

**NEW YORK STATE  
EDUCATION DEPARTMENT**

**PROGRAM DESCRIPTION  
HANDBOOK  
2012-2013**

**Available on-line at:  
<http://www.oms.nysed.gov/budget/pro2012/>**

**December 2012**

# **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. <b>For more definitive, up-to-date and detailed fiscal information, the Budget Proposal summary should be consulted.</b>
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/pro2012/>) and additions and updates will be provided as needed throughout the year on the internet site.

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OFFICE OF ADULT CAREER AND CONTINUING EDUCATION  
SERVICES

**PROGRAM:** Adult Basic Education (Welfare Education Program – WEP)

**DESCRIPTION:**

The State Literacy and Basic Education for Public Assistance Recipients Program, also referred to as the Welfare Education Program (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- \$1.84m

**NUMBER OF INDIVIDUALS SERVED:** 2,440

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

**PROGRAM:** Adult Literacy Education (ALE) Program

**DESCRIPTION:**

The State Adult Literacy Education (ALE) Program provides funding for adult education programs for under-educated 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:** Education Law §207 & Chapter 53 of the Laws of 2002

**State Regulation:**

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$4.99m

**NUMBER OF INDIVIDUALS SERVED:** 5,851

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

**PROGRAM:** Bureau of Proprietary School Supervision (BPSS)

**DESCRIPTION:**

Bureau of Proprietary School Supervision (BPSS) is authorized under Article 101 of the Education Law and Part 126 of the Commissioner's Regulations to license, monitor, and regulate private career schools 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 by revenue from school licensing fees and tuition assessments. BPSS licenses and monitors over 500 private career schools, and certified English as a Second Language schools.

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 200,000 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- \$5.67m

**NUMBER OF INDIVIDUALS SERVED:** 200,000 students and over 500 schools

**CONTACT OFFICE:** Bureau of Proprietary School Supervision, Albany

**TELEPHONE:** (518) 474-3969

**FAX:** (518) 473-3644

**CONTACT OFFICE:** Bureau of Proprietary School Supervision, NYC

**TELEPHONE:** (212) 643-4760

**FAX:** (212) 643-4765

**PROGRAM:** Case Services

**DESCRIPTION:**

Case Services appropriations for the basic Vocational Rehabilitation Program provide educational and vocational services to individuals whose disabilities impose barriers to employment. The Program provides a wide range of services to individuals with disabilities including evaluation, job training, equipment and technology, counseling and guidance, and placement. The primary goal of the Program is to enable individuals with disabilities to achieve gainful employment. When employment is achieved, the investment pays dividends to the State. The annual wages earned by those same individuals 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 The Office of Adult Career and Continuing Education Services' 15 District Offices and 10 outstations help individuals with disabilities choose careers that are consistent with their individual strengths, priorities, abilities, capabilities, interests, informed choices and that meet current and future job market opportunities.

Purchased case services make up the largest single area within this 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 Section 110 of the Rehabilitation Act) and State matching funds supports the entire ACCES-VR 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 ACCES' increasing demand for services.

The following are some of the highlights of ACCES' FFY 2010-2011 accomplishments in meeting its goals:

- 12,194 individuals with disabilities received assistance in obtaining employment including 4,504 youth (age 14- 21 at application).
- 9,616 individuals were placed in integrated employment with no supports, including 50 in self-employment.
- The number of individuals placed in supported employment or integrated employment with supports increased from 2,434 in FFY 2009-2010 to 2,578 in FFY 2010-2011.
- Average hourly wage increased to \$10.88

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

**AUTHORITY:**

**Federal Statute:** Rehabilitation Act - Title I

**Federal Regulation:** 34 CFR 361 Et. Seq.

**State Statute:** Education Law Sections 1001-1008

**State Regulation:** 8NYCRR Parts 246 and 247

**FUNDING SOURCE(S):**

State- 30.4%

Federal- 69.6%

Special Revenue-

Total- \$177.5 m

**NUMBER OF INDIVIDUALS SERVED:** 96,781 for FFY 2010-2011

**CONTACT OFFICE:** VR Operations

**TELEPHONE:** (518) 473-1626

**FAX:** (518) 486-6252

**PROGRAM:** College Readers Aid Program

**DESCRIPTION:**

Eligible students who are deaf, deaf-blind, or blind; are residents of New York State; and are matriculated in a degree-granting program may receive a monetary grant to employ readers, note takers, or interpreters to provide access to information vital to their studies, enabling them to succeed in their academic undertaking. During the 2010-2011 academic year 401 students attending 41 institutions of higher education received College Readers Aid Program funds; 224 were deaf, 173 were blind, and 4 were deaf-blind.

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law Section 4210

**State Regulation:** 8NYCRR Part 147

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$0.29 m

**NUMBER OF INDIVIDUALS SERVED:** 401

**CONTACT OFFICE:** VR Interagency, Legislative, and Community Affairs Unit

**TELEPHONE:** (518) 474-7343

**FAX:** (518) 474-5190

**PROGRAM:** Employment Preparation Education (EPE) State Aid

**DESCRIPTION:**

Employment Preparation Education (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:** 129,654

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

**PROGRAM:** General Equivalency Diploma (GED)

**DESCRIPTION:**

The ACCES - GED® program oversees the administration of GED® tests and the approval of 24 college credits for the issuance of the New York State High School Equivalency Diploma.

The office coordinates GED® test administration throughout New York State for approximately 50,000 testers per year and is responsible for all aspects of GED® testing, including:

- Approval of official GED® testing centers;
- Scoring of all GED® test materials;
- Generation of New York State High School Equivalency diplomas and/or transcripts, including archival requests;
- Training all examiners who administer the GED® tests; and
- Maintaining GED® testing records dating back to the 1950's.

**REGENTS GOALS:** 1; 4

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §317

**State Regulation:** 8NYCRR Part 100.7

**FUNDING SOURCE(S):**

State-	74%
Federal-	
Special Revenue-	26%
Total-	\$3.66m

**NUMBER OF INDIVIDUALS SERVED:** 50,000

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

**PROGRAM:** Independent Living Centers (ILCs)

**DESCRIPTION:**

Independent Living Centers (ILCs) provide individual services and systems change activities aimed at integration, inclusion and independence through 39 site locations across New York State. ILCs are nonresidential programs with services that promote integration of New Yorkers with disabilities and their families in all aspects of community life. ILCs also work to increase communication, programmatic and physical access to all services available in the public and private sectors.

ILC operation is 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 make choices based on information that can 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 lead their local communities in implementing the Americans with Disabilities Act and in advocating for individuals living, learning and working in the most integrated settings possible. 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 support to leave or circumvent admission to institutional settings.

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

**AUTHORITY:**

**Federal Statute:** Rehabilitation Act - Title VII  
**Federal Regulation:** 34 CFR 367  
**State Statute:** Education Law Sections 1120-1124  
**State Regulation:** 8NYCRR Part 248

**FUNDING SOURCE(S):**

State-	93.2%
Federal-	6.8%
Special Revenue-	
Total-	\$13.3m

**NUMBER OF INDIVIDUALS SERVED:** 81,987 for FFY 10-11

**CONTACT OFFICE:** Independent Living Services Unit

**TELEPHONE:** (518) 474-2925

**FAX:** (518) 473-6073

**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), now ACCES, as having the primary responsibility for the coordination of program development and administration of integrated employment. ACCES 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 – Workforce Development and Marketing

The primary focus of Workforce Development and Marketing is to target specific business sectors, industries, trade associations, and labor unions to accomplish the following:

- Enhance employment opportunities for people with disabilities.
- Provide technical assistance to aid business and industry in recognizing the value of people with disabilities as valued employees and a powerful consumer segment.

Supported Employment

Supported employment (SE) 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. Funding for extended service requires coordination with the Office of Mental Health (OMH) and the Office of Persons with Developmental Disabilities (OPWDD).

**REGENTS GOALS:** 4; 5; 6

**AUTHORITY:**

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

**FUNDING SOURCE(S):**

State-	8.0%	
SE Intensive Services		\$1.66 m
Federal-	92.0%	
SE Intensive and Extended Services		\$15.16 m
Special Revenue-		
Total-		\$16.82 m

**NUMBER OF INDIVIDUALS SERVED:** ,982 individuals received supported employment intensive services during FFY 2010-2011; and approximately 4,500 individuals received supported employment extended services.

**CONTACT OFFICE:** VR Operations

**TELEPHONE:** (518) 473-1626

**FAX:** (518) 486-6252

**PROGRAM:** Social Security Reimbursement Account

**DESCRIPTION:**

The Office of Adult Career and Continuing Education Services (ACCES) 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) recipients who become employed and are no longer eligible for Social Security benefits. ACCES files claims to receive reimbursement for each individual's 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- \$2.88m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Fiscal and Administrative Services Team

**TELEPHONE:** (518) 486-4038

**FAX:** (518) 408-3615

**PROGRAM:** Workers' Compensation Fund

**DESCRIPTION:**

The Office of Adult Career and Continuing Education Services (ACCES) assists eligible injured workers by providing them with work preparation, employment placement and counseling services. The State Education Department is authorized under the Worker's Compensation Law to receive funding for such injured workers.

**REGENTS GOALS:** 3; 5

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** State Finance Law § 97-LLL; Worker's Compensation Law §15(9)

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.86m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Fiscal and Administrative Services Team

**TELEPHONE:** (518) 486-4038

**FAX:** (518) 408-3615

**PROGRAM:** Workforce Investment Act (WIA) - Title II

**DESCRIPTION:**

The federal Adult Education and Family Literacy Act (AEFLA) funds, authorized by the Workforce Investment Act, are allocated in accordance with the Coordinated Education Plan which is updated annually and 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- \$29.99m

**NUMBER OF INDIVIDUALS SERVED:** 75,982

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

**PROGRAM:** Workforce Investment Act (WIA) - Title II - 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- \$9.47m

**NUMBER OF INDIVIDUALS SERVED:** 14,284

**CONTACT OFFICE:** Adult Education Programs and Policy

**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 the Workforce Investment Act (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- \$2.70m

**NUMBER OF INDIVIDUALS SERVED:** 1,574

**CONTACT OFFICE:** Adult Education Programs and Policy

**TELEPHONE:** (518) 474-8940

**FAX:** (518) 486-1751

# OFFICE OF CULTURAL EDUCATION

**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.

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.
- 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.
- 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 Section 236

**State Regulation:** 8NYCRR Part 179

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$14,002,000

**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 across the state through its Documentary Heritage Program (DHP). As a result of these services, historical record repositories are better able to manage and make available an inclusive comprehensive documentation of the history and cultures of New York. The Archives also identifies, accessions, 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.

**Statewide Archival Services** - 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 Section 57.05; Education Law, Section 140

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

**FUNDING SOURCE(S):**

State- Special Revenue provided by the Local Government Records Management  
Improvement Fund  
Federal-  
Special Revenue-  
Total-

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Archival Services

**TELEPHONE:** (518) 474-6926

**FAX:** (518) 473-7573

**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 approximately 4,500 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.

The State Archives 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 2011-2012 year, the State Archives awarded nearly \$1 million to municipal agencies of the City of New York and more than \$4 million in additional grants to 200 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, 9,621 grants totaling \$197,537,537 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 Section 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 Management

Total-

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Government Records Services

**TELEPHONE:** (518) 474-6926

**FAX:** (518) 486-4923

**PROGRAM:** New York State Library – Grants-In-Aid to Libraries and Library Systems

**DESCRIPTION:**

The State Library administers some \$117 million in statutory State local assistance grants-in-aid, capital grants and state operations funds that benefit New York State's library systems and 7000 libraries. For 2012-2013, the Legislature appropriated \$96 million in support of these programs. Each of these programs has specific purposes and requirements as described in Education Law and Commissioner's regulations. The funding amounts listed are in statute.

- Aid for Public Library Systems and Public Libraries

General formula aid for public Libraries and public Library Systems is appropriated for the 23 public library systems, their central libraries, and all of their 755 member public libraries and some 330 neighborhood branches. 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 Programs, the Coordinated Outreach Services Program, and the Local Services Aid programs (Local Library Services Aid, Local Services Support Aid and Local Consolidates Services Aid).

- Adult Literacy Services Grants for Public Libraries and Systems

Education Law §273 provides \$200,000 in 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.

- Family Literary Services Grants for Public Libraries and Systems

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

- Inter-Institutional Library Services – Public Library System Services to County Jails

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.

- Indian Libraries

Education Law §271 provides formula aid for public libraries on the St. Regis Mohawk, Tonawanda Senecas, and the Seneca Nation of Indian reservations based on reservation population and other factors. The official populations are certified annually by the New York State Office of Temporary and Disability Assistance.

- 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 Braille and Talking Book Library (\$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).

- Public Library Construction

Education Law §273-a provides for a State funded matching grant program for the construction, rehabilitation or renovation of public library and public library system buildings. State funds are allocated by formula to each public library system. Local libraries submit applications for funding through their local library system to the State Library. In 2012-2013 the State provided \$14 million in capital funds for public library construction grants under Education Law §273-a.

- Public Library System Services to State Correctional Facility Libraries

Education Law §285 provides a formula allocation of \$9.25 per inmate to public library systems to develop and extend library services to State correctional facilities within their service area.

- Public Library Systems and 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.

#### Aid for Reference and Research Library Resources Systems

- General Formula Aid for 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 regional systems coordinate the hospital library services program, the medical information services program, the coordinated collection development program for academic libraries, and the regional databases program for libraries in their service area. State Aid supports digitization, interlibrary loan, delivery, continuing education, automation and other coordinated activities that promote resource sharing.

- Coordinated Collection Development Aid for Academic Libraries

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.

- Hospital Library Services Program

Education Law §273 provides formula aid to the nine Reference and Research Library Resources Systems for strengthening hospital library services.

- Medical Information Services Program

Education Law §273 provides formula aid to the nine Reference and Research Library Resources Systems for supporting delivery of consumer health and medical information services to users of academic, public, school and special libraries.

- Regional Bibliographic Databases and Interlibrary Resources Sharing

Education Law §273 provides formula aid for the efficient and coordinated development of computer technologies 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.

#### Aid for School Library Systems

Formula aid is provided under Education Law, §§282-284 to 41 school library systems based in the BOCES and the Big Five Cities to facilitate sharing of library resources for more than 4,400 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.

#### Special Programs

- 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.

- Conservation and Preservation of Library Research Materials

Education Law §273 provides funding for libraries and other organizations engaged in efforts to preserve deteriorating library research materials. There are three parts: formula funds (\$126,000)

for each of the 11 comprehensive research libraries in New York State; competitive coordinated preservation project grants program (\$350,000) for those 11 libraries; and competitive grant funds (\$500,000) for some 7,000 other institutions such as public libraries, museums, and historical societies possessing unique and rare research materials that warrant preservation for public access to and use by future generations of New Yorkers.

- 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.

- 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 statewide program that serves eligible visually impaired, physically disabled, and learning disabled readers in 55 upstate counties. There are more than 32,000 New Yorkers who receive TBBL services.

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

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

**State Regulation:** 8NYCRR Part 90

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$96m, appropriated for 2012-2013 (includes \$14M in capital funds for Library Construction)

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** State Librarian

**TELEPHONE:** (518) 474-5930

**FAX:** (518) 486-5254

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

**DESCRIPTION:**

The State Library's Division of Library Development administers the federal Library Services and Technology Act (LSTA) Grants to the States program. LSTA was enacted on September 30, 1996, as part of the federal Museum and Library Services Act. The overall purposes and priorities of the LSTA program are established in federal law. Each State Library Agency may determine which purposes and priorities its program will address.

The overall purposes of the Library Services and Technology Act are to:

- enhance coordination among federal programs that relate to library and information services;
- promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
- facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
- encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
- promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
- enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;
- ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters;
- enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation; and
- promote library services that provide users with access to information through national, state, local, regional, and international collaborations and networks.

The Act specifies the following priorities for the Grants to States program:

- expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
- establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
- provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
- enhance efforts to recruit future professionals to the field of library and information services;
- develop public and private partnerships with other agencies and community-based organizations;

- target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
- target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
- develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

The federal Institute of Museum and Library Services, which administers the LSTA Program, requires a Five-Year Plan (<http://www.nysl.nysed.gov/libdev/lsta/plan1217.htm>) that describes the State Library's mission, the library service needs identified for the state, and the ways in which the Department plans to use federal LSTA funds to meet those needs. For the five-year period October 1, 2012 through September 30, 2017, the Department's plan for LSTA consists of four major goals:

1. All New Yorkers will have improved access to library resources that advance and enhance their personal, educational and working lives.
2. The Office of Cultural Education, library systems and libraries will deliver new and improved programs that anticipate and meet New Yorkers' evolving needs for library services.
3. New Yorkers of all ages will perceive libraries as community learning spaces offering high-quality lifelong learning, literacy, and knowledge creation opportunities that enhance civic engagement and economic vitality.
4. All New Yorkers will benefit from statewide programs and services of the Office of Cultural Education that effectively leverage private and public funding through collaboration and partnerships and maximize value in order to achieve goals one, two and three.

The Office of Cultural Education will carry out the goals of this plan through statewide services and, as funding allows, a grants program. The grant categories and eligibility will be defined in annual grant program guidelines. The State of New York is required to match federal LSTA funds with other funds to carry out the goals and activities described in the Five-Year Plan.

**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-

Federal- 100% - \$8m

Special Revenue-

Total- \$12m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** State Librarian

**TELEPHONE:** (518) 474-5930

**FAX:** (518) 486-5254

OFFICE OF HIGHER EDUCATION

**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.

**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- \$0.368m (2012-13)

**NUMBER OF INDIVIDUALS SERVED:** 232 (2011-2012)

**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 2010-2011, approximately 5,500 FTE students were served in 56 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 2006-2007. 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.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §6451

**State Regulation:** 8NYCRR Part 152

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$24,268,000 (2012-2013)

**NUMBER OF INDIVIDUALS SERVED: 5,500 (2010-2011)**

**CONTACT OFFICE:** Collegiate Development Programs Unit - HEOP

**TELEPHONE:** (518) 474-5313

**FAX:** (518) 486-5221

**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.

**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- \$45.2m (Basic Grant)

**NUMBER OF INDIVIDUALS SERVED:** 200,000 (2010-2011)

**CONTACT OFFICE:** Collegiate Development Program Unit - CTEA

**TELEPHONE:** (518) 474-5313

**FAX:** (518) 486-5221

**PROGRAM:** Collegiate Science and Technology Entry Program (CSTEP)

**DESCRIPTION:**

Pursuant to the Regents goal to improve minority access to the licensed professions and careers in technology, the Department administers the Collegiate Science and Technology Entry Program (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.

**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-	\$8.1m (2012-2013)

**NUMBER OF INDIVIDUALS SERVED:** CSTEP 5,700 (2010-2011)

**CONTACT OFFICE:** Collegiate Development Programs Unit - CSTEP

**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.

**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-	\$941,000 (2012-13)

**NUMBER OF INDIVIDUALS SERVED:** 8,236 (2010-2011)

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

**TELEPHONE:** 518-474-3719

**FAX:** 518-474-7468

**PROGRAM:** Liberty Partnerships Program (LPP)

**DESCRIPTION:**

The Liberty Partnerships Program (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.

**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-	\$12.5m (2012-2013)

**NUMBER OF INDIVIDUALS SERVED:** 9,500 (2010-2011)

**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 2008, 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.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §3033

**State Regulation:** 8NYCRR Part 85

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$2m for school year

**NUMBER OF INDIVIDUALS SERVED:** 1,500 (2011-2012)

**CONTACT OFFICE:** Office of Teaching

**TELEPHONE:** (518) 474-4661

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

**PROGRAM:** Science and Technology Entry Program (STEP)

**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.

**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-	\$10.8m (2012-2013)

**NUMBER OF INDIVIDUALS SERVED:** 8,700 (2010-2011)

**CONTACT OFFICE 1:** Pre-Collegiate Preparation Programs Unit - STEP

**TELEPHONE:** (518) 486-5202

**FAX:** (518) 474-0060

**PROGRAM:** Teacher Opportunity Corps (TOC)

**DESCRIPTION:**

In April 1987, the State Legislature authorized the creation of TOC. 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 (African American, Hispanic/Latino, American Indian/Native Alaskan, Asian/Pacific Islander) and/or who are economically disadvantaged. The TOC initiative is based on the following principles: (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 teachers 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 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.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 1987

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.450m

**NUMBER OF INDIVIDUALS SERVED:** 263 (2011-12)

**CONTACT OFFICE:** Teacher Development Program Unit - TOC

**TELEPHONE:** (518) 486-6042

**FAX:** (518) 474-6606

**PROGRAM:** Teacher/Leader Quality Partnership/Educational Leadership Program Enhancement Project (TLQP)

**DESCRIPTION:**

Like the Dwight D. Eisenhower Professional Development Program, which it replaces, the federally funded TLQP 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 support current educators to help all students improve their academic achievement

The TLQP Educational Leadership program Enhancement Project is a competitive grant opportunity to support local, regional, and statewide initiatives to improve the teaching of core academic subjects. The emphasis is on the educational needs of high-need schools thereby improving student achievement. The Educational Leadership Program Enhancement Project is intended to be a catalyst for the kind of collaboration that can generate significant and sustainable improvements in providing aspiring educational leaders with the knowledge and skills required to successfully lead in high needs schools. The Educational Leadership Program Enhancement Project offers an opportunity to meet these ambitious goals by developing model programs for the development of educational leaders. The New York State Education Department's plan for a Cohesive Leadership System in New York State is premised upon the recognition of a growing body of research that evidences the strong correlation between school leadership and improved student learning..

**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- \$5,111,580 (2012-2013)

**NUMBER OF INDIVIDUALS SERVED:** Over 7,500 (2011-12)

**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) with a teacher or subject area shortage; (2) low-performing schools with a teacher or subject area shortage; 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, Mathematics and Bilingual Education Tuition Reimbursement Program--provides \$5 million to school districts to reimburse transitionally certified teachers for courses taken towards meeting requirements for a professional certification to teach science, mathematics or bilingual education 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 professional certification to obtain professional 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.

**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 for the school year

**NUMBER OF INDIVIDUALS SERVED:** Over 3,700 (2011-12)

**CONTACT OFFICE:** Teacher Development Programs Unit - TOT

**TELEPHONE:** (518) 486-6042

**FAX:** (518) 474-6606

**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.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §6401

**State Regulation:** 8NYCRR Part 50

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$35.1m

**NUMBER OF INDIVIDUALS SERVED:** 106 colleges enrolling 466,414 students in fall 2009, of a total 146 institutions enrolling 477,460 students in the Independent Sector

**CONTACT OFFICE:** Office of Research and Information Systems

**TELEPHONE:** (518) 474-5091

**FAX:** (518) 474-1907

OFFICE OF P-12 EDUCATION

**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- \$922,000

**NUMBER OF INDIVIDUALS SERVED: 1,200** teachers

**CONTACT OFFICE:** School Operations and Management Services - Grants Management

**TELEPHONE:** (518) 474-3936

**FAX:** (518) 474-1983

**PROGRAM:** Allowances to State-Supported Schools for the Blind, Deaf, Severely Physically Disabled and Severely Emotionally Disturbed

**DESCRIPTION:**

The allowances to 11 State-supported schools provide for the education of students who are deaf, blind, severely physically 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 School for the Deaf, 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 Physically 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, and their parents 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 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 Sections 4201 and 4204-a

**State Regulation:** 8NYCRR Part 200

**FUNDING SOURCE(S):**

State-	91.8%
Federal-	8.2%
Special Revenue-	
Total-	\$117.1m

**NUMBER OF INDIVIDUALS SERVED:** Approximately **1,360** students each year.

**CONTACT OFFICE:** P-12 Special Education Quality Assurance-Non District Unit

**TELEPHONE:** (518) 473-1185

**FAX:** (518) 473-5769

**PROGRAM:** Bilingual Education

**DESCRIPTION:**

The following is a summary of the proposed grants and contracts under the Bilingual Categorical Funds which support initiatives to address the needs of Limited English Proficient /English Language Learners (LEP/ELL); consistent with the Regents Policy Paper on Bilingual Education EL 3204, Commissioner's Regulation Part 154; the Department's Strategic Plan for Raising Standards (Regents Reform Agenda and Race to the Top), with special focus on the implementation best practices for the Education of LEP/ELLs.

The activities specifically addressed are in the areas of higher standards, new assessments involving LEP/ELLs, the preparation and certification of bilingual and ESL staff to incorporate the standards and assessments into the curriculum for LEP/ELL, parent empowerment to increase their knowledge and understanding of LEP/ELL requirements, capacity building at the school and district levels and most especially, the provision of equitable services for LEP/ELLs. Many of these initiatives will focus on high-need districts.

Programs / Initiatives;

1 - Regional Bilingual Education - Resource Networks (RBE-RN) will provide technical assistance to school districts, especially those where LEP/ELLs fail to meet State/Federal standards/requirements, to build and/or strengthen their capacity to serve LEP/ELLs through CR Part 154 and NCLB Title III programs.

2 - NYSED has entered into a Memorandum of Understanding with the CUNY Graduate Center—Research Institute for the Study of Language in Urban Society (RISLUS) and PhD Program in Urban Education to:

Provide a leadership development program for 30-35 school principals of schools that are in need of improvement or persistently low achieving with large ELL/LEP populations to create quality programs for emergent bilingual students. The program will include a series of professional development seminars to help these principals create materials and staffing conditions necessary to produce tangible improvements in the educational achievement of emergent bilinguals, on-site support to schools and guidance to principals on program evaluation and improvement plans, and an evaluation of the impact of the program on student outcomes.

Conduct a documentation and dissemination study of past and present practices in schools that have been successful in the education of emergent bilinguals.

Assist and advise the state in aligning the Native Language Arts and English as a Second Language standards with the Common Core English Language Arts standards.

Through a partnership with Bridges, facilitate the development of quality programming for Students with Interrupted Formal Education (SIFE). Bridges is a successful research-based intervention to address the needs of this underserved population of students. The program will share the work being conducted as part of a pilot program in New York City to districts working with SIFE in West New York through providing related professional development and supporting plans for Bridges start-ups.

3 - The Intensive Teacher Institute (ITI) is designed to increase the pool of certified bilingual and ESL teachers in New York by helping bilingual and ESL provisional preparatory teachers (PPT) meet the course requirements for certification in approved institutions of higher education (IHE).

4 - The Quality Review Protocol (QRP) for LEP/ELLs Program will be developed to make sure that the instructional quality and academic rigor of bilingual education and freestanding ESL programs are aligned with New York State's requirements, including Education Law 3204 and 3602; Part 154 of the Regulations of the Commissioner of Education (CR) for services to LEP/ELLs; general requirements under CR Parts 100, 117, 200; teacher certification requirements under CR Parts 80.9 and 80.10; and federal mandates under Titles I and III of the NCLB. It will provide professional development for school leadership, instructional staff, and all other service providers working with LEP/ELL students.

5 - The Two-Way Bilingual Education Program is designed to promote academic excellence in core subjects and to develop proficiency in two languages (one of which is English) in the English proficient and LEP/ELL students. Grants are in districts outside of NYC.

6 - The Bilingual/ESL Teacher Leadership Academy (BETLA) Program was created to instill leadership skills in exemplary teachers who then work to support fellow teachers working with LEP/ELLs. The BETLA II will support bilingual and ESL teachers from Long Island and Westchester School Districts. Phase 1 of the program provides leadership training to carefully selected teachers in an intensive summer academy. Model demonstration/LABs classrooms for excellence in teaching and learning are established in Phase 2. Phase 2 also continues the teacher leadership training.

7 - Hispanic Youth Leadership Institute (HYLI) is designed to develop leadership, public speaking skills, and an understanding of the NYS Legislative process in for 200 Hispanic (junior and senior) high school students studying NYS Law and Government. Prior to attending a three-day institute, students receive training on the legislative process and then they select legislative bills to research and debate. At the institute, students meet with legislators and debate actual legislative bills in a mock assembly session. Students receive scholarships from legislators.

8 - CUNY-NYSIEB Leadership Program - Ten new schools in need of improvement or persistently low achieving will be selected through a competitive grant application to receive a grant of \$30,000.00, as well as four districts that will be selected through a competitive grant application to receive a grant of \$50,000, to participate in the CUNY-NYSIEB Leadership program.

**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- \$12.5m

**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) 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- \$0.51m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of Curriculum, Instruction and Standards - Career and Technical Education Team

**TELEPHONE:** (518) 486-1547

**FAX:** (518) 402-5114

**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 IV accountability standards. The project provides statewide technical assistance for gender equity under Perkins IV. 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.

**REGENTS GOALS:** 1; 4

**AUTHORITY:**

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

**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) Title I 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. Individual 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 2012-2013, 15 school districts and BOCES with adult career and technical education programs were eligible to receive Perkins IV Title I 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- \$45.2m

**NUMBER OF INDIVIDUALS SERVED: TBD**

**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 targeted activities of the Statewide School Health Services Center (SSHSC), and the SUNY Cortland MOU “Building Capacity for School Health Systems Change” Health Demonstration Project (50% funded), and for coordinated school health activities and professional development.

The major objectives 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.
- Support the SSHSC in conducting administration of the Youth Risk Behavior Survey (YRBS) on odd years (2013), and the School Health Profiles Survey on even years (2102).

The standards established for Health, Physical Education, and Family and Consumer Sciences require students to acquire certain skills and proficiencies. The services of the SSHC and the SUNY Cortland will assist students to understand the relationship between personal behaviors and HIV infection and to practice the skills necessary to prevent infection. Further, these providers 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-	\$0.19m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of School Innovation - Student Support Services  
**TELEPHONE:** (518) 486-6090      **FAX:** (518) 474-8299

**PROGRAM:** Charter Schools

**DESCRIPTION:**

Federal Fund -- (Title V, Part B)

The purpose of the federal Charter Schools Program (CSP) is 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, the Charter Schools Office in the Office of Innovative School Models makes funds available for competitive charter school programs for planning and implementing grants 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 approved charter schools through a competitive RFP process. These funds are suballocated to SUNY, who makes the funds available for the expenses associated with the acquisition renovation or construction of school facilities. Funds are available only to schools in private, not public space.

**REGENTS GOALS:** 4

**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 New Charter School Law??

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$21.4)

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of School Innovation - Charter Schools Office  
**TELEPHONE:** (518) 474-1762      **FAX:** (518) 474-3209

**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 Sections 4408 and 4410

**State Regulation:** 8NYCRR Part 200

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$1,258m

**NUMBER OF INDIVIDUALS SERVED: 4410 - 41,823 / 4408 - N/A**

**CONTACT OFFICE:** P-12 Special Education Policy Unit

**TELEPHONE:** (518) 473-2878

**FAX:** (518) 473-5387

**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-	\$24.5m

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

**DESCRIPTION:**

ESD/SVP grant program will be awarding projects through public school districts, special act school and not for profit organizations collaborating with public school districts. Priority was given to applicants that included high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index, or have at least 50 Limited English Proficient (LEP) students. In order for an application to have received priority, at least 50% of the districts included in the application must have been on one of the priority lists.

The primary purpose of the ESD/SVP grant program is to provide a balance of academic enrichment and youth development activities. In addition, violence prevention strategies are utilized and implemented to assist in maintaining a positive school climate. Activities are provided during and after the school day. These activities may include; tutoring in areas of math, reading and science, recreation, student leadership development, peer intervention training, and conflict resolution programs.

**REGENTS GOALS: 1**

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2002

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$24.3m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE 1:** Office of School Innovation - Student Support Services

**TELEPHONE:** (518) 486-6090

**FAX:** (518) 474-8299

**PROGRAM:** Health Education Program

**DESCRIPTION:**

Funds will support targeted health education, services and activities of the Statewide School Health Services Center (SSHSC), SUNY Cortland MOU “Building Capacity for School Health Systems Change” health demonstration project (50% funded), and the Kaleida Health Contract/Buffalo.

These funds are available for health-related programs focused on increasing the capacity of school districts and buildings to coordinate their school health education programs, health policies and supportive services, while directly increasing their capacity to deliver comprehensive evidence-based health instruction and professional development. Such health-related programs include but are not limited to, those providing health instruction and supportive services in health education, nutrition, physical activity/education, coordinated school health, and acquired immune deficiency syndrome education (AIDS).

**REGENTS GOALS:** 1; 4

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2005

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.69m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of School Innovation - Student Support Services

**TELEPHONE:** (518) 486-6090

**FAX:** (518) 474-8299

**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 3-21. 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:

- 1) All children and youth with disabilities, regardless of the severity of their disability, will receive a free appropriate public education at public expense.
- 2) Education of children and youth with disabilities will be based on a complete and individual evaluation and determination of eligibility.
- 3) An individualized education program is developed, reviewed and revised for every child or youth found eligible for special education.
- 4) 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.
- 5) The rights of children with disabilities and their parents are protected through procedural safeguards.
- 6) Children suspected of having disabilities are located through child find procedures.
- 7) Confidentiality of personally identifiable information will be ensured and protected.
- 7) 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 3-21 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 41,823 students with disabilities, ages 3-5 and 396,152 students with disabilities, ages 6-21. 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 (regular) = \$758 million

Preschool (regular) = \$33.1 million

**NUMBER OF INDIVIDUALS SERVED: 437,975**

**CONTACT OFFICE:** P-12 Special Education Policy Unit

**TELEPHONE:** (518) 473-2878

**FAX:** (518) 473-5387

**PROGRAM:** Learning Technology Grant (LTG) Program

**DESCRIPTION:**

The Learning Technology Grant (LTG) Program provides funds to improve student academic performance in relation to the New York State learning standards (including the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy and for Mathematics.

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:** Chapter 153 of the Laws of 1997

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$3.28m

**NUMBER OF INDIVIDUALS SERVED:** Approx 60,000 - program serves 63 of the lowest performing public schools and private school partners, balanced across NYC, Big 4, and rest-of state

**CONTACT OFFICE:** Office of Curriculum, Assessment and Educational Technology--  
Educational Design and Technology

**TELEPHONE:** (518) 474-5461

**FAX:** (518) 473-2860

**PROGRAM:** Migrant Education

**DESCRIPTION:**

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

Educational and support 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; 5

**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-	\$89,000

**NUMBER OF INDIVIDUALS SERVED:** 5,143

**CONTACT OFFICE:** Office of Accountability - 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 priced meals, which is determined by an annually approved application, direct certification letter or computer match with the local Department of Social Services or the Office of Temporary and Disability Assistance. In addition, \$.2275 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 and 2009-2010 school years and another 1.1 percent for claims paid after September 16, 2010.

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 for the lunch program for the 2008-2009 and 2009-2010 school years, and another 1.1 percent for claims paid after September 16, 2010.

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-	5.4%
Federal-	94.6%
Special Revenue-	
Total-	\$617m

**NUMBER OF INDIVIDUALS SERVED:** Annually - Breakfast 95 million; Lunch 301 million (Average Daily Participation - Breakfast 560,000 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 safer through its leadership that is consistent with the intent of the SAVE legislation. This includes the following:

Review updated school safety plans and provide technical assistance and staff development to schools in helping them complete safety plans.

Review updated school codes of conduct and provide technical assistance and staff development to schools in helping them complete the codes.

Provide safety and crisis management technical assistance to schools upon request of the school and/or the Department.

Conduct selected site reviews with SED staff for schools and charter schools designated as Persistently Dangerous (PD) as well as those identified for coordinated site visits.

Provide technical assistance to school districts, including staff development on the reporting procedures for Violent And Disruptive Incident Reporting (VADIR), the Dignity for All legislation, and the use of VADIR and other student conduct data to develop safer learning environments.

Inform practice through publication of online research briefs that reflect best practices in the field.

Respond to crisis situations and provide technical assistance to school staff to handle situations relating to school safety.

Respond to crisis calls from school staff and other providers.

Maintain regular and consistent communication with the Department regarding school safety issues.

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 the Dignity for All legislation. 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.

Support corrective action plan development for Schools identified as “Persistently Dangerous.”

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**REGENTS GOALS:** 4

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Safe School Against Violence Education Act Chapter 181, Laws of 2000

**State Regulation:** 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:** Office of School Innovation - 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:** Chapter 53 of the Laws of 2003

**State Regulation:** 8NYCRR Part 176

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$109.1m

**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-	\$0.598m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** School Operations and Management Services - Native American Education Office

**TELEPHONE:** (518) 474-0537

**FAX:** (518) 474-3666

**PROGRAM:** Race to the Top

**DESCRIPTION:**

The U.S. Department of Education indicated that it will only consider RTTT applications from states that define a comprehensive and coherent set of policies and practices in four education reform areas, commonly referred to as the Four Assurances:

- Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practices
- Turning around the lowest-performing schools

Ninety-one percent of New York’s public school districts submitted a Memorandum of Understanding (MOU) confirming their support for, and their intent to participate fully in, New York’s RTTT plan. Choosing to participate in the State’s plan represents a commitment by districts and public charter schools to join the Regents in pursuing an ambitious education reform plan embodied in State law and Commissioner’s regulations, including the newly enacted Teacher and Principal Evaluation Law. The breadth of support for the State plan was an important factor in New York securing a RTTT grant award.

New York’s RTTT application incorporated reforms enabled by legislation passed May 28, 2010 and signed into law by the Governor. The legislation (1) establishes a new teacher and principal evaluation system that makes student achievement a substantial component of how educators are assessed and supported, (2) raises New York’s charter school cap from 200 to 460 and enhances charter school accountability and transparency, (3) enables school districts to enter into contracts with educational partnership organizations for the management of their persistently lowest-achieving schools, and (4) appropriates \$20.4 million in capital funds to the State Education Department to implement its longitudinal data system.

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

**AUTHORITY:**

**Federal Statute:** American Recovery and Reinvestment Act of 2009 (ARRA)

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-  
Total- \$696m

**NUMBER OF INDIVIDUALS SERVED:**

**CONTACT OFFICE:** Administrative Support Group  
**TELEPHONE:** (518)486-4662      **FAX:** (518)486-1027

**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 2012-13 school year SED intends to issue a Request for Proposals (RFPs) to school districts, boards of cooperative educational services (BOCES), and nonprofit agencies to develop new school bus safety training curricula for students in grades kindergarten through twelve, including teenage drivers, walkers and parents. In addition we will issue RFP's to create Internet Versions of the Basic Course of Instruction for Drivers and the Professional Development Seminar for SBDIs, and others to provide for annual updates of the Basic Course and District Safety Review. SED also intends to continue funding for existing contracts for the PDS Curriculum Materials, contract extensions with Safety Rules for new Basic, Advanced, Pre-Services and SBDI Courses, existing contracts for the PDS Program Delivery, SBDI Newsletter and School Bus Driver Database Contracts with Pupil Transportation Safety Institute.

**REGENTS GOALS:** 1

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2008

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.4m

**NUMBER OF INDIVIDUALS SERVED:** 300K

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

**TELEPHONE:** (518) 474-6541

**FAX:** (518) 474-1983

**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-kindergarten and half-day kindergarten classes that 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:** Statewide Longitudinal Data System Recovery Grant

**DESCRIPTION:**

The creation of a Longitudinal Data System supports the following education goals for the state:

1. The Expansion of the Current LDS to include student-teacher matching along with the collection of a new set of data elements to support continuous improvement.
2. The creation of the “building blocks” for a full P20 system, including a re-engineering of the current P12 system, the creation of Longitudinal Data Systems for the state’s public university systems, and an outreach to State Agencies housing workforce, health, and social service data.
3. The creation of an Instructional Support system providing teachers and other education professionals with information to support continuous improvement.
4. The creation of a Data Base to support research and policy analysis.
5. The creation of a system for tracking student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce and the Armed Forces.
6. The creation of processes to ensure quality and integrity of data across all systems. The outcomes, products, and processes that will result from these activities will provide New York State and its residents with a rich resource. Properly deployed and supported this resource will enhance the education of children in the state, create an environment for supporting research and policy analysis, and form a foundation for the continuous analysis and improvement of the state’s education structure.

**REGENTS GOALS:** 1,2

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	
Federal-	100%
Special Revenue-	
Total-	\$7.8M
	\$19.7M ARRA

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Information and Reporting Services

**TELEPHONE:** (518 474-7965)

**FAX:** (518) 474-4351

**PROGRAM:** Statewide Longitudinal Data System Recovery Grant - ARRA

**DESCRIPTION:**

The creation of a Longitudinal Data System which supports the following education goals for the state:

1. The Expansion of the Current LDS to include student-teacher matching along with the collection of a new set of data elements to support continuous improvement.
2. The creation of the “building blocks” for a full P20 system, including a re-engineering of the current P12 system, the creation of Longitudinal Data Systems for the state’s public university systems, and an outreach to State Agencies housing workforce, health, and social service data.
3. The creation of an Instructional Support system providing teachers and other education professionals with information to support continuous improvement.
4. The creation of a Data Base to support research and policy analysis.
5. The creation of a system for tracking student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce and the Armed Forces.
6. The creation of processes to ensure quality and integrity of data across all systems. The outcomes, products, and processes that will result from these activities will provide New York State and its residents with a rich resource. Properly deployed and supported this resource will enhance the education of children in the state, create an environment for supporting research and policy analysis, and form a foundation for the continuous analysis and improvement of the state’s education structure.

**REGENTS GOALS:** 1,2

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	
Federal-	100%
Special Revenue-	
Total-	\$19.7M

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Information and Reporting Services

**TELEPHONE:** (518) 474-7965)

**FAX:** (518) 474-4351

**PROGRAM:** Summer Food Program

**DESCRIPTION:**

For the past twelve 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:** Chapter 53 of the Laws of 2004

**State Regulation:**

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$3.05m

**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. This was extended through 2010 and is currently available through December 5, 2010.

The SFSP provides nutritious meals for low-income children in the summer when school is not in session. In 2010 in New York State, 302 sponsors served approximately 325,000 children in 3,035 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. It was also reduced 1.1 percent for claims after September 16, 2010.

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 variety of strategies are used to target 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.

**REGENTS GOALS:** 2; 5

**AUTHORITY:**

**Federal Statute:** National School Lunch Act

**Federal Regulation:** 7 CFR 225

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	7%
Federal-	93%
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:** 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:** 5; 9

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2002

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$0.89m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of School Innovation - Student Support Services

**TELEPHONE:** (518) 486-6090

**FAX:** (518) 474-8299

**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 2009-2010 allocation of \$40 million supports 133 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 250,000 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- \$10.2m

**NUMBER OF INDIVIDUALS SERVED:** 250,000 teachers/educators

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

**TELEPHONE:** (518) 473-7155

**FAX:** (518) 486-5295

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

**DESCRIPTION:**

The purpose of Title I, Part A of the Elementary and Secondary Education Act (ESEA) 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- \$1.09b

**NUMBER OF INDIVIDUALS SERVED:** approximately 950,000

**CONTACT OFFICE:** Office of Accountability- 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 Priority and Focus Schools.

The funding is for designated LEAs and schools to support the implementation of the goals identified in the required District Comprehensive Improvement Plans (DCIP) and School Comprehensive Education Plans (SCIP) under the Elementary and Secondary Education (ESEA) Act, §1116(b), as modified by the ESEA Flexibility Waiver (May 2012) .

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

**AUTHORITY:**

**Federal Statute:** ESEA 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-	\$39.2m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of Accountability - Title I School and Community Services

**TELEPHONE:** (518) 473-0295

**FAX:** (518) 486-1762

**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.

Educational and support 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- \$10.1m

**NUMBER OF INDIVIDUALS SERVED:** 8,000

**CONTACT OFFICE:** Office of Accountability - Title I School and Community Services

**TELEPHONE:** (518) 473-0295

**FAX:** (518) 486-1762

**PROGRAM:** Title I, Part G Advance Placement Test Fee Program

**DESCRIPTION:**

The purposes of this part are —

- (1) to support local efforts to raise academic standards through advanced placement programs, and thus further increase the number of students who participate and succeed in advanced placement programs;
- (2) to encourage more students who take advanced placement courses each year but do not take advanced placement exams each year, to demonstrate their achievements through taking the exams;
- (3) to build on the many benefits of advanced placement programs for students, which benefits may include the acquisition of skills that are important to many employers, Scholastic Aptitude Test (SAT) scores that are 100 points above the national averages, and the achievement of better grades in secondary school and in college than the grades of students who have not participated in the programs;
- (4) to increase the availability and broaden the range of schools, including middle schools, that have advanced placement and pre-advanced placement programs;
- (5) to demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs;
- (6) to provide greater access to advanced placement and pre-advanced placement courses and highly trained teachers for low-income and other disadvantaged students;
- (7) to provide access to advanced placement courses for secondary school students at schools that do not offer advanced placement programs, increase the rate at which secondary school students participate in advanced placement courses, and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded;
- (8) to increase the participation of low-income individuals in taking advanced placement tests through the payment or partial payment of the costs of the advanced placement test fees; and
- (9) to increase the number of individuals that achieve a baccalaureate or advanced degree, and to decrease the amount of time such individuals require to attain such degrees.

The

**REGENTS GOALS:** 1,2

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001 PL 107-110, Sect 1702

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-  
Total- \$2.6M

**NUMBER OF INDIVIDUALS SERVED: n/a**

**CONTACT OFFICE:** Office of Curriculum, Instruction, and Field Services  
**TELEPHONE:** (518)474-5922      **FAX:** (518)473-4884

**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 32,000

**CONTACT OFFICE:** Office of Accountability- Title I School and Community Services

**TELEPHONE:** (518) 473-0295

**FAX:** (518) 486-1762

**PROGRAM:** Title I, Section 1003(g)

**DESCRIPTION:**

In April 2010, the United States Department of Education (USDE) awarded the New York State Education Department (SED) over \$308 million in School Improvement Grant (SIG) funds under Section 1003(g) to support dramatic school change efforts in New York's Persistently Lowest Achieving (PLA) schools. In May of 2012, USDE approved SED's Elementary and Secondary Education Act (ESEA) Flexibility Waiver. This waiver allowed SED to revise the state's accountability system, replacing schools in improvement, corrective action, restructuring and persistently lowest achieving schools, with Focus Schools and Districts, and Priority Schools.

To be eligible for funding, districts and schools must identify and commit to implement one of four USDE prescribed intervention models in Priority Schools:

- Turnaround
- Restart
- Transformation
- School Closure

Districts that can demonstrate the ability to fully and effectively implement one or more of the school intervention models are awarded 1003(g) School Improvement implementation grants for three school years, in an amount of up to \$2 million per approved school, per school year.

More information on the intervention model requirements, as well as guidance on implementation, can be found at:

<http://www.p12.nysed.gov/accountability/T1/titleia/sig1003g/home.html>.

**REGENTS GOALS:** 1, 2, and 3

**AUTHORITY:**

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

**Federal Regulation:**

**State Statute:**

**State Regulation:** Commissioner's Regulation 100.2(p)

**FUNDING SOURCE(S):**

State-	
Federal-	100%
Special Revenue-	
Total-	\$39.3m

**NUMBER OF INDIVIDUALS SERVED: Currently, 96 schools**

**CONTACT OFFICE:** Office of Accountability- 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 purposes of the Title II, Part A-Teacher and Principal Training and Recruiting Fund Program are to increase student achievement through intensive, sustained, and high quality teacher and principal professional development; to increase the recruitment and retention of highly qualified teachers in classrooms and highly qualified principal and assistant principals in schools; and to ensure that highly qualified and experienced teachers are equitably distributed to high poverty and minority students buildings, classrooms and districts across NYS (at rates equal to, or greater than, low-poverty and non-minority students).

**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- \$183.9m

**NUMBER OF INDIVIDUALS SERVED:** formula allocation provided to all NYS Districts and Charter Schools; and district allocations include equitable participation portion for non-public schools

**CONTACT OFFICE:** Office of Accountability

**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- \$7.6m

**NUMBER OF INDIVIDUALS SERVED:** For 2010-11: 2,810 participants in the statewide program included teachers, administrators, and non-teaching coaches; participants were affiliated with 1,161 public schools and 40 non-public schools. Almost all the public school participants came from high-need schools.

**CONTACT OFFICE:** Office of Curriculum, Assessment, and Educational Technology—  
Curriculum and Instruction

**TELEPHONE:** (518) 474-5922

**FAX:** (518) 486-1385

**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.

NCLB Title III assessment and accountability requirements hold schools and districts accountable for achieving annual measurable objectives (AMAO's) for LEP/ELL students in attaining English proficiency. LEAs are required to provide informed parental notification (in the language that the parents understand) 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 ELL/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 Immigrant 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- \$52.7M

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of Accountability - Bilingual Education

**TELEPHONE:** (518) 474-8775

**FAX:** (518) 473-4678

**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, and promote social and emotional development, as well as provide 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. SED oversees the administration of 185 programs hiring 507 sites that serve 55,000 students.

**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- \$82.9m

**NUMBER OF INDIVIDUALS SERVED:** n/a

**CONTACT OFFICE:** Office of School Innovation - 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.
- Other activities authorized under Title I-Part A, Title III- Part A; Title IV-Part A.

**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- \$1.2m

**NUMBER OF INDIVIDUALS SERVED:** formula allocations for rural LEA's meeting specified geographic, demographic, and fiscal criteria

**CONTACT OFFICE:** Office of Instructional Support and Development-Teacher Quality and Professional Development.

**TELEPHONE:** (518) 473-7155

**FAX:** (518) 486-5295

**PROGRAM:** Title X, Part C - Homeless Education

**DESCRIPTION:**

The purpose of the McKinney-Vento Education of Homeless Children and Youth Act is to ensure that all homeless children have equal access to the same free appropriate public education, including public preschool education, provided to children and youth who are permanently housed. The Education of Homeless Children and Youth program provides funds to school districts to develop and implement strategies and model programs which “facilitate the enrollment, attendance and success in school of homeless children and youth.” Funds may be used for educational services (including tutoring); expedited evaluations; awareness training; health services; excess cost of transportation; early childhood programs; record keeping; parent programs; coordinating services; violence prevention; providing supplies, services and learning environments at shelters and other temporary housing facilities.

**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- \$3.8m

**NUMBER OF INDIVIDUALS SERVED:** SY 2010-11; 41,670 (Number of students served by 34 programs that include 174 LEAs funded by the McKinney-Vento Homeless Assistance Act)

**CONTACT OFFICE:** Office of Accountability - Title I School and Community Services

**TELEPHONE:** (518) 474-0295

**FAX:** (518) 486-1762

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