

OFFICE OF HIGHER EDUCATION

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

DESCRIPTION:

The New York State Pathways in Technology (NYS P-TECH) program is a public-private partnership that will prepare thousands of New York students for high-skills jobs of the future in technology, manufacturing, healthcare and finance.

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-	\$11,000,000

NUMBER OF INDIVIDUALS SERVED: 823 high school students (2014-2015), additional cohorts will begin enrolling students in 2015-2016 and in 2016-2017

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: Chapter 57 of the Laws of 2016

State Regulation:

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

DESCRIPTION:

Central to New York's postsecondary education policy is assuring access to higher education for students regardless of social or economic circumstances. HEOP has been the key vehicle for minority and disadvantaged groups to access the State's strong and varied independent college sector for since 1969. HEOP grants are provided to degree-granting independent institutions which provide programs of academic and financial support to students who are both educationally and economically disadvantaged. HEOP provides funds to assist in the screening and testing of prospective students, structured support services including a pre-freshman summer program, counseling, tutoring, and remedial/developmental coursework, financial assistance toward their college expenses and other services.

In 2014-2015, approximately 4,750 FTE students were served in 53 programs around the State. Funds are allocated to each sponsoring institution on the basis of an approved proposal and budget. Payments are authorized following the receipt and analysis of periodic reports, with payment levels based on authorized expenditures and targeted enrollment levels.

The economic benefits to our State and nation are enormous. HEOP and the opportunity programs in the public sector have proven successful in helping to ameliorate the problem of youth underemployment and unemployment in New York State by concentrating on students from the lowest socioeconomic levels, and providing them with improved life and career skills. HEOP graduates stay, work and pay taxes in the State and contribute to their communities.

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §6451

State Regulation: 8NYCRR Part 152

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$35,526,920

NUMBER OF INDIVIDUALS SERVED: 4,750 college students (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 in Career and Technical Education Programs. This is done by challenging institutions to improve the quality of Career and Technical Education Programs (CTE) at degree granting institutions and Educational Opportunity Centers, and providing the funding to do so. This includes providing activities to prepare students from special populations which, for the purposes of Perkins IV, include: individuals with disabilities, economically disadvantaged individuals, individuals who are preparing for careers that are nontraditional for their gender, single parents, displaced homemakers, and individuals with Limited English Proficiency.

For Postsecondary Credit Programs, the purpose is to provide students with academic, career, and technical knowledge needed to prepare beyond a two year associates degree and for a career in current or emerging high demand, high skill or high wage occupation including competency based applied learning techniques, higher order reasoning and problem solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills.

For Adult Noncredit Career and Technical Education Programs the purpose is to prepare students for direct entry into the workforce into high demand, high skill, and high wage occupations therefore improvements should integrate academic and career and technical education through a Coherent series of courses.

In 2014-15, 198,999 adult and post-secondary students were enrolled in Career and Technical Education Programs across New York State.

AUTHORITY:

Federal Statute: Public Law 109-270

Federal Regulation: 34 CFR 400 et. Seq.

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal- 100%

Special Revenue-

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

NUMBER OF INDIVIDUALS SERVED: 198,999 career/tech education students (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): 2016-2017

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

NUMBER OF INDIVIDUALS SERVED: 6,597 college students (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:

State Statute: Chapter 57 of the Laws of 2016

State Regulation:

FUNDING SOURCE(S): 2016-2017

State-

Federal-

Special Revenue-

Total- \$3,000,000

NUMBER OF INDIVIDUALS SERVED: 352 college students (2015-2016)

PROGRAM: High Needs Nursing Programs

DESCRIPTION:

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

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Parts 150.2 and 150.4

FUNDING SOURCE(S): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$941,000

NUMBER OF INDIVIDUALS SERVED: 10,801 Students served in 2015-16

PROGRAM: Liberty Partnerships Program (LPP)

DESCRIPTION:

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

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

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§610 and 612

State Regulation: 8NYCRR Part 55

FUNDING SOURCE(S): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$18,361,860

NUMBER OF INDIVIDUALS SERVED: 11,573 students in grades 5-12 (2014-2015)

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): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$2,000,000

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

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): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$15,811,180

NUMBER OF INDIVIDUALS SERVED: 10,373 students in grades 7 - 12 (2014-15)

PROGRAM: Teacher Opportunity Corps (TOC)

DESCRIPTION:

In April 1987, the State Legislature authorized the creation of TOC. The two-fold purpose of the TOC is to: (1) fund the development and implementation of high-quality, innovative and effective teacher preparation programs which provide prospective teachers with the skills, attitudes and behaviors essential for success in New York State schools that serve a high concentration of at-risk students; and (2) to recruit and train more teachers who are from racial and ethnic groups historically underrepresented in education (African American, Hispanic/Latino, American Indian/Native Alaskan, Asian/Pacific Islander) and/or who are economically disadvantaged. The TOC initiative is based on the following principles: (1) that empowerment of teachers and administrators begins with preparation; (2) that teachers are key to effective education; (3) that teachers and administrators equipped with sound pedagogical and managerial skills are critical to the long-term solution to schools in crisis; (4) that recruitment of teachers without adequate preparation for using best practices in schools in crisis is a disservice to students, communities, schools and prospective teachers; and (5) that higher education has to be more responsive to the needs of prospective teachers in relation to preparing them to effectively work with students from diverse ethnic, linguistic, cultural, and economic backgrounds.

The TOC approaches the issue of instruction and counseling of at-risk students through long-term improvement of teacher preparation. The courses, recruitment methods, and curriculum developed with funds provided from this program must have the potential for replication, and also must have the potential for strengthening existing teacher preparation programs. TOC participants must be supported via mentoring designed to support and retain them in their critical first year of teaching.

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Chapter 53 of the Laws of 1987

State Regulation:

FUNDING SOURCE(S): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$450,000

NUMBER OF INDIVIDUALS SERVED: 80 teacher candidates (2014-15)

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 in low-performing schools; (3) Summer in the City--provides funds to the Big Five City School Districts: New York City, Buffalo, Rochester, Syracuse and Yonkers, to work with colleges to provide an urban experience for preservice teachers; (4) Master Teacher--provides funds for districts to place teachers with National Board Certification into low-performing schools in an expanded role; (5) Tuition Reimbursement--provides funds to districts to assist teachers without professional certification to obtain professional certification in shortage areas; and (6) Summer Teacher Training--provides funds to New York City School Districts only to provide an intensive summer training program to teachers teaching for the first time in the city. Districts may request funds in any or all of these components.

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation:

FUNDING SOURCE(S): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$25,000,000

NUMBER OF INDIVIDUALS SERVED: 4,700 (2014-15)

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): 2016-2017

State-	100%
Federal-	
Special Revenue-	
Total-	\$35,129,000

NUMBER OF INDIVIDUALS SERVED: 106 independent colleges

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 community-based organizations that provide high-quality comprehensive and coordinated supports, services, and opportunities for students placed at risk with an emphasis on boys and young men of color. These schools will be matched with one of the persistently struggling or struggling schools to provide professional development to address the following New York State MBK priorities: early identification, prevention and intervention strategies; responding to structural & institutional racism; executing differentiated instructional and developmental support services that are culturally and linguistically appropriate; family & community engagement strategies; data collection, analysis and public reporting; strategies designed to reduce school & violence and promotes positive school cultures that promotes teaching and learning.

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-	\$ 2,000,000

NUMBER OF INDIVIDUALS SERVED: funds not yet awarded

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/tutors, and other high quality support systems that are designed to improve student achievement and ensure a lasting and positive effect on classroom performance;
- provide advocacy services to assist and support families navigating the educational system as they help support student learning;
- support the development of skill-building programs to teach parents, students, and school personnel to successfully engage and interact with others and to sustain relationships key to helping young people achieve success in school and throughout life;
- provide outreach in families' home language to explain curriculum, school programming, special education services, enrichment programs, and the importance of school attendance;
- design and disseminate family practices that support and are directly connected to student learning;
- increase capacity to engage staff, families, and community to improve student outcomes;
- develop an effective engagement strategy that is employed by the school staff, parents, and community members, and understand the infrastructure and skills required to sustain it; and
- define and measure outcomes and evaluate practice.

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-	\$ 6,000,000

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