

**NEW YORK STATE  
EDUCATION DEPARTMENT**

**PROGRAM DESCRIPTION  
HANDBOOK  
2016-2017**

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

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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).

**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:** 3,001





**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.

**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:**

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**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 2012-2013 accomplishments in meeting its goals:

11,284 received assistance obtaining employment including 4,549 youth (under 25 at app).

7,974 individuals were placed in integrated employment with no supports; 40 in self-employment.

Individuals placed in supported employment or integrated employment with supports decreased from 3,085 in FFY 2013-2014 to 3,016 in FFY 2014-2015.

Average hourly wage increased to \$11.37

**AUTHORITY:**

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**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 2012-13 academic year 388 students attending 36 institutions of higher education received College Readers Aid Program funds; 213 were deaf, 174 were blind, and 1 were deaf-blind.

**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:** 220

**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.

**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:** 78,547

**PROGRAM:** High School Equivalency (HSE)

**DESCRIPTION:**

The ACCES - HSE program oversees the administration of HSE tests (currently the Test Assessing Secondary Completion – TASC™), and the approval of 24 college credits for the issuance of the New York State High School Equivalency Diploma.

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

- Approval of official HSE testing centers;
- Generation of New York State High School Equivalency diplomas and/or transcripts, including archival requests;
- Training all examiners who administer the HSE tests; and
- Maintaining HSE testing records (GED® and TASC™) dating back to the 1940's.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §317

**State Regulation:** 8NYCRR Part 100.7

**FUNDING SOURCE(S):**

State-	81%
Federal-	
Special Revenue-	19%
Total-	\$4.99m

**NUMBER OF INDIVIDUALS SERVED:** 37,000

**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 avoid admission to institutional settings.

**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- \$14m

**NUMBER OF INDIVIDUALS SERVED:** 88,474 for FFY 14-15

**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).

**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-	93.0%	
SE Intensive Services		\$15,160,000



Federal-	7.0%	
SE Intensive and Extended Services		\$1,192,238
Special Revenue-		
Total-	\$16.35 m	

**NUMBER OF INDIVIDUALS SERVED:** 5,555 individuals received supported employment intensive services during FFY 2014-2015; and approximately 4,000 individuals received supported employment extended services.

**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.

**AUTHORITY:**

**Federal Statute:** Federal Social Security Act

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$2.80m

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

**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.

**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-	\$0.69m

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

**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.

**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- \$31.99m

**NUMBER OF INDIVIDUALS SERVED:** 66,901



**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.

**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- \$0.81m

**NUMBER OF INDIVIDUALS SERVED:** 1,787



**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.

**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- \$14.5M

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

**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 provides advisory services to

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

**PROGRAM:** State Archives - Government Records Services

**DESCRIPTION:**

The State Archives administers the central records management program and provides advisory

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**FUNDING SOURCE(S):**

State-

Federal-

Special Revenue-     \$5m

Total-                 \$5m

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

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

**DESCRIPTION:**

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### § 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 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. The Legislature has not appropriated funding for this program since its inception.

### § State Aid for Library Construction

Education Law §273-a provides State Aid for Library Construction for a statutory formula program that provides funds for the construction, rehabilitation or renovation of public library and public library system buildings, including broadband installation and infrastructure projects. State funds are allocated by formula to each of the 23 public library system. Local libraries

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delivery, professional development, automation and other coordinated activities that promote resource sharing and access to information.

#### § 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 trd among a Tc -0.0036 Tw 1.5 0 Td(Regional .1(a8npJEMC 8

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

**DESCRIPTION:**

The State Library administers the federal Institute of Museum and Library Services (IMLS) 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.

IMLS requires a Five-Year Plan (<http://www.nysl.nysed.gov/libdev/lsta/plan1217.htm>) that describes the Department's mission and the library and information 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
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**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$8,082,104

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



**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-	\$368,000

**NUMBER OF INDIVIDUALS SERVED:** 300 public school teachers (2014-15)





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

**DESCRIPTION:**

The federal Carl D. Perkins Career and Technical Education Act, (CTEA/Perkins IV), provides funds to sub-baccalaureate postsecondary institutions and consortia of such institutions, through Perkins Title I Basic Formula Grants awarded by the New York State Education Department's Office of Higher Education.

The purpose of Perkins Title I Basic Formula Grants is to develop more fully the academic, career and technical skills of students enrolled

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Total- \$22,551,194 (Title I Basic Formula Grant)

**NUMBER OF INDIVIDUALS SERVED:** 198,999 (2014-15)

**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 in a five year cycle 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 §§ 6455

**State Regulation:** 8NYCRR Part 145

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$11,981,980

**NUMBER OF INDIVIDUALS SERVED:** CSTEP 6,597 (2014-15)

**PROGRAM:** Foster Youth College Success Initiative (FYCSI)

**DESCRIPTION:**

FYCSI provides funds to colleges to institute support services to assist youth in foster care, orphans, or wards of the court to apply for, enroll in, and succeed in college. These funds are divided among the three sectors: SUNY, CUNY; Independent colleges, and are allotted to campuses individually based upon the eligible students attending.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

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**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; inte

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**PROGRAM:** Mentor Teacher Internship Program

**DESCRIPTION:**

The Mentor Teacher-Internship Program (MTIP) supports eligible public school districts and BOCES in developing and providing structured guidance and assistance by experienced, highly qualified teachers (mentors) to beginning teachers (interns) in their first or second year of teaching. The Mentor Teacher internship Program (MTIP) provides the opportunity for beginning teachers to broaden and enhance their classroom teaching and related skills while participating in a productive, supportive and collegial mentoring experience.

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-	\$2,000,000

**NUMBER OF INDIVIDUALS SERVED:** 29 School Districts (2014-15)

**PROGRAM:** My Brother’s Keeper Challenge Incentive Grant

**DESCRIPTION:**

The purpose of My Brother’s Keeper Challenge Grant is to incentivize and support school districts to accept the My Brother’s Keeper Challenge and implement a coherent cradle-to-college strategy aimed at improving the life outcomes for boys and young men of color. The Department would fund grants to school district communities to address one or more of the following:

- Entering school ready to learn;
- Reading at grade level by third grade;
- Graduating from high school ready for college and career;
- Completing postsecondary education or training;
- Entering the workforce successfully with middle skills jobs; and
- Reducing violence and providing a second chance.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 57 of the Laws of 2016

**State Regulation:**

**FUNDING SOURCE(S): 2016-2017**

State-	100%
Federal-	
Special Revenue-	
Total-	\$7,000,000

**NUMBER OF INDIVIDUALS SERVED:** funds not yet awarded



**PROGRAM:** My Brother's Keeper – Exemplary School Models and Practices

**DESCRIPTION:**

The Department will Identify best practice models that are outcome focused and promote partnerships among schools, community colleges, public four-year institutions, community support services and comm and coordinated supports, services, and opportunities for on boys and young men of color. These schools will be matched with one ofMCIE persistently struggling

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**PROGRAM:** My Brother's Keeper – Family and Community Engagement Program

**DESCRIPTION:**

The purpose of the Family and Community Engagement Program is to increase the academic achievement and college and career readiness of boys and young men of color. Family and Community Engagement Programs will:

- increase family participation in each child's education by implementing family and community engagement strategies based on current research;
  - encourage support from, and collaboration with, families, community-based organizations, and local associations in communities with high populations of low-achieving boys and young men of color;
  - incorporate the use of mentors, teachers/tu
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**NUMBER OF INDIVIDUALS SERVED:** funds not yet awarded

**PROGRAM:** My Brother's Keeper – Teacher Opportunity Corps II (TOC II)

**DESCRIPTION:**

The purpose of TOC is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. TOC Programs will:

- include instructional strategies designed to meet the learning needs of students placed at risk;
- incorporate the use of mentors and other high quality support systems for pre-service and new teachers that are designed to ensure a lasting and positive effect on classroom performance;
- reflect current research on teaching and learning; culturally and linguistically relevant teaching; youth development; restorative practices; and STEM concentrations at the elementary, middle & high school levels;
- integrate a clinically rich pre-service model with a 10 month internship experience and includes partnerships with high- needs schools to help them address the recurrent teacher shortage areas; and
- foster retention in teaching of highly qualified individuals who value diversity and equity.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 57 of the Laws of 2016

**State Regulation:**

**FUNDING SOURCE(S): 2016-2017**

State-	100%
Federal-	
Special Revenue-	
Total-	\$3,000,000

**NUMBER OF INDIVIDUALS SERVED:** funds not yet awarded



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

**DESCRIPTION:**

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-

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**PROGRAM:** Smart Scholars Early College High School (SSECHS)

**DESCRIPTION:**

Through the Smart Scholars Early College High School Program, institutions of higher education (IHEs) partner with public school districts to create early college high schools that provide students with the opportunity and preparation to accelerate the completion of their high school studies while earning a college credits at the same time. This program is targeted to students who are traditionally underrepresented in postsecondary education.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

Chapter 57 of the Laws of 2016

**FUNDING SOURCE(S): 2016-2017**

State-

100%

Federal-

Special Revenue-

Total-

\$1,465,000

**NUMBER OF INDIVIDUALS SERVED:** 6045 high school students (2014-2015)

**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:**

**FUND fte: NGmgl16.835 0 Td[entu0d )Tak0005 Tc -.4(7hU- ID 5 BDC /Tve 18pS0.0003 Tc -0.0011 Tw Sta**

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**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-	\$4,939,894

**NUMBER OF INDIVIDUALS SERVED:** 317 Teachers served for all 22 programs(2014-15)

**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

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**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-	\$35,129,000

**NUMBER OF INDIVIDUALS SERVED:** 106 independent colleges



**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 (Nassau County)
- New York School for the Deaf, White Plains (Westchester County)
- Rochester School for the Deaf, Rochester (Monroe County)
- 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 (Erie County)

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 (Nassau County)

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.

Chapter 58 of the laws of 2011 amended sections 4204, 4204-a, 4204-b and 4207 of the Education Law to require school districts, beginning with the 2011-12 school year, to pay tuition for the ten-month school year based on a per pupil charge to the §4201 schools in the first instance. The State reimburses a school district for the positive difference between its tuition payments and basic contribution. The State pays the §4201 schools directly for summer school special education programs, their ten-month school year deaf infant program, residential maintenance costs, and also any applicable Dormitory Authority debt service costs.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State StatutTw -28.525 0w -9.36br6/TT1 1**

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**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$135.8m

**NUMBER OF INDIVIDUALS SERVED:** 1531 (1412 school-age/preschool and 119 deaf infant).

**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 English Language Learners (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 ELLs.

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

***Programs / Initiatives:***

- 1. Regional Bilingual Education - Resource Networks (RBE-RN)** will create resources and provide professional development and technical assistance to school districts, especially those where English Language Learners (ELLs) fail to meet State/Federal standards/requirements, in order to build and/or strengthen their capacity to serve ELLs through CR Part 154 and ESEA Title III programs.
- 2. CUNY NYS Initiative on Emergent Bilinguals (CUNY-NYSIEB)**  
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 continue to concentrate on increasing the capacities of schools that serve emergent bilingual students, aiming to improve their levels of educational achievement. Bridges will continue to support districts throughout the state to create programs for SIFE students.
- 3. The CR-ITI-BE** is designed to increase the pool of certified bilingual and ESL teachers in New York (5 districts) by helping bilingual and ESL provisional preparatory teachers (PPT) meet the course requirements for certification in approved institutions of higher education (IHE). This contract will be for 5 programs, 4 in New York City and 1 in Long Island.
- 4. 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 ELL students. Grants will be awarded to schools to implement new two-way bilingual programs.

5. **The BETLA Program** was created to instill leadership skills in exemplary teachers who then work to support fellow teachers working with ELLs as well as preparing them to achieve educational leadership roles such as principals, superintendents etc. The CR-ITI-BE was created to increase the pool of certified ESL and Bilingual Education teachers in districts with large ELL populations, by helping Bilingual and ESL provisional preparatory teaches (PPT) meet course requirements for ESL and bilingual extension certifications. The Westchester and NYC BETLA and CR-ITI-BE MOU will support bilingual and ESL teachers in Westchester, New York City (Bronx), Rochester, and Long Island.
  6. **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.
  7. **Online Leadership Program** - A program to provide leadership development courses through online MOOCs that will help prepare teachers working with ELLs to develop new strategies aligned to the Common Core. The Online Leadership Program MOU will support bilingual and ESL teachers statewide.
  8. **Evaluation of Categorical Funds grant**  
The purpose of this grant is to:
    - evaluate categorically-funded bilingual education programs (presently six program) to ensure that each meets the requirements and quality of the programs outlined in their approved RFPs;
    - assess the impact of these programs in terms of their expected outcomes in meeting the needs of limited English proficiency (LEP)/English language learners (ELLs) in New York State;
    - use information as a basis for renewal of all existing programs or for creation of new ones based on the availability of funds; and
    - report progress and make suggestions/recommendations to improve the quality of these programs.
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develop curriculum and assessment tools and resources to support ELL and World Language programs.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §3602

**State Regulation:** 8NYCRR Part 154

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$14.5m

**NUMBER OF INDIVIDUALS SERVED: N/A**

**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.

**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

**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.

**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



**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 School Innovation makes funds available for 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.

**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:**

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**PROGRAM:** Community Schools

**DESCRIPTION:**

“Community Schools” are public schools that emphasize family engagement and are characterized by strong partnerships and additional supports for students and families designed to counter environmental factors that impede student achievement. Fundamentally, Community schools coordinate and maximize public, non profit and private resources to deliver critical services to students and their families, thereby increasing student achievement and generating other positive outcomes. Eligible school districts target school buildings as ‘community hubs’ to deliver co located or school linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes.

This program reflects the recommendations of the *New NY Education Reform Commission* and is consistent with the New York State Board of Regents advocacy for establishing programs for students and families that provide academic enrichment activities along with a broad array of student and family development opportunities within their communities.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** Education Law § 3641 subdivision 6

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$15M

**NUMBER OF INDIVIDUALS SERVED:**

**PROGRAM:** Deferred Action for Childhood Arrivals– (DACA)

**DESCRIPTION:**

This program allows undocumented youth who were brought to the United States as children and who meet certain criteria to be considered for work authorization and relief from deportation. Eligibility for this program applies to undocumented youth over the age of 15 and under 31 who had arrived in the US before they turned 16 and who have pursued or are pursuing education or military services. Young adults who achieve DACA status will be given temporary relief from the possibility of deportation and would be able to legally live and work in the United States.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$1 m

**NUMBER OF INDIVIDUALS SERVED:**

**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

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**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 provides 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 curricula

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**PROGRAM:** Extended Learning Time

**DESCRIPTION:**

The purpose of the Extended Learning Time (ELT) competitive grant program is to provide grants to school districts or school districts in collaboration with not-for-profit community-based organizations (CBOs) to increase school-wide learning opportunities in high-quality extended school day, school week and/or extended school year programs with a focus on improving academic achievement. School-wide extended learning requires a transformation and redesign of the school calendar for all students in the school. The intent of this program is to provide school districts the opportunity to transform and redesign the school day, week and year in order to better meet the needs of its students and school community and improve student achievement.

Extended school-wide learning time enables schools to provide students with more individualized instruction, more time for honing core academic skills, and more enrichment activities that make learning relevant and engaging. It also provides critical time for teachers to collaborate to improve instruction aligned to the Common Core State Standards. Schools that apply for the competitive grant program must agree to expand learning time by adding at least 25 percent more time to the academic calendar beyond the current schedule.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	20M

**NUMBER OF INDIVIDUALS SERVED:**

**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.

**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

**PROGRAM:** Health Education Program

**DESCRIPTION:**

Funds will support targeted health education, services and activities of the New York State Center for School Health (NYSCSH), NYS Office of Alcohol and Substance Abuse MOU (beginning 11/1/14), and 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. This will be accomplished in part by establishing a resource center to provide professional development and technical assistance to school health services and school health education staff. Such health-related programs include but are not limited to, those providing health instruction and supportive services in health education (misuse of alcohol, tobacco and other drugs), nutrition, physical activity/education, coordinated school health, and acquired immune deficiency syndrome education (AIDS).

**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-	\$0.691m

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

**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.
8. 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, eligible for IDEA (education of children with disabilities) is 8.3% of the total state budget. The total amount of federal funds allocated to New York State for IDEA is \$1.2 billion.

Special Revenue-  
Total-

School Age Total (regular) = \$749 million  
Preschool (regular) = \$31.5 million

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

**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.

**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

**PROGRAM:** Mentoring and Tutoring

**DESCRIPTION:**

Hillside Work Scholarship Connection proposes to use \$490,000 in funding from the New York State Department of Education during the 2016/2017 school year (January to June) to provide services to at-risk students in the Rochester City School District in our model program whose overachieving goal is student graduation. Our program also measures intermediate goals including:

1. Improve academic performance, as evidenced by increased promotion, sufficient credits earned and/or timely graduation
2. Improve attendance rates
3. Decrease the rate of disciplinary referrals, as evidenced by a decrease in suspensions
4. Increase the number of trained, job-ready students, as evidenced by active participation and completion of the Youth Employment Training Academy
5. Increase employment, as evidenced by the number of students placed at employment sites.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$.49M

**NUMBER OF INDIVIDUALS SERVED:**



**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.

**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





**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 provides technical assistance and staff development to schools in helping them complete safety plans.

Review updated school codes of conduct and provides 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.”

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Safe Schools 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

**PROGRAM:** NYS Universal Prekindergarten

**DESCRIPTION:** Universal Prekindergarten (UPK) was first implemented in 1998-1999 and has since then created the new entry point for public education. Currently 443/675 districts operate UPK. The goal is to provide four-year-olds with high quality, research based instruction that increases the number of children who enter kindergarten prepared to succeed. Program goals include developing language and communication skills; promoting early literacy skills and critical thinking; and fostering the requisite social and emotional development and motor skills each child will need for school success. Additionally, the program is designed to assure that the prekindergarten content is aligned with the New York State Common Core Learning Standards and connected to the kindergarten and early elementary curricula. This is done through the use of The Prekindergarten Foundation for the Common Core.

One of the keys to success of the UPK program is the requirement that districts collaborate with community partners. These collaborations have allowed districts to reach more children in a wider range of settings, thus establishing partnerships between public schools and other settings where young children receive early education.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 436 of the Laws of 1997 established UPK; Section 3602(e) expanded UPK and established uniform quality standards.

**State Regulation:** Subpart 151-1 of the Commissioner’s Regulations were revised and are effective January 2008

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$378.2 million

**NUMBER OF INDIVIDUALS SERVED:** In 2013-2014: 102,114 four-year-olds were served.

**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 0

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**NUMBER OF INDIVIDUALS SERVED:** 1,200 nonpublic schools



**PROGRAM:** QUALITYstarsNY

**DESCRIPTION:**

The \$5 million budget appropriation to QUALITYstarsNY will support the ongoing participation of the approximately 600 early childhood programs currently enrolled. It will also support strategic expansion of QUALITYstarsNY resources and supports into high needs communities across the state, to ensure that QUALITYstarsNY is serving all 10 regions. This means that areas in the Mohawk Valley where QUALITYstarsNY currently does not have a presence will be added. This budget will also support the creation and implementation of “Start with Stars,” an intervention-based program designed to prepare marginal and/or high need programs to rapidly improve their quality in order to meet licensing requests.

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- § QUALITYstarsNY will work with a skilled subcontractor to assess 50% of classrooms/groups in each qualifying program using the appropriate scale (ECERS-R, ITERS-R, FCCERS-R).
- § The QUALITYstarsNY rating team will incorporate ERS results into the Provisional Rating to issue and communicate Active Ratings to sites and to SED. (Programs that receive a Provisional Rating of one or two stars are not eligible for ERS Assessments, and their Provisional Rating becomes their Active Rating).
- § From the Provisional Rating, all programs (whether or not they receive ERS assessments,) will begin working on improving quality, examining their current practices, policies and procedures and accessing a wide range of resources and professional development to meet additional standards and improve their overall quality.
- **Continuous Quality Improvement**
  - § After the Active Rating, programs will work continuously with their QI Specialist towards achieving their QIP goals and setting new goals as existing goals are met.
  - § Programs will continue to access resources including, but not limited to: monthly onsite visits with coaches, QIP Funds to enhance the quality of the learning environment, Quality Scholars funds to support professional development goals, learning communities, and local resources and opportunities identified by their QI Specialists.

QUALITYstarsNY will regularly monitor progress to ensure programs are on track to meeting QIP goals and benchmarks.

**Develop and Implement “Start with Stars” Pilot**

- Establish relationship with licensing partners to refer programs with violations to participate and share data with QUALITYstarsNY.
- Establish protocols and procedures related to working with this population to ensure that individualized coaching and supports will allow programs to meet licensing requirements within 6 months and be able to transition to full QUALITYstarsNY participation.

**Increase Statewide Capacity to provide high quality services to QUALITYstarsNY Programs:**

- Identify high quality trainerse QIcludgani requisite credentials and experience nece

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- § Eliminate integration errors with The Aspire Registry
- § Develop more robust reports for staff and stakeholders
- § Increase the user friendliness of system for administrators and program staff

**Internal/Administrative Activities:**

- Provide regular (monthly) updates to SED via conference calls/webinars and provide quarterly updates to include high level overviews in addition to specific data.
- Coordinate services and efforts with entities currently also serving QUALITYstarsNY sites.
- Cultivate and maintain strategic partnerships
- Provide systematic opportunities for QUALITYstarsNY sites to access regional high quality professional development opportunities aligned with the Standards.
- Regularly aggregate and analyze programs data to ensure efficacy and validity of various implementation processes.

**Evaluation**

- Work with the PDI Director of Research and Evaluation to consider evaluation opportunities, including validation studies.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2016

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$5,000,000

**NUMBER OF INDIVIDUALS SERVED:** | to be determined |

**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 2014, 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.

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**PROGRAM:** Priority Full-Day and Expanded Half-Day Prekindergarten

**DESCRIPTION:** The purpose of the Priority Full-day Prekindergarten and Expanded Half-day Prekindergarten Grant Program fo

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**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.

**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

**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.

**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- \$0.57m



**PROGRAM:** Statewide Universal Full-Day Prekindergarten Program

**DESCRIPTION:** The Statewide Universal Full-Day Prekindergarten Program (SUFDPK) was created by Chapter 53 of the Laws of 2014 and appropriated \$340 million for prekindergarten grants to incentivize and fund universal full-day prekindergarten programs in accordance with Section 3602-ee of the Education Law. Funding for this program is directly tied to the level of certification of the primary classroom teacher. A Request for Proposals (RFP) has been issued by the State Education Department and grant awards are expected to be made in late July. Program goals include creating high quality full day prekindergarten programs that assist children in developing language and communication skills; promoting early literacy skills and critical thinking; and fostering the requisite social and emotional development and motor skills necessary for school success. Additionally, the program is designed to assure that the prekindergarten content is aligned with the New York State Common Core Learning Standards and connected to the kindergarten and early elementary curricula. This is done through the use of The Prekindergarten Foundation for the Common Core.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2014 established SUFDPK; Section 3602(ee).

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$340 million

**NUMBER OF INDIVIDUALS SERVED:** This program is not in the implementation phase until September of 2014. An RFP has been issued for districts to apply for the funding.

**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.

**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-	\$3.049m

**NUMBER OF INDIVIDUALS SERVED:** approximately 400,000 per day

**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

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Total- \$52m

**NUMBER OF INDIVIDUALS SERVED:** 16 million



**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.

**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

**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.

**AUTHORITY:**

**Federal Statute:** NCLB 2002 PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	
Federal-	100%
Special Revenue-	
Total-	\$1.08b

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





**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.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001

**Federal Regulation:** Title 34 CFR

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$9.6m

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



**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 attaining such degrees.

**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-	\$2.9M

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

**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>.

**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-	\$32.6m

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

**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).

**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- \$174.9m

**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

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**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.

**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- \$7.9m

**NUMBER OF INDIVIDUALS SERVED:**

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**PROGRAM:** Title III Language Instruction for English Language Learners 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 English Language Learners ) (ELLs) 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 ELLs 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 ELLs. 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 ELL 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 a

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LEAs are required to develop a local plan that addresses the requirements of Title III and use funds to provide supplementary educational services to ELL 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.

**AUTHORITY:**

**Federal Statute:** NCLB 2001, Title III, §3001

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$59.1M

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

**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

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**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.

**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-	\$1.9m

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

**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.

**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-

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Adult Literacy Edu

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Educational Television and Public Broadcasting

Employment Preparation Education (EPE) State Aid

Extended Learning Time

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

Foster Youth College Success Initiative (FYCSI)

Health Education Program

High Needs Nursing Programs

High School Equivalency (HSE)

Independent Living Centers (ILCs)

Individuals with Disabilities Education Act (IDEA)

Integrated Employment

Learning Technology Grant (LTG) Program

Liberty Partnerships Program (LPP)

Mentor Teacher Internship Program

Mentoring and Tutoring

Migrant Education

My Brother's Keeper – Challenge Incentive Grant

My Brother's Keeper – Exemplary School Models and Practices

My Brother's Keeper – Family and Community Engagement Program

My Brother's Keeper – Teacher

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Nonpublic Mandated Services Aid

Pathways in Technology Early College High School (P-Tech)

Postsecondary Education Aid for Native Americans

Priority Full-Day and Expanded Half-Day Prekindergarten

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Removing Barriers to CTE Programs for ELL's and SWD Grant

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Title I, Part A–Improving Basic Programs Operated by Local Educational Agencies

Title I, Part A–School Improvement (Accountability)

Title I, Part C–Education of Migratory Children

Title I, Part D–Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, Subpart 1 – State Agency Programs and Subpart 2 – Local Agency Programs

Title I, Part G-Advance Placement Test Fee Program

Title I, Section 1003(g)

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

Title II, Part B- Mathematics and Science Partnerships

Title III, Language Instruction for English Language Learners Students

Title IV, Part B-21<sup>st</sup> Century Community Learning Centers

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

Title X, Part C–Homeless Education

Unrestricted Aid to Independent Colleges and Universities (Bundy Aid)

Workers’ Compensation Fund

Workforce Investment Act (WIA) - Title II

Workforce Investment Act (WIA) - Title II – Integrated English Literacy/Civics Education

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