

OFFICE OF ELEMENTARY, MIDDLE, SECONDARY AND
CONTINUING EDUCATION

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

DESCRIPTION:

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

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

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

To achieve this mission, the focus is on:

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

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

AUTHORITY:

Federal Statute: (see specific program)

Federal Regulation: (see specific program)

State Statute: (see specific program)

State Regulation: (see specific program)

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 474-5915

FAX: (518) 486-2233

PROGRAM: Academic Intervention for Nonpublic Schools

DESCRIPTION:

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation: 8NYCRR Part 100.2

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$980,000

NUMBER OF INDIVIDUALS SERVED: 928 teachers

CONTACT OFFICE: School Operations and Management Services - Grants Management

TELEPHONE: (518) 474-3936

FAX: (518) 474-1983

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

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Part 164.1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.96m

NUMBER OF INDIVIDUALS SERVED: 26,460

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: Adult Literacy Education (ALE) Program

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation:

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$7.2m

NUMBER OF INDIVIDUALS SERVED: 16,000

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

PROGRAM: AIDS Institute Suballocation for HIV/AIDS

DESCRIPTION:

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

The major objectives of SCSSS will be to:

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

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

REGENTS GOALS: 1; 3; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 54 of the Laws of 2002

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Apprenticeship Training

DESCRIPTION:

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3610

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 26,880

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3602(12)(f)

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Bilingual Education

DESCRIPTION:

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

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

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

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

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

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

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

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3602

State Regulation: 8NYCRR Part 154

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$13.5m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Bilingual Education

TELEPHONE: (518) 474-8775

FAX: (518) 473-4678

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

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 1

AUTHORITY:

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

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 29,000

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

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

Federal Regulation:

State Statute: Education Law §3203(7)

State Regulation: 8NYCRR Part 118

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

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

DESCRIPTION:

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

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

Equity Resource Library

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

Web Site

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

State Development and Technical Assistance

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

Speakers’ Bureau

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

Project Research

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal- 100%

Special Revenue-

Total- \$0.15m

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

Federal Regulation: 34 CFR Parts 400 & 403

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 197,034

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

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

PROGRAM: Center for Disease Control Cooperative Agreement

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 1; 3; 4; 5

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Charter Schools

DESCRIPTION:

Federal Fund -- (Title V, Part B)

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

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

State Fund

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

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: 84.282A Public Charter Schools

Federal Regulation: CFR Part XX, EDGAR as applicable

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

State Regulation:

FUNDING SOURCE(S):

State- 43%

Federal- 57%

Special Revenue-

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

NUMBER OF INDIVIDUALS SERVED: {n/a}

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

TELEPHONE: {(518) 474-1762}

FAX: {(518) 474-3209}

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

DESCRIPTION:

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

REGENTS GOALS: 1; 4; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2006

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$1m

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Early Grade Class Size Reduction (EGCSR)

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Education Law §3602 Subdivision 37 and Chapter 83 of the Laws of 2002

8NYCRR Part 144.11

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$139m

NUMBER OF INDIVIDUALS SERVED: approximately 195 LEAs

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

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Education of Native Americans

DESCRIPTION:

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

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

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Part 174

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: approximately 3,000

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

TELEPHONE: (518) 474-0537

FAX: (518) 474-3666

PROGRAM: Employment Preparation Education (EPE) State Aid

DESCRIPTION:

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§3602 and 207

State Regulation: 8NYCRR Part 168.1-5

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$96m

NUMBER OF INDIVIDUALS SERVED: 158,779

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

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

DESCRIPTION:

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2002

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$29.59m

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

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

TELEPHONE: (718) 722-4528

FAX: (718) 722-2724

PROGRAM: Health Education Program

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2005

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$0.735m

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Incentive Grants to Improve Pupil Performance

DESCRIPTION:

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Part 144.1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$66.3m

NUMBER OF INDIVIDUALS SERVED: approximately 110,000

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

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

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

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

PROGRAM: Learning Technology Grant (LTG) Program

DESCRIPTION:

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

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

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 153 of the Laws of 1997

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 61,747

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

TELEPHONE: (518) 474-5922

FAX: (518) 486-1385

PROGRAM: Magnet School Program

DESCRIPTION:

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3641.5(a)

State Regulation: 8NYCRR Part 100.2

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$158.1m

NUMBER OF INDIVIDUALS SERVED: 22 school districts

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

TELEPHONE: (518) 474-1762

FAX: (518) 474-3209

PROGRAM: Migrant Education

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2001

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$0.089m

NUMBER OF INDIVIDUALS SERVED: 8,124

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

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

PROGRAM: National School Lunch and Breakfast Programs

DESCRIPTION:

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

School Breakfast Programs

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

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

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

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

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

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

National School Lunch Program

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

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

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

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute: National School Lunch Act, Child Nutrition

Federal Regulation: 7 CFR 210, 220, 245

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

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

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

TELEPHONE: (518) 473-8781

FAX: (518) 473-0018

PROGRAM: New York State Center for School Safety

DESCRIPTION:

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

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

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

PROGRAM: Nonpublic Mandated Services Aid

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 1; 2; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2003

8NYCRR Part 176

FUNDING SOURCE(S):

State-

Federal-

100%

Special Revenue-
Total- \$139.552m

NUMBER OF INDIVIDUALS SERVED: 1,385 nonpublic schools

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

PROGRAM: Postsecondary Education Aid for Native Americans

DESCRIPTION:

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

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §4118

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 474-037

FAX: (518) 474-3666

PROGRAM: School Bus Driver Safety Training Program

DESCRIPTION:

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2008

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: .3 million

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

TELEPHONE: |(518) 474-6541|

FAX: |(518) 474-1983|

PROGRAM: Schools Under Registration Review (SURR)

DESCRIPTION:

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Chapter 53 of the Laws of 2001

State Regulation:

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.862m

NUMBER OF INDIVIDUALS SERVED: over 50,000

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

TELEPHONE: (718) 722-2796

FAX: (718) 722-4559

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

TELEPHONE: (518) 474-4715

FAX: (518) 474-7948

PROGRAM: Special Milk Program

DESCRIPTION:

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

REGENTS GOALS: 2; 5

AUTHORITY:

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

Federal Regulation: 7 CFR, Chapter II, Part 215

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

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

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

TELEPHONE: (518) 473-8781

FAX: (518) 473-0018

PROGRAM: Special Reading and Academic Programs (Categorical Reading)

DESCRIPTION:

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation:

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$63.9m

NUMBER OF INDIVIDUALS SERVED: approximately 110,000

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

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

CONTACT OFFICE 2: School Improvement and Community Services - Regional

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

PROGRAM: State Aid for Limited English Proficient Students

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Part 154

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

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

NUMBER OF INDIVIDUALS SERVED: approximately 180,000

CONTACT OFFICE: Office of Bilingual Education and Foreign Language Studies

TELEPHONE: (518) 474-8775

FAX: (518) 473-4678

PROGRAM: Summer Food Program

DESCRIPTION:

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

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2004

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$3.234m

NUMBER OF INDIVIDUALS SERVED: approximately 325,000 per day

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

TELEPHONE: (518) 432-5068

FAX: (518) 432-5069

PROGRAM: Summer Food Services Program (SFSP)

DESCRIPTION:

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

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

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

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

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

REGENTS GOALS: 2; 5

AUTHORITY:

Federal Statute: National School Lunch Act

Federal Regulation: 7 CFR 225

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 16 million

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

TELEPHONE: (518) 432-5068

FAX: (518) 432-5069

PROGRAM: Teacher Resource and Computer Training Centers

DESCRIPTION:

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

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

REGENTS GOALS: 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §316

State Regulation: 8NYCRR Part 81

FUNDING SOURCE(S):

State-	100%
Federal-	
Special Revenue-	
Total-	\$40m

NUMBER OF INDIVIDUALS SERVED: 220,000 teachers/educators

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

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

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

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 2002

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: {n/a}

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

TELEPHONE: {(518) 486-6090}

FAX: {(518) 474-8299}

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

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: NCLB 2002 PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: approximately 950,000

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

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

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

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

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

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

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 60,300 students

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

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

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

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

State Statute:

State Regulation:

FUNDING SOURCE(S):

State-

Federal-

Special Revenue-

100%

Total- \$4.9m

NUMBER OF INDIVIDUALS SERVED: 19 programs funded

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

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

Federal Statute: No Child Left Behind Act of 2001

Federal Regulation: Title 34 CFR

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 8,000

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

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

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

DESCRIPTION:

The purpose of §1401 is:

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: approximately 180,000

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

TELEPHONE: (518) 473-0295

FAX: (518) 486-1762

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

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

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

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

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

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

TELEPHONE: (518) 474-5922

FAX: (518) 486-1385

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

DESCRIPTION:

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

REGENTS GOALS: 1; 3; 4

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 2.8 million

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

TELEPHONE: (518) 486-1547

FAX: (518) 402-5114

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

DESCRIPTION:

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

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: |10,000|

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

TELEPHONE: |(518) 474-8940|

FAX: |(518) 486-1751|

PROGRAM: Title III Language Instruction for Limited English Proficient Students

DESCRIPTION:

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

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

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

- Language instruction programs and academic content instruction programs.
- Locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs.
- Implementing, within an individual school, school-wide programs for restructuring, reforming, and upgrading academic content instruction.
- Implementing, within the entire LEAs, district wide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

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

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

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

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

REGENTS GOALS: | 1; 2; 3 |

AUTHORITY:

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

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: | n/a |

CONTACT OFFICE: | Office of Bilingual Education |

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

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 3

AUTHORITY:

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

Federal Regulation: CFR Parts 74-76

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

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

DESCRIPTION:

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

REGENTS GOALS: 1

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-6090

FAX: (518) 474-8299

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute: No Child Left Behind PL 107-110

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 473-7155

FAX: (518) 486-5295

PROGRAM: Title X, Part C - Homeless Education

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

Federal Regulation:

State Statute: Education Law §§1502 and 3602

State Regulation:

FUNDING SOURCE(S):

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

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

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

TELEPHONE: (518) 474-5283

FAX: (518) 474-7948

PROGRAM: Universal Prekindergarten (UPK)

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

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

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$450.8m

NUMBER OF INDIVIDUALS SERVED: 89,000

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

TELEPHONE: (518) 474-5807

FAX: (518) 486-7290

PROGRAM: Workforce Investment Act (WIA) - Title II

DESCRIPTION:

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

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

REGENTS GOALS: 1; 4

AUTHORITY:

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

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

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 158,779

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751

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

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 3; 4

AUTHORITY:

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

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

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: (518) 486-7327

FAX: (518) 402-5114

PROGRAM: Workplace Literacy

DESCRIPTION:

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

REGENTS GOALS: 1; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Part 166

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$2.004m

NUMBER OF INDIVIDUALS SERVED: 5,127

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

TELEPHONE: (518) 474-8940

FAX: (518) 486-1751