminal Offender

DESCRIPTION:

CTEIA Incarcerated Program grants and State set-asides are made available to provide occupational skills instruction and support services to individuals incarcerated or institutionalized in county and State correctional facilities. The purpose of the funding includes:

- The establishment and/or enhancement of career and technical education programs for inmates that lead to employment of high-wage, high-skill, high-wage, high-demand areas.
- The development on non-traditional career options.
- The development or enhancement of transitional services that lead to employment for inmates who are completing their sentences and are preparing for release.
- The improvement of equipment.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: Carl D. Perkins CDEIA of 2006, PL 109-270, Title I, Part A for Incarcerated Programs

Federal Regulation:

State Statute: Education Law §3203(7)

State Regulation: 8NYCRR Part 118

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$0.58m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Service Team

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Career and Technical Education Improvement Act (CTEIA) Services for Nontraditional Activities

DESCRIPTION:

The New York State Project for Nontraditional Training and Employment works with agencies on meeting the Perkins III accountability standards described in Core Indicator #4: “Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.”

The project provides statewide technical assistance for gender equity under Perkins III. Services include:

Equity Resource Library

Books, manuals and videos are available for free loan to administrators and educators involved in Perkins-funded projects throughout New York State. Our collection totals over 2,000 items. Bibliographies of relevant topics are also available.

Web Site

The web site on Nontraditional Training and Employment provides up-to-date information on nontraditional careers and new and emerging careers, as well as strategies for recruiting, retaining and placing nontraditional students. The site allows access to and online ordering from the Resource Library database.

State Development and Technical Assistance

Meeting the nontraditional performance indicators can be a complex and long-term process. Staff development is available to meet your current needs.

Speakers’ Bureau

A current list of nontraditional workers, employers, and educators willing to speak about their experiences is available.

Project Research

Statewide data regarding the status of nontraditional occupations at Perkins-V-TEA funded institutions is provided.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: Carl D. Perkins Vocational-Technology Education Act (V-TEA) of 1998,
PL 105-332 - Title I

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal- 100%

Special Revenue-

Total- \$0.15m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Curriculum and Instructional Support - Career and Technical
Education Team

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

PROGRAM: Career and Technical Education Improvement Act (Perkins IV) Basic Grants for Secondary and Adult Career and Technical Education Programs

DESCRIPTION:

Allocations are generated for all school districts and boards of cooperative educational services (BOCES) in the State for secondary career and technical education programs. School districts and BOCES that meet eligibility requirements for use of the funds may then apply for funds to support their career and technical education programs. School districts unable to meet the eligibility requirements may elect to return the money to the Department or join together with other school districts to form a consortium that meets the eligibility requirements.

Potential Perkins IV allocations for adult career and technical education programs are generated for school districts and BOCES based on the number of students in career and technical education programs who are economically disadvantaged using federally approved criteria. For 2007-2008, 15 school districts and BOCES with adult career and technical education programs were eligible to receive Perkins IV Basic Grant funds for Postsecondary/Adult programs.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: Carl D. Perkins Career and Technical Education Improvement Act of (CTEIA) of 2006, PL 109-270, Title I

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$58.2m

NUMBER OF INDIVIDUALS SERVED: 197,034

CONTACT OFFICE: Office of Curriculum and Instructional Support - Career and Technical Education Team

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

PROGRAM: Center for Disease Control Cooperative Agreement

DESCRIPTION:

Funds will support the activities of the Statewide School Health Services Center (SHSC) and the Statewide Center for Student Support Services (SCSSS).

The major objectives of the SHSC and SCSSS offices will be to:

- Assist schools to develop comprehensive prevention education and health promotion programs to address HIV/AIDS and other health risk behaviors including lack of physical activity, poor nutrition and tobacco use in grades K-12.
- Assess the availability and adequacy of school-based prevention education and health promotion programs within the regions.
- Train teachers and other school personnel to conduct appropriate and effective prevention education and health promotion programs.
- Assist schools to integrate prevention education and health promotion programs within a coordinated school health model that establishes a foundation for understanding the relationship between personal behaviors and health.
- Assist schools with the coordination of prevention education and health promotion services available through community agencies and organizations.
- Assist schools with identification of indicators of student connectedness to school in relation to supportive learning environments.

The standards established for Health, Physical Education, and Family and Consumer Sciences require students to acquire certain skills and proficiencies. The services of the statewide offices will assist students to understand the relationship between personal behaviors and HIV infection and to practice the skills necessary to prevent infection. Further, the Statewide Centers will assist in the implementation of the standards through several strategies, including setting goals, identification of successful programs, assistance to parents to become active participants in their children's' education, technical assistance in implementing the standards, and encouragement of collaboration among schools and health and social services agencies to address community and school health issues affecting children and youth.

REGENTS GOALS: 1; 3; 4; 5

AUTHORITY:

Federal Statute: Department of Health and Human Services 301(A), 311(B)(c) & 317(K)(2) Public Service Act

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$0.316m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Charter Schools

DESCRIPTION:

Federal Fund -- (Title V, Part B)

The Public Charter Schools Program (PCSP) is intended to expand the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of public charter schools, evaluation of the effects of charter schools, and dissemination of information about charter schools and successful practices in charter schools.

In New York, PCSP makes funds available for competitive charter school programs for planning and implementing grants to provide assistance to charter school applicants and potential applicants with the planning process and to provide assistance to approved charter schools regarding the implementation of an approved charter. Funds are also available on a competitive basis for the dissemination of successful practices in charter schools.

State Fund

The Charter Schools Stimulus Fund provides assistance to applicants for planning purposes and to approved charter schools for the acquisition, renovation or construction of school facilities.

The Stimulus Fund makes these funds available for the specific purposes of providing start-up grants associated with the development and submission of a charter school application to the Board of Regents as the charter entity. The funds are also available for facilities grants for costs associated with school facilities.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: 84.282A Public Charter Schools

Federal Regulation: CFR Part XX, EDGAR as applicable

State Statute: Education Law Article 56; Finance Law §97-sss

State Regulation:

FUNDING SOURCE(S):

State- 43%

Federal- 57%

Special Revenue-

Total- \$13.5m (\$5.88m from State)

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Public
School Choice Programs

TELEPHONE: (518) 474-1762

FAX: (518) 474-3209

PROGRAM: Child Abduction Prevention Education (Previously known as Missing Children)

DESCRIPTION:

Provides a competitive opportunity to build the capacity of public school districts/boards of cooperative educational services (BOCES) to meet the current statutory requirements to provide instruction in the prevention of abduction for all students in grades K-8.

REGENTS GOALS: 1; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2006

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$1m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (NYC)- Early Education and Reading Initiatives

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Early Grade Class Size Reduction (EGCSR)

DESCRIPTION:

The New York State EGCSR Program is an initiative to help schools improve student learning by hiring additional highly qualified teachers as a means of reducing class sizes in grades kindergarten through third. School districts are eligible via a formula, the factors of which measure poverty, wealth ratio and class sizes. Schools may hire new teachers with this source of funding in order to create discreet, separate and smaller elementary classrooms. Current research provides the theoretic underpinnings behind this Program, which seeks to maximize the educational foundations of early learners.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3602 Subdivision 37 and Chapter 83 of the Laws of 2002
8NYCRR Part 144.11

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$139m

NUMBER OF INDIVIDUALS SERVED: approximately 195 LEAs

CONTACT OFFICE: School Improvement and Community Services (NYC) - Early Education and Reading Initiatives

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Education of Native Americans

DESCRIPTION:

New York State, in accordance with Article 83 of the Education Law, provides for educational services through tuition contracts with 13 public school districts for approximately 3,000 Native American students in Grades K-12 that live on nine Indian reservations. The Department also contracts with three of the contracting school districts for the operation of three, State-owned reservation schools on the St. Regis Mohawk, Onondaga and Tuscarora Indian Reservations. The Education Department also contracts with nine public school districts and four commercial bus companies, including the Seneca Nation of Indians, for the transportation of these students. School buses are also purchased by the State for use by the Salmon River and Massena School Districts to transport students living on the St. Regis Mohawk Indian Reservation. School districts receive supplemental services money to provide additional educational support services solely for Native American students.

Department staff provide technical assistance to the contracting schools and reservation communities to improve the educational programs/services provided to Native American students, including better parent/school relationships, consultation with the nations/tribes, inclusion of Native American language/culture in the schools curriculum, and collaborative efforts in the school districts comprehensive plans to have all children achieve high standards.

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law Article 83, §§111, 3602, 3635 and 4101-4119

State Regulation: 8NYCRR Part 174

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$36.7m

NUMBER OF INDIVIDUALS SERVED: approximately 3,000

CONTACT OFFICE: School Improvement and Community Services (Regional) - Native American Education Office

TELEPHONE: (518) 474-0537

FAX: (518) 474-3666

PROGRAM: Employment Preparation Education (EPE) State Aid

DESCRIPTION:

EPE provides funding to public school districts and boards of cooperative educational services that offer educational programs for adults leading to a high school diploma or a high school equivalency diploma. To be eligible to generate EPE aid, a student must be 21 or over without a diploma issued by any state or territory of the United States.

EPE provides reimbursement for educational services already provided based on the number of contact hours that are generated.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§3602 and 207

State Regulation: 8NYCRR Part 168.1-5

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$96m

NUMBER OF INDIVIDUALS SERVED: 158,779

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: Extended School Day/School Violence Prevention Program (ESD/SVP)

DESCRIPTION:

ESD/SVP Program grants are awarded for continuation of collaborative projects among not-for-profit educational organizations, community-based organizations, other agencies approved by the Commissioner, and public elementary or secondary schools, and, where applicable, school districts that have submitted a joint application for a comprehensive, school-based intervention model. Preference was given to those applications from collaborative projects for schools that have a high rate of referrals of youth to family court; youth under the supervision of the courts; suspension of students from schools; and impoverished school districts to be measured by the concentration of extraordinary needs students.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2002

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$29.59m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE 1: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

CONTACT OFFICE 2: School Improvement and Community Services (NYC) - New York City School Improvement

TELEPHONE: (718) 722-4528

FAX: (718) 722-2724

PROGRAM: Health Education Program

DESCRIPTION:

Funds will support the Statewide School Health Services Center and the Statewide Center for Student Support Services. These funds are available for health-related programs including, but not limited to, those providing instruction and supportive services in comprehensive health education and/or acquired immune deficiency syndrome education and a school-based health clinic.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2005

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.735m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Incentive Grants to Improve Pupil Performance

DESCRIPTION:

The Five Large City School Districts are awarded funds to develop and implement projects that will strengthen the educational programs and improve pupil performance in designated schools.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§605 and 3641(7)

State Regulation: 8NYCRR Part 144.1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$66.3m

NUMBER OF INDIVIDUALS SERVED: approximately 110,000

CONTACT OFFICE 1: School Improvement and Community Services (NYC)

TELEPHONE: (718) 722-2784 **FAX:** (718) 722-4721 or 2724

CONTACT OFFICE 2: School Improvement and Community Services (Regional)

TELEPHONE: (518) 473-0295 **FAX:** (518) 486-1762

PROGRAM: Learning Technology Grant (LTG) Program

DESCRIPTION:

The LTG Program provides funds to improve student academic performance in relation to the New York State learning standards with a particular focus on mathematics Prek-12, English language arts (ELA) including early literacy and science through the integration of educational technology in classroom activities.

The Program is designed to enable collaborative partnerships of public and nonpublic schools to address the implementation of New York State learning standards through the use of technology. LTGs provide funds for acquisition of both technology and staff development that will facilitate student learning. As the effectiveness of educational technology depends upon adequate training in its use, expenditures for staff development must amount to at least 45 percent of the program budget and no more than 45 percent of the budget may be spent on hardware.

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 153 of the Laws of 1997

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$3.9m

NUMBER OF INDIVIDUALS SERVED: 61,747

CONTACT OFFICE: Curriculum and Instructional Support - Curriculum, Instruction and Instructional Technology

TELEPHONE: (518) 474-5922

FAX: (518) 486-1385

PROGRAM: Magnet School Program

DESCRIPTION:

The Magnet Schools Program offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds. This Program provides funding for any instructional or instructional support costs associated with:

- The operation of a Magnet School.
- The implementation of an alternative approach to reduction of racial isolation.
- The enhancement of the instructional program to improve student achievement in elementary and secondary schools of school districts having substantial concentrations of minority students.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3641.5(a)

State Regulation: 8NYCRR Part 100.2

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$158.1m

NUMBER OF INDIVIDUALS SERVED: 22 school districts

CONTACT OFFICE: School Improvement and Community Services (Regional) - Public School Choice Programs

TELEPHONE: (518) 474-1762

FAX: (518) 474-3209

PROGRAM: Migrant Education

DESCRIPTION:

State Migrant Education funds are used to support the education of children of migrant workers. The monies are used in conjunction with federal migrant funds to support programs that expand and improve services to address the special needs of migrant children. Such services include educational and support services for migrant youths, including instruction in reading, writing, mathematics content areas, and English as a second language. These services are offered during the summer and regular school year.

REGENTS GOALS: 1; 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2001

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.089m

NUMBER OF INDIVIDUALS SERVED: 8,124

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School and Community Services

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: National School Lunch and Breakfast Programs

DESCRIPTION:

Public school districts, nonprofit, nonpublic schools and residential childcare institutions are eligible to participate in these Programs. Federal and State reimbursement is provided monthly for meals served to children that meet federal meal pattern requirements. The amount of reimbursement for each meal is based on the family's eligibility for free, reduced price or full paid meals, which is determined by an annually approved application, direct certification letter or computer match with the local Department of Social Services. In addition, \$.1875 in donated foods is available per day per lunch to each school food authority.

School Breakfast Programs

Chapter 537 of the Laws of 1976 mandated that school breakfast programs be instituted in all public schools in the City School Districts of Buffalo, New York City, Rochester, Syracuse and Yonkers.

Chapter 798 of the Laws of 1980 required funding levels of \$.11 for each free breakfast, \$.12 for each reduced price breakfast and \$.0025 for each full price breakfast. Chapter 53 of the Laws of 1988 raised the State subsidy an additional \$.05 for each reduced price breakfast to \$.17.

Chapter 798 of the Laws of 1980 also authorized the reimbursement of all approved costs exceeding revenues associated with the federal school breakfast programs to school districts during their first year of operation, payable in the following year ("full cost reimbursement").

Section 389 of Chapter 57 of the Laws of 1993 added a new Subdivision c to §1 of Chapter 537 of the Laws of 1976 to require school districts to establish school breakfast programs no later than September 1, 1993 in public elementary schools categorized as "severe need."

Chapters 614 and 615 of the Laws of 1993 further amended the provisions for mandated school breakfast programs by extending the requirements to all public "severe need" schools beginning September 1, 1994 and to all elementary schools that were in the National School Lunch Program on or after January 1, 1993 no later than September 1, 1995. Schools may obtain an annual exemption if they can document lack of need, economic hardship or other good cause.

State reimbursement was cut 2 percent for the breakfast program for the 2008-2009 school year.

National School Lunch Program

The Omnibus Reconciliation Act of 1981 (PL 97-35) changed the State Revenue Matching Requirement for the National School Lunch Program. For each school year, beginning with school year 1981-1982, the State Revenue Matching Requirement is equal to 30 percent of all federal §4 funds provided for reimbursement of lunches served to children in the school year 1980-1981, unless the §4 funds in a succeeding year exceed the amounts paid in 1980-1981.

State reimbursement was cut 2 percent for the lunch program for the 2008-2009 school year.

Projections for the breakfast and lunch programs will vary from year-to-year based on when holidays fall. Both the days of the week of the holidays and the fiscal year where Easter occurs affect how schools allocate vacation time, which in turn impacts on days of service.

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute: National School Lunch Act, Child Nutrition

Federal Regulation: 7 CFR 210, 220, 245

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	6.2%
Federal-	93.8%
Special Revenue-	
Total-	\$598m

NUMBER OF INDIVIDUALS SERVED: Annually - Breakfast 95 million; Lunch 301 million
(Average Daily Participation - Breakfast 500,000 and Lunch 1.7 million)

CONTACT OFFICE: School Operations and Management Services - Child Nutrition Program Administration

TELEPHONE: (518) 473-8781

FAX: (518) 473-0018

PROGRAM: New York State Center for School Safety

DESCRIPTION:

The New York State Center for School Safety is funded for the primary purpose to help make schools safe. The fundamental principles of this mission are as follows:

- Collaborate with State agencies to assist schools in creating safe learning environments.
- Be a clearinghouse of school safety resources, with emphasis on comprehensive safe schools planning.
- Provide training and technical assistance to schools, under the direction of the State Education Department, on implementing the Safe Schools Against Violence in Education (SAVE) legislation and work collaboratively and cooperatively with the Student Support Services Regional Centers, the Statewide School Health Services Center and the Statewide Center for Student Support Services to review updated school safety plans and codes of conduct.
- Assist in the collection, assessment, and dissemination of successful school safety programs and strategies.
- Support the development process for a school violence index as a measure of the level of school violence.
- Develop process for Violent and Disruptive Incidence Reporting (VADIR) program reviews with selected districts.
- Conduct selected site reviews for VADIR.
- Provide technical assistance to the District Superintendents and school districts on the revised reporting procedures for VADIR.
- Support corrective action plan development for Schools identified as “Persistently Dangerous.”

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Safe School Against Violence Education Act Chapter 181, Laws of 2000
8NYCRR 155.17; 100.2(L)(2); 100.2(dd); 100.2(gg)

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.466m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Nonpublic Mandated Services Aid

DESCRIPTION:

Reimbursement of mandated services to nonpublic schools may be made for the actual costs related to complying with certain State mandates, if eligibility requirements are met. To be eligible for reimbursement, the school must:

- Provide instruction in all required subjects according to §3204 of the Education Law.
- Require pupils to attend full-time instruction according to §3205 of the Education Law.
- Not be the recipients of other State or local aid, directly or indirectly (e.g., tuition payments for the disabled).
- Be a not-for-profit institution.

The administrator should keep track of and be able to document the amount of time spent by faculty and staff in complying with State mandates. Expenses incurred in fulfilling mandates are reimbursable. These include, but are not limited to, the following activities:

- BEDS forms.
- Pupil attendance records.
- Elementary school tests.
- Regents Exams.
- Regents Competency Tests.
- Regents Scholarship applications.
- Registration of high schools.
- Graduation reports.
- Documentation of incorporation of home and career skills, technology education and library and information skills into other courses.
- Comprehensive School Improvement Plan (for schools identified by the Commissioner as having to develop a Plan).

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2003

8NYCRR Part 176

FUNDING SOURCE(S):

State-

Federal-

100%

Special Revenue-
Total- \$139.552m

NUMBER OF INDIVIDUALS SERVED: 1,385 nonpublic schools

CONTACT OFFICE: School Operations and Management Services - Grants Management
TELEPHONE: (518) 474-3936 **FAX:** (518) 474-1983

PROGRAM: Postsecondary Education Aid for Native Americans

DESCRIPTION:

Education Law, §4118, provides funding for Native American students for attendance at approved, accredited institutions within New York State. Student aid is granted annually for up to four years to each Native American student who qualifies. Students enrolled in programs requiring five years to complete, for example, architecture, can be funded for five years. Student aid is granted for less than four years if the duration of the postsecondary program is less than four years. Eligible students must complete an application form and submit proof of tribal enrollment showing they are a tribal member or a child of an enrolled member, be a State resident, a high school graduate or GED recipient, and be accepted to an accredited New York State institution. As of May 2006, full-time students (12 or more credit hours) are eligible to receive \$1,000 per semester. Part-time students (less than 12 credit hours) are eligible to receive aid pro-rated at \$85.00 per credit hour. Students must maintain at least a 2.0 semester grade point average in order to continue receiving aid. Aid provided is a grant available for students to use for any educational related expense. Approximately 300-400 students each semester are awarded this grant. All eligible students meeting application requirements and filing deadlines will be funded.

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §4118

State Regulation:

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.635m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Native American Education Office

TELEPHONE: (518) 474-037

FAX: (518) 474-3666

PROGRAM: School Bus Driver Safety Training Program

DESCRIPTION:

The School Bus Driver Safety Training Program is a comprehensive education program for school bus drivers, monitors, attendants, and school bus driver instructors (SBDIs) in the latest techniques and information concerning safe pupil transportation. The program utilizes a statewide network of approximately 65 master instructors who assist the Department in the development of the annual Professional Development Seminar (PDS). The curriculum developed for this day long training seminar for SBDIs focuses on two to three major topics each year and provides SBDIs with the opportunity to improve their teaching skills. Each year the Department establishes a different safety campaign. SBDIs disseminate the training and information provided in the PDS to all school bus drivers, monitors and attendants when they conduct the two required refresher training sessions for these employees each year.

For the 2008-2009 school year, the Department intends to issue a few Request for Proposals (RFPs) to school districts, boards of cooperative educational services (BOCES), and nonprofit agencies to update the Basic and Advanced Courses of Instruction for School Bus Drivers, to update the School Bus Driver Instructor Certification Curriculum, to write a handbook for school bus drivers, and to develop a sensitivity training curriculum for school bus drivers, monitors and attendants for transporting students with disabilities. The Department also intends to continue funding for existing contracts for the PDS curriculum materials and database contracts with Safety Rules, and for the PDS Program Delivery, Accident Database, and SBDI Newsletter contracts with Pupil Transportation Safety Institute.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2008

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$0.4m

NUMBER OF INDIVIDUALS SERVED: .3 million

CONTACT OFFICE: | School Operations and Management Services - Educational
Management Services

TELEPHONE: |(518) 474-6541|

FAX: |(518) 474-1983|

PROGRAM: Schools Under Registration Review (SURR)

DESCRIPTION:

State grant funds are available for school districts with Schools Under Registration Review (SURR) to enable oversight of the restructuring and redesign process in schools that are farthest from State standards and most in need of improvement. The funds appropriated will be used to provide additional services to SURR schools. This will help to increase the opportunity for students in such schools to meet New York State's content and performance standards. Schools can use the funds to support the following activities:

- Recruiting and training certified teachers and experienced principals to work in SURR schools.
- Supporting ongoing after school professional development activities for SURR school staff.
- Supporting the planning and development of the school's comprehensive education plan.
- Increasing the amount of instructional time available for students in SURR schools by operating an extended day/week program.
- Supporting planning activities in schools that are in the process of redesigning or opening as successors to SURR schools.
- Improving the academic programs in SURR schools to reduce student failures.
- Improving the graduation and attendance rates of students in SURR schools.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Chapter 53 of the Laws of 2001

State Regulation:

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.862m

NUMBER OF INDIVIDUALS SERVED: over 50,000

CONTACT OFFICE 1: School Improvement and Community Services (NYC) - Accountability, Policy and Administration

TELEPHONE: (718) 722-2796

FAX: (718) 722-4559

CONTACT OFFICE 2: School Improvement and Community Services (Regional) -
Accountability, Policy and Administration

TELEPHONE: (518) 474-4715

FAX: (518) 474-7948

PROGRAM: Special Milk Program

DESCRIPTION:

This Program is available to schools that do not participate in the National School Lunch and School Breakfast Programs and for children in half-day pre-k and half-day kindergarten classes who are in schools with the National School Lunch and School Breakfast Programs, but who do not have access to the programs. The federal subsidy, per 8 ounces of milk, keeps milk costs lower to families and helps farmers by encouraging the consumption of milk.

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute: U.S. Child Nutrition Act PL 89-642

Federal Regulation: 7 CFR, Chapter II, Part 215

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$0.62m

NUMBER OF INDIVIDUALS SERVED: 3.7 million annually; 22,000 daily

CONTACT OFFICE: School Operations and Management Services - Child Nutrition Program Administration

TELEPHONE: (518) 473-8781

FAX: (518) 473-0018

PROGRAM: Special Reading and Academic Programs (Categorical Reading)

DESCRIPTION:

Special Reading and Academic Programs, also known as “Categorical Reading,” provide State Aid for the purpose of improving reading, mathematics and academic performance of students in the Big Five city school districts.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§306 and 3641-6

State Regulation:

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$63.9m

NUMBER OF INDIVIDUALS SERVED: approximately 110,000

CONTACT OFFICE 1: School Improvement and Community Services - New York City

TELEPHONE: (718) 722-2784 **FAX:** (718) 722-4721

CONTACT OFFICE 2: School Improvement and Community Services - Regional

TELEPHONE: (518) 473-0295 **FAX:** (518) 486-1762

PROGRAM: State Aid for Limited English Proficient Students

DESCRIPTION:

Under the State Aid program, funds are made available to public school districts to implement programs for limited English proficient (LEP) students that are consistent with Education Law §§3204, 3602, Subdivision 22, and CR Part 154. School districts interested in claiming aid for LEP students must submit to the Department a three-year comprehensive plan outlining the procedures to be followed to identify eligible LEP students. The plan must also provide an overview of the district's procedures for providing LEP students with programs to meet their educational needs; for the delivery of instructional services; for testing and evaluating students academic and linguistic progress; for the involvement of parents; and, for ensuring that staff involved in the program hold appropriate State certification.

Approximately 400 school districts have approved comprehensive plans under the State LEP Aid program.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§3204 and 3602, Subdivision 22

State Regulation: 8NYCRR Part 154

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- Funding consolidated - State LEP Aid represents an additional 29.2 percent apportionment for each LEP student served through an approved comprehensive plan

NUMBER OF INDIVIDUALS SERVED: approximately 180,000

CONTACT OFFICE: Office of Bilingual Education and Foreign Language Studies

TELEPHONE: (518) 474-8775

FAX: (518) 473-4678

PROGRAM: Summer Food Program

DESCRIPTION:

For the past nine years, New York State has provided additional per meal reimbursement each spring to Summer Food Program sponsors. The reimbursement is for breakfasts, lunches, suppers and/or snacks for each meal that meets meal pattern requirements. In addition, camps and migrant sites receive only this State reimbursement for “fourth meal supplements” which are not eligible for federal reimbursement.

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2004

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$3.234m

NUMBER OF INDIVIDUALS SERVED: approximately 325,000 per day

CONTACT OFFICE: School Operations and Management Services - Child Nutrition Program Administration

TELEPHONE: (518) 432-5068

FAX: (518) 432-5069

PROGRAM: Summer Food Services Program (SFSP)

DESCRIPTION:

On October 1, 1998, the New York State Education Department assumed responsibility for all schools and government entities in New York State participating in the SFSP. On October 1, 2002, the Education Department began administering the SFSP for sponsors that are private, nonprofit organizations and residential camps. The Child Nutrition Reauthorization Act of 2004 reauthorized funding for SFSP through fiscal year 2009.

The SFSP provides nutritious meals for low-income children in the summer when school is not in session. In 2006 in New York State, 276 sponsors served approximately 325,000 children in 2,549 sites. The SFSP in New York State is the largest in the Country.

The 1996 Personal Responsibility and Work Opportunity Reconciliation Act, commonly called the Welfare Reform Act, reduced federal subsidies that sponsors receive for meals served and eliminated the federal subsidy for a fourth daily meal provided in summer camps and programs that primarily service migrant children. Since 1997, the New York State Legislature has appropriated \$3.3 million for SFSP sponsors every year to help offset the federal cuts in reimbursement. In 2008, the amount was reduced to 3,234,000.

There is a growing concern that despite outreach initiatives, on average, only one in six children eligible for free and reduced priced meals during the school year participates in SFSP.

The State Education Department focuses its attention on increasing the number of sponsors and sites in both urban and rural areas to encourage increased participation by needy children throughout the State. The State Education Department also focuses on increasing the number of service days by existing sponsors. A variety of outreach initiatives including subway posters and public service announcements in English and Spanish are implemented. A current strategy targeted low-income families to make them aware of the nutrition benefits available for their children so they return to school in September well nourished and ready to learn. New York was one of five states nationally awarded rural transportation grant funds to assist seven rural sponsors to take food (meals) to rural children or bring the rural children to the feeding sites. The grant totaling \$597,305 is for summers 2006, 2007 and 2008.

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute: National School Lunch Act

Federal Regulation: 7 CFR 225

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	10.7%
Federal-	89.3%
Special Revenue-	
Total-	\$41m

NUMBER OF INDIVIDUALS SERVED: 16 million

CONTACT OFFICE: School Operations and Management Services - Child Nutrition Program Administration

TELEPHONE: (518) 432-5068

FAX: (518) 432-5069

PROGRAM: Teacher Resource and Computer Training Centers

DESCRIPTION:

Teacher Resource and Computer Training Centers were established by the New York State Legislature in 1984 to provide systematic, ongoing professional education services to the State's teachers. The initial appropriation of \$3.5 million established 44 Teacher Centers throughout the State. The 2006-2007 allocation of \$37 million supports 130 Centers, which serve some 662 public school districts, 35 boards of cooperative educational services (BOCES), and over 1,000 nonpublic and charter schools across all regions of the State. More than 300,000 educators have access to Teacher Centers' services. The benefits they derive are passed on in the form of improved education for some 2,500,000 students across New York State.

Teacher Centers are unique in their approach to providing professional development, since they are governed by a policy board, which by law, is composed of at least 51 percent teachers. Each Center provides services to its constituents based on locally determined needs.

REGENTS GOALS: 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §316

State Regulation: 8NYCRR Part 81

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$40m

NUMBER OF INDIVIDUALS SERVED: 220,000 teachers/educators

CONTACT OFFICE: Office of Curriculum and Instructional Support - Planning and Professional Development

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

PROGRAM: The Children's Institute (formerly the Primary Mental Health Project)

DESCRIPTION:

The Children's Institute has developed and provided prevention-oriented programs based on sound research to children since 1957. Several structured prevention and early intervention programs are provided to students, including:

- Primary Project - A program developed for the early detection and prevention of school adjustment and learning problems in primary grade children.
- A.C.T.- For the Children (Assisting Children Through Transition) - An interdisciplinary parent education program designed to provide separating parents with information and skills to reduce the stress of family change and protect their children from ongoing conflict.
- Resiliency Program - A program that uses the results of research in factors affecting resiliency to address the needs of children placed at risk by their environment.
- Study Buddy Program - A program that pairs primary grade students for class work.
- Pre-K Preliminary Project - An extension of Primary Project that has been adopted for four-year-old children.

The Children's Institute has proven effective at both improving educational achievement and behavioral adjustment. Using a prevention-oriented approach, the Children's Institute emphasizes:

- A focus on young children before problems root.
- The provision of active screening to identify children experiencing significant early school adjustment problems.
- Services to identify children through the use of carefully selected, trained and supervised nonprofessional help agents.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2002

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.951m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Title I, Part A - Improving Basic Programs Operated by Local Education Agencies

DESCRIPTION:

The purpose of Title I, Part A of the No Child Left Behind (NCLB) Act is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in challenging State academic achievement standards and State academic assessments. It provides financial assistance through State education agencies to local educational agencies to meet the educational needs of children who are failing, or are most at risk of failing the State's challenging academic achievement standards and State academic assessments in schools with high concentrations of children from low-income families.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: NCLB 2002 PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$1.16b

NUMBER OF INDIVIDUALS SERVED: approximately 950,000

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School and Community Services

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: Title I, Part A - School Improvement (Accountability)

DESCRIPTION:

Title I School Improvement funds are to be used to support local educational agencies (LEAs) that:

- Serve the lowest achieving schools.
- Demonstrate the greatest need for such funding.
- Demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest achieving schools to meet the progress goals in their school improvement plans.

A portion of the Title I allocation (4 percent) is set aside, as required by federal legislation, for this purpose in order to increase the opportunity for all students in such schools to meet New York State's high content and student performance standards. The law further requires that the State education agency allocate funds to the LEAs for schools identified as Schools in Need of Improvement Year 1, Schools in Need of Improvement Year 2, Corrective Action Year 1, Corrective Action Year 2, Planning for Restructuring, and restructured Year 1 and 2 schools.

The funding is for designated LEAs and schools to support the implementation of the goals identified in the required School Improvement, Corrective Action and restructuring plans under the No Child Left Behind (NCLB) Act of 2001, §1116(b).

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: NCLB Act of 2001, PL 107-334, §Title I, 1003(a)

Federal Regulation: 34 CFR Parts 200, 201, 203, 205 and 212

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$49.1m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School
and Community Services

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: Title I, Part B - Student Reading Skills Improvement Grants Reading First

DESCRIPTION:

The Reading First Program was authorized under the No Child Left Behind (NCLB) Act, Title I, Part B, Subpart I to provide states with the opportunity to implement reading programs that help all students to achieve reading mastery by the end of third grade. Eligible public school districts and charter schools compete for three-year grants to implement instructional programs, materials, assessments and professional development activities that are based on scientifically based reading research. Professional development in scientifically based reading instruction is made available to teachers of grades K-3 and special education teachers of grades K-12 through the web-based New York State Reading Academy. The New York State Reading First Program also includes the provision of technical assistance to local educational agencies, the statewide dissemination of information about effective research-based practice, and a plan for strengthening teacher preparation programs.

States must develop an evaluation plan to monitor progress. Continuation of funding over the six-year grant period is to be based on documented gains in reading achievement and reductions in number of children reading below grade level.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: NCLB Act, Title I, Part B, Subpart I

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$20.2m

NUMBER OF INDIVIDUALS SERVED: 60,300 students

CONTACT OFFICE: New York City School and Community Services - Early Education and Reading Initiatives

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Title I, Part B, Subpart 3 - William F. Goodling Programs - Even Start Family Literacy

DESCRIPTION:

The Even Start Family Literacy Partnerships (Even Start) are funded through Subpart 3, Part B, Title I of the No Child Left Behind (NCLB) Act of 2001. The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving educational opportunities for low-income families through the integration of early childhood education, adult literacy (adult basic education or English as a second language), and parenting education in a unified family literacy program. Under Even Start, family-centered education projects help parents gain the literacy and parenting skills they need to become full partners in the education of their young children (ages birth through seven), and assist those children in reaching their full potential as learners. Family literacy programs rely on cooperation among education and other community services, and require knowledge of best practices in a number of fields. The improvement of literacy skills of family members is the primary focus of Even Start programs. Even Start programs target families who are most in need of services based upon low income, low level of literacy and other need-related factors, and who otherwise might not have access to other education programs. Literacy acquisition encompasses the four domains of language (reading, writing, speaking and listening) and numeracy. Literacy instruction is woven into the activities of all program components, and presented and practiced in contexts that are meaningful to families' lives and needs.

As the primary stakeholders in Even Start programs, families are full partners in identifying their needs and priorities, shaping their goals, and making decisions about plans to achieve those goals. Even Start programs have high expectations for family involvement and commitment, and require that families participate fully in all program components. Quality programs are characterized by research-based approaches, consistent values and curricula that are compatible across Even Start components and collaborating programs.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: NCLB Act, Title I, Part B, Subpart 3

Federal Regulation: Edgar Davis §§75, 82 and 85

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal-

Special Revenue-

100%

Total- \$4.9m

NUMBER OF INDIVIDUALS SERVED: 19 programs funded

CONTACT OFFICE: School Improvement and Community Services (NYC) - Early Education and Reading Initiatives

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Title I, Part C - Education of Migratory Children

DESCRIPTION:

Funds are to be used to meet the unique needs of migrant students during the summer and regular school year.

Services are provided to children of migrant workers whose schooling has been disrupted and who are failing or in danger of failing; preschool children who require services in areas of health, nutrition and early childhood to ensure that they enter school ready to learn; adolescents who require assistance in the areas of credit accrual, school-to-work and postsecondary school activities; to out-of-school migrant youth who require assistance in language development, employment opportunities and/or involvement in education settings; and to parents of all eligible migrant children.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: No Child Left Behind Act of 2001

Federal Regulation: Title 34 CFR

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$9.2m

NUMBER OF INDIVIDUALS SERVED: 8,000

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School and Community Services

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, Subpart I - State Agency Programs and Subpart 2 - Local Agency Programs

DESCRIPTION:

The purpose of §1401 is:

- To improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.
- To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: No Child Left Behind Act of 2001 PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$2.9m

NUMBER OF INDIVIDUALS SERVED: approximately 180,000

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School and Community Services

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: Title II, Part A - Teacher and Principal Training and Recruiting Fund (Formula)

DESCRIPTION:

The purpose of the Title II, Part A-Teacher and Principal Training and Recruiting Fund Program is to increase student achievement through strategies to improve teacher and principal quality, to increase the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools, and to ensure that highly qualified and experienced teachers are equitably distributed between high-poverty and minority children in buildings, classrooms and districts across New York State.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: No Child Left Behind Act PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$227.5m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Curriculum and Instructional Support-Planning and Professional Development

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

PROGRAM: Title II, Part B - Mathematics and Science Partnerships

DESCRIPTION:

The Mathematics and Science Partnerships Program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners include public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute:	No Child Left Behind, Title II, Part B
Federal Regulation:	
State Statute:	
State Regulation:	

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$10.3m

NUMBER OF INDIVIDUALS SERVED: 207,005 (including more than 8,000 teachers)

CONTACT OFFICE: Curriculum and Instructional Support - Curriculum, Instruction and Instructional Technology

TELEPHONE: (518) 474-5922

FAX: (518) 486-1385

PROGRAM: Title II, Part D - Enhancing Education Through Technology (Formula)

DESCRIPTION:

The purpose of the Title II, Part D-Enhancing Education Through Technology Program is to improve student academic achievement through the use of technology in elementary and secondary schools. A secondary purpose is to close the digital divide by increasing access to and ability to use technology on the part of students in high-need schools. Activities include teacher professional development, establishment of online networks, and creation of online courses.

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute: No Child Left Behind Act PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$10.3m

NUMBER OF INDIVIDUALS SERVED: 2.8 million

CONTACT OFFICE: Curriculum and Instructional Support - Career and Technical Education Team

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

PROGRAM: Title II Workforce Investment Act (WIA) Integrated English Literacy/Civics Education

DESCRIPTION:

The growing demand for English literacy and civics education programs and services surpasses the availability of instruction, and additional services are needed to meet this high and increasing demand. Many adults with limited proficiency in English have never attended high school in the United States, and, therefore, have limited or no institutional civics education experience. For the purposes of this Program, civics education is defined as “an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civics participation and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.”

As a recipient of these federal funds, the State Education Department is required to ensure that local educational agencies, institutions of higher education and other public and private nonprofit organizations serve adults and out-of-school youths who have limited ability in speaking, reading, writing and understanding the English language, and whose native language is a language other than English, or who live in a family or community environment where a language other than English is the dominant language.

In fulfilling its obligations under this Act, the State Education Department is responsible for designing and developing adult education programs and related activities serving immigrants and limited English proficient populations, ensuring that these programs integrate English literacy and civics education. The Department is also responsible for program assessment and evaluation, as well as reporting the success of these programs to the Federal government.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: Workforce Investment Act, PL 105-220, Title II
Federal Regulation: 20 CFR Parts 652 and Parts 660 through 671
State Statute:
State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$8.5m

NUMBER OF INDIVIDUALS SERVED: |10,000|

CONTACT OFFICE: |Curriculum and Instructional Support - Adult Education and Workforce
Development Team|

TELEPHONE: |(518) 474-8940|

FAX: |(518) 486-1751|

PROGRAM: Title III Language Instruction for Limited English Proficient Students

DESCRIPTION:

With the reauthorization of the Bilingual Education Act as Title III of the No Child Left Behind (NCLB) Act, federal bilingual funding has been converted from a direct competitive grant program to a State formula program. Funds are provided to states on a formula based on 80 percent on the number of limited English proficient (LEP) children in the State and 20 percent on the number of immigrant children and youth in the State. NCLB Title III funds supplement local and State funds for bilingual education, and are intended to ensure that children and youth who are LEP develop high levels of academic achievement and proficiency in the English language. Similarly, the program is designed to help these students meet the same challenging State academic standards as all children are expected to meet.

At the programmatic level, Title III funds are intended to supplement local and State funding of high-quality professional development for their instructional programs and teachers, so that they are better prepared to identify and address the needs of LEP children and youth. This includes upgrading the qualifications and skills of non-certified educational personnel to enable them to meet high professional standards for education of these students. Professional development programs, as well as direct instructional programs for LEP students, must be based on scientifically based research that has proven to be effective in helping these students achieve at higher levels.

Funds are provided to local educational agencies (LEAs) to provide high-quality language instruction, educational programs, and high-quality professional development by carrying out one or more of the following activities:

- 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, school-wide programs for restructuring, reforming, and upgrading academic content instruction.
- Implementing, within the entire LEAs, district wide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

New assessment and accountability requirements hold schools and districts accountable for achieving annual measurable objectives for LEP students in attaining English proficiency. LEAs are required to provide informed parental notification as to why their child is in need of placement in a specialized instruction program, and encourage parents to be active participants in their child's education.

LEAs are required to certify that all teachers in a language instruction program for LEP students are fluent in English and in any other language used by the program, including written and oral communication skills.

LEAs are required to develop a local plan that addresses the requirements of Title III and use funds to provide supplementary educational services to LEP students consistent with CR Part 154 of the Regulations of the Commissioner of Education.

LEAs experiencing unexpectedly large increases in the number of immigrant students are eligible for Title III funds. In addition to assisting immigrant students to learn English and attain high academic achievement, funds under this section of Title III are intended to help these students successfully transition into American society. These funds may also be used to underwrite activities to help the parents of immigrant students become active participants in the education of their children. Additionally, these funds may also be used to support the provision of training to educational personnel targeted to meet the special needs of immigrant children and youth.

REGENTS GOALS: |1; 2; 3|

AUTHORITY:

Federal Statute:	NCLB 2001, Title III, §3001
Federal Regulation:	
State Statute:	
State Regulation:	

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$51.9m

NUMBER OF INDIVIDUALS SERVED: |n/a|

CONTACT OFFICE: |Office of Bilingual Education|

TELEPHONE: |(518) 474-8775| **FAX:** |(518) 473-4678|

PROGRAM: Title IV, Part A - Safe and Drug-Free Schools and Communities Act - Allocational

DESCRIPTION:

Provides funds to local educational agencies to establish substance abuse and violence prevention programs, including the following:

- Developing, implementing and evaluating school programs related to drug and violence prevention that meet principles of effectiveness.
- Implementing and evaluating programs in drug and violence prevention including provision for staff development.
- Consulting among students, parents, school and community.
- Providing student assistance programs in early intervention, referral for treatment/rehabilitation and re-entry programs.
- Providing for parent education and involvement.
- Cooperating and collaborating with other in-school health programs and community-based agencies and organizations in prevention efforts.
- Requiring schools to publicly report progress toward the goals of the programs.

REGENTS GOALS: 1; 3

AUTHORITY:

Federal Statute: Safe and Drug-Free Schools and Communities Act (Title IV, Part A) of No Child Left Behind Act PL 107-110

Federal Regulation: CFR Parts 74-76

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$16.6m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Title IV, Part B - 21st Century Community Learning Centers

DESCRIPTION:

The 21st Century Community Learning Centers Program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of this competitive grant Program is to create community learning centers that provide academic enrichment opportunities to students who attend high-poverty and low-performing schools so that they can meet State and local standards in core academic areas. In addition, these centers will offer a broad array of enrichment activities that can complement the regular academic program, as well as literacy and other educational services, to families of students who participate in this Program. Services must be offered during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and during the summer.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute: No Child Left Behind Act PL 107-110, Title IV, Part B

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$93.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School Improvement and Community Services (Regional) - Student Support Services

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Title VI, Part B, Subpart 2 - Rural and Low-Income School Program

DESCRIPTION:

The purpose is to improve student achievement. Funds may be used to support a variety of activities, including:

- Teacher recruitment and retention.
- Teacher professional development.
- Educational technology.
- Parental involvement activities.
- Title I School Improvement.
- Activities authorized under Title IV, Part A; Title I, Part A; Title III.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: No Child Left Behind PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$1.49m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Curriculum and Instructional Support - Planning and Professional Development

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

PROGRAM: Title X, Part C - Homeless Education

DESCRIPTION:

The New York State Education Department provides resources by which local educational agencies (LEAs) can offer the essential services needed for those children and youth who are homeless and requires that LEAs designate a local liaison for homeless children and youth. This Program provides the services needed to facilitate the enrollment, attendance and success in school of children who are homeless. Priority is given to those districts or consortia that emphasize collaboration between schools and agencies, schools servicing large numbers of homeless children in underserved communities and programs that supplement existing State reform initiatives.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: No Child Left Behind Act of 2001, Title X, Part C

Federal Regulation:

State Statute: Education Law §§1502 and 3602

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$4.1m

NUMBER OF INDIVIDUALS SERVED: 14,006 (Number of students served by 79 programs funded by the McKinney-Vento Homeless Assistance Act)

CONTACT OFFICE: School Improvement and Community Services (NYC) - Title I School and Community Services

TELEPHONE: (518) 474-5283

FAX: (518) 474-7948

PROGRAM: Universal Prekindergarten (UPK)

DESCRIPTION:

When fully implemented, the New York State UPK Program is designed to provide an opportunity for all school districts to access funding for the provision of pre-kindergarten services for four-year-old resident children. Educational programs must be developmentally appropriate, learner-centered and aligned with New York State learning standards. A unique feature of the UPK Program is the requirement that districts use at least 10 percent of their grant funds to collaborate with community-based organizations for the provision on the instructional program to eligible children. In 2007, the \$50.2 million used to fund the former Targeted Pre-kindergarten Program (TPK) was combined with UPK and there was a \$146 million increase in funding. Nearly all school districts are eligible for funding in 2007-2008.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3602-e & Chapter 57 of the Laws of 2007

State Regulation: 8NYCRR Part 151, Subpart 151-1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$450.8m

NUMBER OF INDIVIDUALS SERVED: 89,000

CONTACT OFFICE: School Improvement and Community Services (NYC) - Early Education and Reading Initiatives

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Workforce Investment Act (WIA) - Title II

DESCRIPTION:

The federal Adult Education and Family Literacy Act funds are allocated in accordance with the Coordinated Education Plan for 2000-2004 submitted to the U.S. Department of Education. Eligible agencies include school districts, boards of cooperative educational services (BOCES), postsecondary institutions, public libraries, and other not-for-profit agencies. This Act provides adult education and family literacy services to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Assist adults in the completion of a secondary school education.
- Assist immigrants and other limited English proficient populations to receive English literacy and civics education instruction.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute: Workforce Investment Act, Public Law 105-220, Title II

Federal Regulation: 20 CFR Part 652 and Parts 660-671

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$23.9m

NUMBER OF INDIVIDUALS SERVED: 158,779

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: Workforce Investment Act (WIA) - Title II - Section 225 Programs for Incarcerated and Institutionalized Individuals

DESCRIPTION:

Section 225 of WIA provides funds to assist incarcerated and institutionalized individuals to meet the performance goals of WIA. Much of the effort goes to helping these individuals transition back into society so as to reduce recidivism. The Programs are available in all county and municipal jails and correction centers.

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: Workforce Investment Act, Public Law 105-220, Title II

Federal Regulation: 20 CFR Parts 652 and Parts 660-671

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$2.7m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Regional School and Community Services - Student Support Services

TELEPHONE: (518) 486-7327

FAX: (518) 402-5114

PROGRAM: Workplace Literacy

DESCRIPTION:

The Workplace Literacy Program is designed to encourage the establishment of basic skills and job-related literacy education programs for both members of unions and employees in the public and private sector. It provides funding to labor organizations, their federations, or to organizations of employers acting in consortium with labor organizations. Though federal funding for this Program ended October 31, 1997, State funding continues to help counter the trend of New York State job loss to other states and nations by giving New York State employees the skills to achieve greater productivity.

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§5100-5102 and Chapter 53 of the Laws of 2001

State Regulation: 8NYCRR Part 166

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$2.004m

NUMBER OF INDIVIDUALS SERVED: 5,127

CONTACT OFFICE: Curriculum and Instructional Support - Adult Education and Workforce Development Team

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

OFFICE OF HIGHER EDUCATION

PROGRAM: Office of Higher Education

DESCRIPTION:

State Operations

The Office of Higher Education coordinates the State's extensive higher education system, encompassing public, independent and proprietary universities and colleges. It issues quality standards through development of the Regents Statewide Plan; review of the plans of SUNY and CUNY systems, and independent and proprietary colleges; and by reviewing all new general academic and teacher education programs. It also maintains the State's inventory of registered programs and is federally recognized to accredit institutions of higher education. It accredits teacher education programs through the Regents Accreditation of Teacher Education (RATE) process.

The Office supervises teacher certification functions, programs to improve teacher preparation and recruitment and carries out administrative responsibilities related to hearings for tenured teachers. It also ensures the safety of school-age children and faculty by requiring criminal background check clearances of all new school personnel, and applicants for teacher certification. Additionally, it coordinates strategies to improve minority access to higher education, including those in the Regents Statewide Plan and the P-16 Action Plan, and supervises numerous access and equity-related programs. Advice is offered on financial aid policies for postsecondary study and training, while assistance is offered to other control agencies in New York State protecting the billions of State dollars invested each year in postsecondary education.

REGENTS GOALS: 1; 2; 3; 4; 5; 6

AUTHORITY:

Federal Statute: 20 U.S.C. 1099b

Federal Regulation: 34 CFR Part 602

State Statute: Education Law 208, 210, 215-219, 224, 226(4), 237 and Chapter 82 of the Laws of 1995, 239, 305, 354(2), 355(2)(f), 602, 603, 607, 612, 661(4), 6206(3)(b), 6206(8), 6401-6403, 6405, 6430, 6451, 6452, 6455, and Article 13-B

State Regulation: 8NYCRR 3.20, 3.22, 3.26, 3.29, 3.31, 3.46-3.47, 3.54, 3.58, Subparts 4-1 and 4-2, 13.1-13.2, Subparts 27-1 and 27-2, Parts 50.1, 52, 53, 54, 55.3, Subparts 145-1, 145-2 and 145-5, 150.1-150-3, Subpart 152-1, 152-2.1

FUNDING SOURCE(S):

State- 86.27%

Federal- 2.26%

Special Revenue- 11.47%

Total- \$130.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Associate Commissioner

TELEPHONE: (518) 474-3633 **FAX:** (518) 486-2254

PROGRAM: Albert Shanker Grant Program in Support of National Certification of New York State Teachers by the National Board for Professional Teaching Standards (NBPTS)

DESCRIPTION:

Pursuant to §3004-a of the Education Law and Part 86 of the Regulations of the Commissioner of Education, the Albert Shanker Grant Program encourages and supports certified, tenured public school teachers in New York State seeking a national teaching certificate from the National Board for Professional Teaching Standards (NBPTS).

Consistent with efforts of the New York State Board of Regents to achieve higher learning standards statewide, it is the mission of the NBPTS to develop high and rigorous performance standards for accomplished teachers. In support thereof, the National Board has developed a national, voluntary certification system to encourage reflective practice, and to assess and certify teachers who meet national standards of excellence.

The NBPTS is a nonprofit organization of teachers and other education stakeholders created in 1987 to assist in improving student learning through the establishment of higher, more rigorous standards of knowledge and performance for teachers. By defining and recognizing highly accomplished teaching practices, a certificate awarded by the National Board attests that a teacher has been judged by his or her peers as one who meets meaningfully high and rigorous standards of knowledge and performance. He or she has demonstrated the ability, in a variety of settings, to make sound professional judgments about students' learning needs and to act effectively on those judgments. It is the sole provider of such certification.

To assure equitable access of qualified teachers, the New York State Albert Shanker Grant Program provides direct funding to individual candidate registration accounts with the National Board to assure full payment of the registration fees of qualified candidates, in addition to providing appropriate reimbursement directly to qualified candidates on completion of their full candidacy efforts for their initial, out-of-pocket registration deposits with NBPTS. Pursuant to §3004-a and Part 86, all eligible candidates are awarded up to \$2,500 in support of this effort, to the extent that funding is available.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3004-a

State Regulation: 8NYCRR Part 86

FUNDING SOURCE(S):

State- 100%

Federal-
Special Revenue-
Total- \$0.5m

NUMBER OF INDIVIDUALS SERVED: 292 (2007-2008)

CONTACT OFFICE: Office of Teaching Initiatives
TELEPHONE: (518) 473-9847 **FAX:** (518) 473-0271

PROGRAM: Arthur O. Eve Higher Education Opportunity Program (HEOP)

DESCRIPTION:

Central to New York's postsecondary education policy is assuring access to higher education for students regardless of social or economic circumstances. HEOP has been the key vehicle for minority and disadvantaged groups to access the State's strong and varied independent college sector for over 35 years. HEOP grants are provided to degree-granting independent institutions which provide programs of academic and financial support to students who are both educationally and economically disadvantaged. Program funds are used for testing and recruitment of prospective students; counseling, tutoring, special academic coursework in the summer and academic year, computer-related instructional equipment, labs, and workshops; supplemental financial assistance (tuition and maintenance); and the administration of these services.

In 2007-2008, approximately 5,300 FTE students were served in 60 programs around the State. Funds are allocated to each sponsoring institution on the basis of an approved proposal and budget. Payments are authorized following the receipt and analysis of periodic reports, with payment levels based on authorized expenditures and targeted enrollment levels.

More than 32,000 HEOP students who have graduated would not have been accepted into these colleges without the Program. The most recent cohort history indicates that for the freshman class at the four-year institutions, which entered in 2000-2001, over 58 percent had already graduated or were in their fifth year by the end of 2005-2006. This rate exceeded the national rate for all college students. The economic benefits to our State and nation are enormous. HEOP and the opportunity programs in the public sector have proven successful in helping to ameliorate the problem of youth underemployment and unemployment in New York State by concentrating on students from the lowest socioeconomic levels, and providing them with improved life and career skills. Over 80 percent of HEOP graduates stay, work and pay taxes in the State and contribute to their communities.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §6451

State Regulation: 8NYCRR Part 152

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$25,237,000 (2008-2009)

NUMBER OF INDIVIDUALS SERVED: 5,300 (2007-2008)

CONTACT OFFICE: Collegiate Development Programs Unit - HEOP
TELEPHONE: (518) 474-5313 **FAX:** (518) 486-5221

PROGRAM: Bureau of Proprietary School Supervision (BPSS)

DESCRIPTION:

BPSS is authorized under Article 101 of the Education Law and Part 126 of the Commissioner's Regulations to license, monitor, and regulate private trade, business, and computer training facilities throughout the State. The mission is to ensure consumer protection; to promote increasing educational competence, high standards, accountability, and integrity within the proprietary school sector; and to implement monitoring and oversight with fairness and equity.

BPSS is funded on revenue from school licensing fees and tuition assessments. BPSS licenses and monitors over 450 business, trade, and computer training facilities.

BPSS also manages a Tuition Reimbursement Account (TRA) on behalf of the Regents and the Commissioner. This fund is used to offer financial protection to the approximately 150,000 New York State students who attend a licensed proprietary school every year. These schools comprise a private sector industry that collects approximately \$300 million in tuition per year.

REGENTS GOALS: 1, 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law Article 101

State Regulation: 8NYCRR Part 126

FUNDING SOURCE(S):

State-

Federal-

Special Revenue- 100%

Total- \$4.756m

NUMBER OF INDIVIDUALS SERVED: 180,000 students and over 450 schools

CONTACT OFFICE 1: Bureau of Proprietary School Supervision, Albany

TELEPHONE: (518) 474-3969

FAX: (518) 473-3644

CONTACT OFFICE 2: Bureau of Proprietary School Supervision, NYC

TELEPHONE: (212) 643-4760

FAX: (212) 643-4765

PROGRAM: Carl D. Perkins Career and Technical Education Act (CTEA/Perkins IV, Title I Basic Grant and Title II Career Pathways Competitive Grant)

DESCRIPTION:

The federal Carl D. Perkins Career and Technical Education Act (CTEA/Perkins IV) provides funds to postsecondary institutions preparing students to be more competitive in the world economy. These funds improve the academic performance of students, especially special population students, who are enrolled in career and technical education programs. Special population students include individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, individuals with limited English proficiency, individuals with educational barriers, and individuals who are preparing for careers that are nontraditional for particular gender. Special population students also may include individuals by ethnicity. Supplementary services the students may need to succeed in career and technical programs are funded through Title I Basic Formula Grants and Title II Competitive Grant Contracts.

The purpose of the Perkins Title I Basic Formula Grants, awarded by the State Education Department Office of Higher Education to sub-baccalaureate postsecondary institutions, is to develop the academic, career and technical skills of enrollees in career and technical programs. This is done by challenging institutions to improve programs that prepare individuals to work in a technologically advanced society and by offering funding to achieve this goal. Sixty-two postsecondary institutions serve over 200,000 students in career and technical education programs. The purpose of the Perkins Title II Career Pathways Competitive Grant Contracts is to develop a program that provides students with a seamless transition from secondary career and technical education to two-year postsecondary career and technical education programs. The State Education Department awards competitive grant contracts to consortia of postsecondary institutions, boards of cooperative educational services (BOCES) and school districts that work with business and industry.

REGENTS GOALS: 1; 2; 4; 5

AUTHORITY:

Federal Statute:	Public Law 109-270
Federal Regulation:	34 CFR 400 et. Seq.
State Statute:	
State Regulation:	

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	

Total- \$25.8m (Basic Grant) and \$2.5m (Career Pathways/Tech Prep) (2007-2008)

NUMBER OF INDIVIDUALS SERVED: 200,000 (2007-2008)

CONTACT OFFICE: Collegiate Development Program Unit - CTEA

TELEPHONE: (518) 474-5313 **FAX:** (518) 486-5221

PROGRAM: High Needs Nursing Programs

DESCRIPTION:

The State Aid for High Needs Nursing Programs is intended to encourage independent postsecondary institutions to increase the number of students enrolled in their degree nursing programs. The program provides up to \$250 for each full-time student enrolled in a high needs nursing program at an eligible two year degree institution and an amount not to exceed \$500 for each full-time student enrolled in a high needs nursing program at an eligible four year degree institution in the fall semester preceding the annual period for which such an appropriation is made.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§207, 6401 and 6401-a; Chapter 57 of the Laws of 2007

State Regulation: 8NYCRR Parts 150.2 and 150.4

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of K-16 Initiatives and Access Programs

TELEPHONE: 518-474-3719

FAX: 518-474-7468

PROGRAM: Learn and Serve America (LSA)

DESCRIPTION:

The Corporation for National and Community Service provides for national service and for the funding of an array of programs designed to provide opportunities for people of all ages and backgrounds to contribute to the development of their communities and to foster in them an appreciation and understanding of the critical issues facing communities across the nation.

The Learn and Serve America (LSA): K-12 School-Based Program has two purposes: (1) to develop, implement, and integrate service learning into schools wherein students in grades K-12 have opportunities to volunteer their service for the benefit of others and their community; and (2) to increase the number of adults who volunteer in school-based, service-learning programs.

LSA programs encourage positive social behavior and extend learning beyond the classroom into the community by using students' energy, ideas, and commitment to identify and implement solutions that address unmet educational, individual and public safety, human and environmental needs.

Public elementary, middle and secondary schools, school districts, or consortia of such agencies, in partnership with at least one public or private nonprofit organization with demonstrated expertise in the provision of service to address unmet educational, individual and public safety, and/or human and environmental needs, may submit proposals for funding. Funded applicants must demonstrate and/or continue their successful efforts in the expansion, replication, sustainability, and institutionalization of their service-learning programs.

“Service Learning” is defined as deliberate integration of service into academic curriculum, linking service activities to learning outcomes. Service learning includes ongoing, creatively structured opportunities for students to think, talk, write, and reflect on their observations and on the implications of their service experience in order to critically assess and understand the meaning and impact of their efforts.

As such, service learning is an educational methodology whereby students learn and develop through active participation in organized experiences that are coordinated with the school and community to meet actual community needs.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute: National and Community Service Trust Act of 1993

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$1.4m (2008-2009)

NUMBER OF INDIVIDUALS SERVED: 38,000 (2008-2009)

CONTACT OFFICE: Pre-Collegiate Preparation Programs Unit
TELEPHONE: (518) 486-5202 **FAX:** (518) 474-0060

PROGRAM: Liberty Partnerships Program (LPP)

DESCRIPTION:

The LPP was created in 1988 by a provision of the Liberty Scholarships Program legislation. This higher education initiative targets youth who have been identified as at risk for dropping out of school. LPP provides eligible students with a range of services structured to facilitate their ability to persist through high school completion and admissions as competitive candidates for postsecondary education and the workforce. Offerings include needs assessments; case management; counseling/goal-setting; college, career explorations; pre-collegiate/workforce readiness programming; internships; cultural enrichment; recreation; and, parental involvement/support.

The LPP provides competitive funding opportunities to postsecondary education institutions that collaborate with schools, community-based organizations and other stakeholders in the implementation of local programs designed to close the performance gap of middle and senior high-school students in urban, rural and suburban communities.

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§610 and 612

State Regulation: 8NYCRR Part 55

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$12.556m (2008-2009)

NUMBER OF INDIVIDUALS SERVED: 13,143 (2007-2008)

CONTACT OFFICE: Pre-Collegiate Preparation Programs Unit

TELEPHONE: (518) 486-5202 **FAX:** (518) 474-0060

PROGRAM: |Mentor Teacher Internship Program|

DESCRIPTION:

|The New York State Legislature appropriated funds in 1986 through 1991, 1997-1998, and 2000 through 2007, for the development and implementation of State-supported mentor teacher internship programs in local districts and boards of cooperative educational services (BOCES).

These programs allow experienced teachers (mentors) who demonstrate mastery of pedagogical skills, subject matter, and interpersonal skills to provide guidance and support to entry-level teachers (interns) in their first or second year of teaching.

The State system of teacher certification has historically provided that a provisionally certified teacher may be employed full time in a public school. During initial employment, inexperienced novice teachers enter the classroom with full responsibility as practicing professionals and too often with little assistance to ease the transition from the preservice (theoretical) to service (application) phase of their careers. The additional support provided through these teacher mentoring programs is intended to encourage retention of competent persons in teaching, and enhance teachers' skill levels at an earlier point in their development.

Grant awards to applicant districts are distributed competitively based on quality and adherence to the statutory and regulatory guidelines.

REGENTS GOALS: |3|

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: |Education Law §3033|

State Regulation: |8NYCRR Part 85|

FUNDING SOURCE(S):

State- |100%|

Federal-

Special Revenue-

Total- |\$10m for school year|

NUMBER OF INDIVIDUALS SERVED: |1,748 (2006-2007) |

CONTACT OFFICE: |Office of Teaching|

TELEPHONE: |(518) 474-4661|

FAX: |(518) 473-0271|

PROGRAM: Office of School Personnel Review and Accountability (OSPRA)

DESCRIPTION:

OSPRA was established within the Office of Teaching Initiatives to implement the Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2000). The SAVE legislation requires that applicants for teaching and administrative certification and prospective employees of covered schools (school districts, charter schools, and boards of cooperative educational services (BOCES)) undergo a fingerprint-supported criminal history background check. This authority was amended to permit nonpublic schools to seek fingerprint-supported criminal history background checks for their employees effective July 1, 2007.

OSPRA is also responsible for dealing with moral character investigations and revocation proceedings against certified educators and the Teacher Tenure Hearing Unit, which handles the administrative portion of Education Law §3020-a proceedings.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§3004, 3004-b and 3020-a

State Regulation: 8NYCRR Parts 83 and 87

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.6m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of School Personnel Review and Accountability

TELEPHONE: (518) 474-1524

FAX: (518) 402-5940

PROGRAM: Office of Teaching Initiatives

DESCRIPTION:

State Operations

The primary mission of the Office of Teaching Initiatives is to ensure that pools of certified and qualified school professionals are available for recruitment, selection and appointment to educational professional positions in the State's public schools. The Office of Teaching Initiatives' organizational structure consists of: the Teacher Certification Office which reviews applications for teaching credentials that authorize an individual to teach in New York's public schools and issues such authorizations to those who qualify in a timely manner; the Teacher Policy Unit which establishes the policies and practices necessary to determine candidate qualifications for teaching certificates; and the Office of School Personnel Review and Accountability (OSPRA) which includes the administration of the tenured teacher discipline program under Section 3020-a of Education Law. (More detailed description entries and separate funding sources for OSPRA and Tenured Teacher Hearings may be found within these pages.) The Office works closely with the 28 member New York State Professional Standards and Practices Board for Teaching which was established in 1998 by the Board of Regents to advise the Regents and the Commissioner of Education on matters related to teaching in New York State. The Board has two standing subcommittees: the Professional Practices Subcommittee deals with issues related to teaching practice, and the Higher Education Subcommittee deals with issues related to teacher preparation. The Board's agenda is determined by Regents policy, Department initiatives, and Board-identified issues of interest and concern.

REGENTS GOALS: 1; 2; 3; 4; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§3004-b, 3020-a and 3006

State Regulation:

FUNDING SOURCE(S):

State-

Federal-

Special Revenue-

Total-

100%

\$8.255m

NUMBER OF INDIVIDUALS SERVED: 175,000 to 200,000 annually (between applicants for certification, fingerprinting, school districts, colleges, state agency representatives and the general public)

CONTACT OFFICE: Office of Teaching Initiatives

TELEPHONE: (518) 474-3901

FAX: (518) 474-6950

PROGRAM: Scholarships and Grants Administration Unit

DESCRIPTION:

The Scholarships and Grants Administration Unit administers six scholarship programs and one loan forgiveness program and coordinates and monitors the implementation and compliance of grant and contract programs. The Unit analyzes and reports program data that are used to monitor and provide technical assistance to colleges, schools, school districts, boards of cooperative educational services (BOCES), community-based and not-for-profit organizations that receive funding from the Office of K-16 Initiatives and Access Programs.

The scholarship programs are:

- The Regents Health Care Scholarships (100 per year) are for eligible economically disadvantaged and members of minority groups historically underrepresented in medical and dental institutions in New York State. These can only be used in New York State.
- The Regents Professional Opportunity Scholarships (220 per year) are for eligible economically disadvantaged and members of minority groups historically underrepresented in the licensed professions. The scholarships can only be used in New York State institutions of higher education.
- The Regents Physician Loan Forgiveness Program (80 per year) is for medical doctors to serve in a designated shortage area in the State and receive an annual award to be used to forgive part of their loans.
- The Scholarships for Academic Excellence (8,000 per year) are given to nominated high school seniors based on their academic performance in high school.

All of the above-mentioned programs are State funded.

- The Robert C. Byrd Scholarship Program (approximately 450 per year) is a federally funded program, which provides awards to high school seniors who are the highest ranked in their county based on their grade point average in certain courses and SAT scores. These scholarships can be used anywhere in the United States and its possessions.
- The Cook-Batcheller and the Regent Bridgman Scholarships are funded by bequest made to the Board of Regents and dispersed by Regents Research Funds. The nature of the awards is very specific as stated in the bequest for each.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute: Higher Education Act of 1985 as amended

Federal Regulation: 34 CFR 654

State Statute: Education Law §605

State Regulation: 8NYCRR Part 145

FUNDING SOURCE(S):

State-	94%
Federal-	6%
Special Revenue-	
Total-	\$9.0m State; \$600k federal

NUMBER OF INDIVIDUALS SERVED: 8,850

CONTACT OFFICE: Scholarships and Grants Administration Unit

TELEPHONE: (518) 486-1319 **FAX:** (518) 486-5346

PROGRAM: Science and Technology Entry Program (STEP)/Collegiate Science and Technology Entry Program (CSTEP)

DESCRIPTION:

The Department is responsible for administering STEP in accordance with Regents Goal 3 to improve minority access to the licensed professions or careers in technology. The purpose of STEP is to increase the number of historically underrepresented and economically disadvantaged students prepared to enter higher education, and improve their participation rate in careers in mathematics, science, technology, health-related fields and the licensed professions. Competitive grants are available to postsecondary institutions. STEP programs provide students with summer, after-school, Saturday enrichment activities in Regents examination, standardized test preparation, academic enrichment classes, research and internship opportunities, college/career counseling, tutoring, and mentoring.

Pursuant to the Regents goal to improve minority access to the licensed professions and careers in technology, the Department administers the CSTEP. The purpose of CSTEP is to increase the number of historically underrepresented students who enroll in undergraduate or graduate programs leading to professional licensure or to careers in mathematics, science, technology, and health-related fields. Grants are awarded annually on a competitive basis to postsecondary institutions. CSTEP provides academic enrichment, internship opportunities and research experience in science, mathematics and technology content areas. Project components during the academic year and summer also include: supervised training in research methods, graduate/professional school admissions preparation, standardized test preparation and career development activities.

REGENTS GOALS: 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§6454 and 6455

State Regulation: 8NYCRR Part 145

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$19m (2008-2009)

NUMBER OF INDIVIDUALS SERVED: (STEP 9,810 (2008-2009); CSTEP 5,236 (2008-2009))

CONTACT OFFICE 1: (Pre-Collegiate Preparation Programs Unit - STEP)
TELEPHONE: (518) 486-5202 **FAX:** (518) 474-0060

CONTACT OFFICE 2: (Collegiate Development Programs Unit - CSTEP)
TELEPHONE: (518) 474-5313 **FAX:** (518) 486-5221

PROGRAM: Teacher Opportunity Corps (TOC)

DESCRIPTION:

In April 1987, the State Legislature authorized the creation of TOC. The TOC initiative is based on the following premise: (1) that empowerment of teachers and administrators begins with preparation; (2) that teachers are key to effective education; (3) that teachers and administrators equipped with sound pedagogical and managerial skills are critical to the long-term solution to schools in crisis; (4) that recruitment of Black, Hispanic and Native American teachers and/or economically disadvantaged teachers, indeed any teacher, without adequate preparation for using best practices in schools in crisis is a disservice to students, communities, schools and prospective teachers; and (5) that higher education has to be more responsive to the needs of prospective teachers in relation to preparing them to effectively work with students from diverse ethnic, linguistic, cultural, and economic backgrounds.

The TOC approaches the issue of instruction and counseling of at-risk students through long-term improvement of teacher preparation. The two-fold purpose of the TOC is to: (1) fund the development and implementation of high-quality, innovative and effective teacher preparation programs which provide prospective teachers with the skills, attitudes and behaviors essential for success in New York State schools that serve a high concentration of at-risk students; and (2) to recruit and train more teachers who are from racial and ethnic groups historically underrepresented in education and/or who are economically disadvantaged. The courses, recruitment methods, and curriculum developed with funds provided from this Program must have the potential for replication, and also must have the potential for strengthening existing teacher preparation programs. TOC participants must be supported via mentoring designed to support and retain them in their critical first year of teaching.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 1987

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$0.713m

NUMBER OF INDIVIDUALS SERVED: 2,459 |

CONTACT OFFICE: Teacher Development Program Unit - TOC |

TELEPHONE: (518) 486-6042 | **FAX:** (518) 474-6606 |

PROGRAM: Teacher Tenure Hearing (TTH)

DESCRIPTION:

The Department has a ministerial role in the disciplinary process that applies to tenured school district employees. Pursuant to §3020-a of New York State Education Law, as well as to Chapter II Subpart 82-1 of the Commissioner's Regulations, the due process rights of tenured employees are protected during disciplinary proceedings brought against them by their employing school districts. The TTH unit assists school districts and respondent employees in the scheduling of hearings. The unit is also responsible for maintaining records of all school district disciplinary charges pursuant to §3020-a of the Education Law. A primary function of the unit is to review and process vouchers submitted by hearing officers and panel members, as well as by court reporters who are on contract with the Department.

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3020-a

State Regulation: II NYCRR Part 82-1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$3.3m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School District Employer Employee Relations Unit

TELEPHONE: (518) 473-2998

FAX: (518) 402-5940

PROGRAM: Teacher/Leader Quality Partnership (TLQP)

DESCRIPTION:

Like the Dwight D. Eisenhower Professional Development Program, which it replaces, this federally funded Program is a competitive grant opportunity to support local, regional, and statewide initiatives to improve the teaching of core academic subjects. With an emphasis on the educational needs of high-need schools and the goal of improving student achievement, the TLQP Program promotes collaborative relationships that will improve both teacher preparation programs and professional development for in-service teachers. The TLQP Program requires that the collaborating partners include the teacher preparation division of an institution of higher education, a college or division of arts and sciences, and at least one high-need local educational agency. By using educational activities that have been tested and judged effective, successful TLQP programs prepare and support prospective and current educators to help all students improve their academic achievement.

REGENTS GOALS: 1; 2

AUTHORITY:

Federal Statute: Teacher and Principal Training and Recruiting Fund - Title II, Part A (NCLB), PL 107-110, ESEA as amended by NCLB

Federal Regulation: Title 34 CFR 74-77, 79-81 and 85

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$5.935m (2007-2008)

NUMBER OF INDIVIDUALS SERVED: estimated total of 5,843

CONTACT OFFICE: Teacher Development Program Unit - TLQP

TELEPHONE: (518) 486-6042 **FAX:** (518) 474-6606

PROGRAM: Teachers of Tomorrow (TOT)

DESCRIPTION:

The TOT Program provides funds to school districts to aid in the recruitment and retention of teachers. Priorities are: (1) Schools Under Registration Review (SURR) schools with a teacher shortage; (2) low-performing schools; and (3) schools with a teacher or subject area shortage. Funds are provided to school districts in six component areas: (1) Teacher Recruitment Incentive--provides funds to supplement the salaries of certified teachers in shortage areas who have not previously taught in a district; (2) Science and Mathematics Tuition Reimbursement Program--provides \$5 million to school districts to reimburse teachers for courses taken towards meeting requirements for a transitional certificate to teach science or mathematics in low-performing schools; (3) Summer in the City--provides funds to the Big Five City School Districts: New York City, Buffalo, Rochester, Syracuse and Yonkers, to work with colleges to provide an urban experience for preservice teachers; (4) Master Teacher--provides funds for districts to place teachers with National Board Certification into low-performing schools in an expanded role; (5) Tuition Reimbursement--provides funds to districts to assist teachers without permanent certification to obtain permanent certification in shortage areas; and (6) Summer Teacher Training--provides funds to New York City School Districts only to provide an intensive summer training program to teachers teaching for the first time in the city. Districts may request funds in any or all of these components.

REGENTS GOALS: 3

AUTHORITY:

Federal Statute: Chapter 62 of the Laws of 2000 as amended by Chapters 382 and 383 of the Laws of 2001

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$25m

NUMBER OF INDIVIDUALS SERVED: 96,439 (2000-2007)

CONTACT OFFICE: Teacher Development Programs Unit - TOT

TELEPHONE: (518) 486-6042

FAX: (518) 474-6606

PROGRAM: Troops to Teachers

DESCRIPTION:

Troops to Teachers addresses the goals of helping to relieve teacher shortages, especially in math, science, special education and other high-need subject areas, and assisting military personnel in making successful transitions to second careers in teaching.

The Program's focus is to make quality teachers available for high-need schools and high-need school districts throughout America.

REGENTS GOALS: 2

AUTHORITY:

Federal Statute: Public Law 107-110, No Child Left Behind Act of 2001 - Title II, Part C, Chapter A

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	
Total-	\$151,751 (2006-2007)

NUMBER OF INDIVIDUALS SERVED: 200 (2006-2007)

CONTACT OFFICE: Office of Teaching Initiatives

TELEPHONE: (518) 473-9847 **FAX:** (518) 473-0271

PROGRAM: Unrestricted Aid to Independent Colleges and Universities (Bundy Aid)

DESCRIPTION:

Unrestricted Aid to Independent Colleges and Universities, known as Bundy Aid, provides unrestricted financial support to independent colleges and universities in New York State. The Program has the following goals:

- Maximize the total postsecondary educational resources of New York State.
- Promote and foster the diversity of educational options in New York State.
- Provide increased access to these programs by assisting institutions to minimize tuition increases.

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §6401

State Regulation: 8NYCRR Part 50

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$46.238m

NUMBER OF INDIVIDUALS SERVED: 105 colleges enrolling 446,724 students in fall 2007, of a total 147 institutions enrolling 463,000 students in the Independent Sector

CONTACT OFFICE: Office of Research and Information Systems

TELEPHONE: (518) 474-5091

FAX: (518) 474-1907

OFFICE OF OPERATIONS AND MANAGEMENT SERVICES

PROGRAM: Office of Operations and Management Services

DESCRIPTION:

State Operations

The Office of Operations and Management Services staff ensures the effective, efficient and prudent use of Department fiscal and human resources by providing executive direction, leadership and administrative support for the program offices in advancing the Regents Strategic Plan.

The services provided by the Office of Operations and Management Services are:

- Human resources management, including labor relations and staff development.
- Financial management, including processing payments and claims for school districts and service providers.
- Budgeting services.
- Information technology systems development and support including project management.
- Business services, including printing and distribution of Department publications and exams and maintenance of facilities.
- Internal and external auditing.
- Public information.
- Intergovernmental relations.
- Legal services.
- State Review Office.
- Office of Innovation which includes coordination of all emergency preparedness functions for the Department.

REGENTS GOALS: 1; 3; 4; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	28%
Federal-	9%
Special Revenue-	63%
Total-	\$57.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Deputy Commissioner for Operations and Management Services

TELEPHONE: (518) 474-2547

FAX: (518) 473-2827

PROGRAM: Education Department Capital Projects

DESCRIPTION:

The Office of Facilities and Business Services implements the Department's minor rehabilitation projects, as well as major capital initiatives. Projects generally involve new facilities, energy conservation, preservation, and improvements to health and safety. All projects received direct State appropriations prior to 1991. However, since that time, and until most recently, the majority of the Department's large capital projects have been funded through the Dormitory Authority of the State of New York bonding. Unlike State Operation funds, capital funds are reappropriated for several years reflecting the time it takes to complete a capital project.

Examples of recent capital projects include the renovation of space in the Main Education Building, which involved the 2nd, 3rd and 5th floors, and most recently the exterior cleaning of the Education Building.

Renovations of the School for the Deaf in Rome, the School for the Blind in Batavia and the Native American reservation schools at Tuscorora, Onondaga and St. Regis Mohawk are also capital projects that are managed by Department staff.

Capital projects in the Cultural Education Center will include renovation of space for the New York State Museum, Archives and Library to ensure the preservation of collections. The first phase of this project will renovate space to relocate the Museum Exhibit Production offices and shops from leased space. The project will enhance production, address health and safety issues, ensure code compliance and eliminate costly leased space. Renovations of the 3rd floor and 11th floor space will address the needs of collections and staff, which will help provide enhanced services for the citizens of New York State and the world.

REGENTS GOALS: 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-	79%
Federal-	
Special Revenue-	Bonded - 21%
Total-	\$24.4m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Director, Facilities and Business Services

TELEPHONE: (518) 474-7770 **FAX:** (518) 474-4946

**OFFICE OF VOCATIONAL AND EDUCATIONAL
SERVICES FOR INDIVIDUALS WITH
DISABILITIES**

PROGRAM: Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

DESCRIPTION:

VESID's mission is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protections to which they are entitled; assure appropriate continuity between the child and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and to live independent, self-directed lives.

State Operations

VESID promotes educational and vocational achievement for students with disabilities, ages 3 to 21, and for adults. It administers special education programs and services in New York's school system and provides support for families, educators and other staff. VESID's Vocational Rehabilitation (VR) Program provides specialized programs and services that assist youth and adults with disabilities in preparing for, finding, and adjusting to employment. The office also works with businesses that are interested in hiring and maintaining a skilled workforce. VESID administers 39 Independent Living Centers (ILCs) and 15 Early Childhood Direction Centers across the State and provides administrative oversight to the New York State School for the Blind and the New York State School for the Deaf. VESID also oversees statewide networks responsible for providing training and information to parents, educators, and others involved in educating preschool and school-age students with disabilities.

REGENTS GOALS: 1; 2; 3; 4; 5; 6

AUTHORITY:

- Federal Statute:** (see specific programs)
- Federal Regulation:** (see specific programs)
- State Statute:** (see specific programs)
- State Regulation:** (see specific programs)

FUNDING SOURCE(S):

State-	56.2%
Federal-	42.6%
Special Revenue-	1.2%
Total-	\$2,045m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Deputy Commissioner's Office

TELEPHONE: (518) 474-2714

FAX: (518) 474-8802

PROGRAM: Allowances to State-Supported Schools for the Blind, Deaf, Orthopedically and Emotionally Disabled

DESCRIPTION:

The allowances to 11 State-supported schools provide for the education of students who are deaf, blind, severely orthopedically or emotionally disabled under §4201 of the Education Law and Chapter 1060 of the Laws of 1974. The State-supported schools receiving aid under this Program are:

Schools for the Deaf

- Cleary Deaf Child Center, Inc., Ronkonkoma (Suffolk County)
- Lexington School for the Deaf, New York (Queens)
- Mill Neck Manor School for the Deaf, Mill Neck
- New York School for the Deaf, White Plains
- Rochester School for the Deaf, Rochester
- St. Francis DeSales School for the Deaf, New York (Brooklyn)
- St. Joseph's School for the Deaf, New York (Bronx)
- St. Mary's School for the Deaf, Buffalo

Schools for the Blind

- New York Institute for Special Education, New York (Bronx)*
- Lavelle School for the Blind, New York (Bronx)

Schools for Orthopedically Disabled Children

- Henry Viscardi School, Albertson

*This school also serves students with emotional disabilities.

Chapter 1066 of the Laws of 1974, which added §4204-a to the Education Law, provides for State reimbursement of tuition costs for the education of deaf infants below the age of three attending programs approved by the Commissioner at various public and private facilities, including schools for the deaf listed in §4201 of the Education Law.

The annual appropriation for the §4201 program funds 35 percent of the prior school year operating expense and 65 percent of the current school year operating expense. In addition, the appropriation covers costs for the Deaf Infant Program, boards of cooperative educational services (BOCES) grants, payments to the New York State Dormitory Authority for approved capital projects, and the retirement costs of employees of the 11 State-supported schools.

REGENTS GOALS: 1; 3; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§4201 and 4204-a

State Regulation: 8NYCRR Part 200

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$118.1m

NUMBER OF INDIVIDUALS SERVED: Approximately 1,800 students each year.

CONTACT OFFICE: VESID Special Education Quality Assurance

TELEPHONE: (518) 473-6108

FAX: (518) 473-5769

PROGRAM: Case Services

DESCRIPTION:

Case Services appropriations for the basic Vocational Rehabilitation Program provide educational and vocational services to persons whose disabilities impose barriers to employment. The Program provides a wide range of services to people with disabilities including evaluation, job training, equipment and technology, counseling and guidance and placement. The primary goal of the Program is to enable people with disabilities to achieve gainful employment. When employment is achieved, the investment pays dividends to the State. The annual wages earned by those same people exceeded \$200 million and will grow each year. These earnings form the base for their tax contributions and stimulation of the economy.

The savings to State agencies, the tax contributions and the economic stimulus of these workers' spending recur and grow every year that these people work. Therefore, the return on the initial investment continues over the individual's working life.

Professional vocational rehabilitation counselors across New York State in Vocational and Educational Services for Individuals with Disabilities' (VESID) 15 District Offices and 10 outstations help people with disabilities choose careers that are consistent with their individual strengths, priorities, concerns, abilities, capabilities, interest, informed choices and that meet current and future job market opportunities.

Purchased case services make up the largest single area within VESID's program. Examples of case services include evaluation; training and related supports at such places as community rehabilitation agencies, boards of cooperative educational services (BOCES), trade schools, colleges and universities; transportation; and vehicle modifications. The combination of federal funding (Title I §110 of the Rehabilitation Act) and State matching funds supports the entire VESID program including vocational counseling, purchased case services, unified contract costs, related administrative costs and indirectly applied charges. Federal funding is formula driven. State case services funding is required in concert with the basic federal award to meet the costs of VESID's increasing demand for services.

The following are some of the highlights of VESID's 2007-2008 accomplishments in meeting its goals:

- 13,010 people with disabilities received assistance in obtaining employment.
- 9,492 people were placed in integrated employment with no supports, including self-employment.
- The number of individuals placed in supported employment or integrated employment with supports increased from 2,951 in SFY 2006-2007 to 2,973 in SFY 2007-2008.

REGENTS GOALS: 3; 4; 5; 6

AUTHORITY:

Federal Statute: Rehabilitation Act - Title I

Federal Regulation: 34 CFR 361 Et. Seq.

State Statute: Education Law §§1001-1008

State Regulation: 8NYCRR Parts 246 and 247

FUNDING SOURCE(S):

State- 30.6%

Federal- 69.4%

Special Revenue-

Total- \$178m

NUMBER OF INDIVIDUALS SERVED: 96,181

CONTACT OFFICE: Administration and Operations

TELEPHONE: (518) 486-4038

FAX: (518) 486-4154

PROGRAM: Early Childhood Direction Centers (ECDCs)

DESCRIPTION:

ECDCs provide information and referral assistance to families and professionals in linking children with disabilities, birth through age five, to needed community services. This includes assistance in securing evaluation and assessment services, preschool special education programs and services, transportation, medical services, funding, social services and parent education/support programs. The Education Department is the single State agency responsible for this Program. The ECDCs assist parents and provide follow-up calls and match children with appropriate services. They respond to requests for information from families, agencies and professionals each year. Information is provided in a neutral manner, so all appropriate options for services are provided, including the option of receiving services in integrated settings with nondisabled peers.

Without continued funding, thousands of families with young children will be left to make crucial decisions at different times during their child's life without the necessary information; decisions that will impact on their child's educational standards, employment opportunities and future independence. ECDCs provide the initial link to information and services from birth, a critical need that continues throughout the life of a child with a disability.

REGENTS GOALS: 4; 5; 6

AUTHORITY:

Federal Statute: Individuals with Disabilities Education Act, Part B

Federal Regulation: 34 CFR 301

State Statute:

State Regulation: 8NYCRR Part 200

FUNDING SOURCE(S):

State- 22.9%

Federal- 77.1%

Special Revenue-

Total- \$2.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Program Development and Support Services

TELEPHONE: (518) 486-7462

FAX: (518) 473-5769

PROGRAM: Education of Children with Disabilities

DESCRIPTION:

§4410 Preschool Services

Under §4410 of Education Law, school districts are responsible for assuring the provision of special education services to eligible preschool children with disabilities (ages 3-4 years). Counties contract with approved programs and service providers selected by local boards of education and make 100 percent payment to providers. Pursuant to Chapter 642 of the Laws of 1996, counties are reimbursed by the State for 59.5 percent of the approved costs for services.

§4408 Summer School Services

Children with disabilities, ages 5-21 years, may receive special programs and/or services during July and August, if recommended by the Committee on Special Education. The county of residence is responsible for 10 percent of the cost and the local school district is responsible for 20 percent of the cost. The State Education Department is responsible for the remaining 70 percent of the cost. Costs incurred for services provided during July and August to children with disabilities in the State schools in Rome and Batavia and the State-supported §4201 schools are included. Also included in this account are payments for summer students who are placed in Office of Mental Health residential treatment facilities. Pursuant to Chapter 82 of the Laws of 1995, beginning in 1995-1996, no single payee may receive more than 45 percent of the appropriation for this Program. In addition, no payments will be made after July 1, 1996 based on a claim submitted later than three years after the end of the school year in which services were rendered except in cases where such payment is the result of a court order, judgment, or final audit.

REGENTS GOALS: 1; 2; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§4408 and 4410

State Regulation: 8NYCRR Part 200

FUNDING SOURCE(S):

State-	56.3%
Federal-	43.7%
Special Revenue-	
Total-	\$1,704m

NUMBER OF INDIVIDUALS SERVED: 63,966

CONTACT OFFICE: VESID Office of Special Education Services
TELEPHONE: (518) 473-6108 **FAX:** (518) 486-7693

PROGRAM: Independent Living Centers (ILCs)

DESCRIPTION:

Independent Living is a program providing individual and systems change services through 39 not-for-profit ILCs across New York State. ILCs are nonresidential programs that provide a range of services to support New Yorkers with disabilities with living, learning and working in their communities. ILCs also work to increase program and physical access to all services available to the general public.

ILCs are based on a self-help model and State law requires that the majority of all ILC boards of directors be comprised of individuals with disabilities. ILCs provide an array of services to enable people with disabilities to choose lifestyles and services that maximize their independence and self-direction. Core services include: information and referral, peer counseling, individual advocacy, independent living skills development, personal assistance services, employment housing, transportation and related services.

On the systems level, ILCs have led their local communities in implementing the Americans with Disabilities Act and in program development to support individuals in least restrictive living environments. ILC expertise and services are in high demand and will remain so for the foreseeable future. Two particular populations benefiting from ILC services are youth in transition from school to adult life and individuals seeking supports to leave or circumvent admission to instructional settings.

REGENTS GOALS: 3; 4; 5; 6

AUTHORITY:

Federal Statute: Rehabilitation Act - Title VII

Federal Regulation: 34 CFR 367

State Statute: Education Law §§1120-1124

State Regulation: 8NYCRR Part 248

FUNDING SOURCE(S):

State- 88.8%

Federal- 11.2%

Special Revenue-

Total- \$14.6m

NUMBER OF INDIVIDUALS SERVED: 71,200

CONTACT OFFICE: Independent Living Services Unit

TELEPHONE: (518) 474-2925

FAX: (518) 473-6073

PROGRAM: Individuals with Disabilities Education Act (IDEA)

DESCRIPTION:

IDEA makes it possible for states and local educational agencies to receive federal funds to assist in the education of students with disabilities ages 3 to 21. In order to remain eligible for federal funds under the law, states must have policies and procedures in effect that comply with federal requirements including, but not limited to, policies and procedures that demonstrate:

- All children and youth with disabilities, regardless of the severity of their disability, will receive a free appropriate public education at public expense.
- Education of children and youth with disabilities will be based on a complete and individual evaluation and determination of eligibility.
- An Individualized Education Program is developed, reviewed and revised for every child or youth found eligible for special education.
- To the maximum extent appropriate, all children and youth with disabilities will be educated in the least restrictive environment and a continuum of alternative placements will be available.
- The rights of children with disabilities and their parents are protected through procedural safeguards.
- Children suspected of having disabilities are located through child find procedures.
- Confidentiality of personally identifiable information will be ensured and protected.
- The State has appropriate professional requirements that establish suitable qualifications for personnel providing special education and related services.

The Federal government allocates funds to New York State based on a census of children ages 3 to 21 in the State. A portion of the funds is allocated to schools based on the total school enrollment and the State's poverty rate.

Each year, special education services are provided to approximately 80,400 students with disabilities, ages 3 to 5, and 404,000 students with disabilities, ages 6 to 21. Federal discretionary dollars support initiatives such as statewide training and resources networks, parent centers, general oversight and monitoring activities, quality assurance and federal compliance.

REGENTS GOALS: 3; 4; 5; 6

AUTHORITY:

Federal Statute: Individuals with Disabilities Education Act, Part B, 601-682, as amended, PL 108-446

Federal Regulation: Title 34 CFR 300

State Statute: Article 89, Article 81

State Regulation: 8NYCRR Parts 200 and 201

FUNDING SOURCE(S):

State-

Federal- 100%

Special Revenue-
Total- School Age Total - \$712m; Preschool Total - \$34m

NUMBER OF INDIVIDUALS SERVED: 452,286

CONTACT OFFICE: VESID Special Education Policy Unit
TELEPHONE: (518) 473-2878 **FAX:** (518) 473-5387

PROGRAM: Integrated Employment

DESCRIPTION:

Through the passage of Chapter 515 of the Laws of 1992, integrated employment, including supported employment, is implemented through a collaborative interagency process. This legislation designated Vocational and Educational Services for Individuals with Disabilities (VESID) as having the primary responsibility for the coordination of program development and administration of integrated employment. VESID accomplishes this in collaboration with its interagency partners through innovative approaches directly with business, industry and labor and through enhancements in the provision of supported employment services. Collaboration with interagency partners to implement the State's workforce development efforts is also critical.

Integrated Employment-Business and Industry Outreach

The primary focus of VESID's business and industry outreach is to target specific business sectors, industries, trade associations, and labor unions to accomplish the following:

- Enhance employment opportunities for people with disabilities.
- Improve access to VESID service for existing workers and their families.
- Provide technical assistance to aid business and industry in recognizing the value of people with disabilities as employees and a powerful consumer segment.

Supported Employment

Supported employment provides job-based training and support services to individuals with the most significant disabilities to enable them to obtain and maintain competitive employment in integrated work settings in the community. For administrative and funding purposes, the Program is conceived as having two phases: intensive and extended services. Intensive services assist individuals to obtain jobs and become proficient in the performance expectations of an employment setting. Extended services provide individuals with the services and supports needed for the long-term retention of their employment upon completion of their intensive training phase.

REGENTS GOALS: 4; 5; 6

AUTHORITY:

Federal Statute: Rehabilitation Act
Federal Regulation: 34 CFR Parts 361, 363
State Statute: Education Law §1004
State Regulation: 8NYCRR Parts 246 and 247

FUNDING SOURCE(S):

State- 92.4%
Federal- 7.6%

Special Revenue-
Total- \$17.5m

NUMBER OF INDIVIDUALS SERVED: Extended – 3,826 VESID and 839 OMRDD;
Intensive – 9,762

CONTACT OFFICE: Vocational Rehabilitation Operations
TELEPHONE: (518) 486-4031 **FAX:** (518) 473-6073

PROGRAM: New York State Schools for the Blind and for the Deaf

DESCRIPTION:

The New York State School for the Blind (NYSSB) at Batavia provides 12-month educational and residential services to students who are blind and have additional disabilities. NYSSB offers a day program along with a five-day residential option. Consideration for admission to the school is given to school-age students (5 - 21 years of age) who are blind, residents of New York State and who have an additional disability. A Multidisciplinary Team (MDT), acting in coordination with the Committee on Special Education (CSE) from the district of residence, reviews the individual evaluation conducted at the school, develops an Individualized Education Program (IEP) and determines the Least Restrictive Environment (LRE). The Program addresses The New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities.

The school conducts the annual registration of all students in New York State classified as legally blind for procurement of special media materials produced by the American Printing House. This annual census is used to determine New York State's eligibility for Federal Quota Funds used to purchase these specialized materials and textbooks in alternate formats. The school facilitates the purchase of these specialized products and also maintains and circulates a library of textbooks in large print and Braille to students throughout the State. It offers weekend and week-long short-term, skill-based programs to students classified as legally blind that attend programs in their local school district. The school circulates resource information, as needed, to school district personnel and to teachers of the visually impaired throughout the State. A variety of training opportunities are offered to district staff that provides services to students.

The New York State School for the Deaf (NYSSD) at Rome provides 10 and 12-month educational and residential services to students who are deaf. NYSSD offers a deaf infant program (birth to age 3) that provides home-based services, a day program and a five-day residential option. Consideration for admission to the school is given to students, ages 3 through 21, who are deaf and residents of New York State. A MDT, acting in coordination with the CSE from the district of residence, reviews the individual evaluation conducted at the school, develops an IEP and determines the LRE. The school offers an elementary unit that provides appropriate educational programs to students ages 3 through 13; a high school unit that provides educational services to students ages 14 through 21; an alternative education program that includes job and life skills training to transitioning students 14 through 21 years of age; and a Cochlear Implant Program, along with early intervention services for deaf infants under 3 years of age. NYSSD is proud of its wide array of after class activities and interscholastic sports teams.

REGENTS GOALS: 1; 3; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§4301-4357

State Regulation: 8NYCRR Part 200

FUNDING SOURCE(S):

State-	1.2%
Federal-	
Special Revenue-	98.8%
Total-	\$19.7m

NUMBER OF INDIVIDUALS SERVED: 57 NYSSB and 89 NYSSD = 146

CONTACT OFFICE 1: School for the Blind at Batavia

TELEPHONE: (585) 343-5384 **FAX:** (585) 344-5557

CONTACT OFFICE 2: School for the Deaf at Rome

TELEPHONE: (315) 337-8400 **FAX:** (315) 336-8859

PROGRAM: Readers Aid Program

DESCRIPTION:

Eligible students who are deaf, deafblind, or blind; are residents of New York State; and are matriculated in a degree-granting program may receive a monetary grant to employ readers, notetakers, or interpreters to provide access to information vital to their studies, enabling them to succeed in their academic undertaking. During the 2007-2008 academic year, 411 students attending 41 institutions of higher education received Readers Aid Program funds; 215 were deaf, 222 were blind, and 4 were deafblind.

REGENTS GOALS: 3; 4; 5; 6

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §4210

State Regulation: 8NYCRR Part 147

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$0.2m

NUMBER OF INDIVIDUALS SERVED: 421

CONTACT OFFICE: Program Development and Support Services

TELEPHONE: (518) 474-5652

FAX: (518) 473-5769

PROGRAM: Social Security Reimbursement Account

DESCRIPTION:

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) assists eligible Social Security beneficiaries by providing them with work preparation, employment placement and counseling services. The Social Security Administration is authorized by law to pay for vocational rehabilitation services for Social Security Income (SSI) and Social Security Disability Insurance (SSDI) recipients who become employed and no longer receive Social Security disability benefits. VESID files claims to receive reimbursement for the cost of each of these individuals' rehabilitation services.

REGENTS GOALS: 3; 5

AUTHORITY:

Federal Statute: Federal Social Security Act

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal- 100%

Special Revenue-

Total- \$4.5m

NUMBER OF INDIVIDUALS SERVED: 40,000

CONTACT OFFICE: Fiscal and Administrative Services Team

TELEPHONE: (518) 486-4038

FAX: (518) 486-1027