

OFFICE OF HIGHER EDUCATION

PROGRAM: Office of Higher Education

DESCRIPTION:

State Operations

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

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

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

AUTHORITY:

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

Federal Regulation: 34 CFR Part 602

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

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

FUNDING SOURCE(S):

State- 86.27%

Federal- 2.26%

Special Revenue- 11.47%

Total- \$130.8m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of Associate Commissioner

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

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

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3004-a

State Regulation: 8NYCRR Part 86

FUNDING SOURCE(S):

State- 100%

Federal-
Special Revenue-
Total- \$0.5m

NUMBER OF INDIVIDUALS SERVED: 292 (2007-2008)

CONTACT OFFICE: Office of Teaching Initiatives

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

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

DESCRIPTION:

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

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

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

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §6451

State Regulation: 8NYCRR Part 152

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

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

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

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

PROGRAM: Bureau of Proprietary School Supervision (BPSS)

DESCRIPTION:

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

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

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

REGENTS GOALS: 1, 2

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law Article 101

State Regulation: 8NYCRR Part 126

FUNDING SOURCE(S):

State-

Federal-

Special Revenue- 100%

Total- \$4.756m

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

CONTACT OFFICE 1: Bureau of Proprietary School Supervision, Albany

TELEPHONE: (518) 474-3969

FAX: (518) 473-3644

CONTACT OFFICE 2: Bureau of Proprietary School Supervision, NYC

TELEPHONE: (212) 643-4760

FAX: (212) 643-4765

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

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 4; 5

AUTHORITY:

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

FUNDING SOURCE(S):

State-	
Federal-	100%
Special Revenue-	

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

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

CONTACT OFFICE: Collegiate Development Program Unit - CTEA

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

PROGRAM: High Needs Nursing Programs

DESCRIPTION:

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

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Parts 150.2 and 150.4

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1m

NUMBER OF INDIVIDUALS SERVED: n/a

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

TELEPHONE: 518-474-3719

FAX: 518-474-7468

PROGRAM: Learn and Serve America (LSA)

DESCRIPTION:

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

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

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

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

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

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

REGENTS GOALS: 2

AUTHORITY:

Federal Statute: National and Community Service Trust Act of 1993

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

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

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

PROGRAM: Liberty Partnerships Program (LPP)

DESCRIPTION:

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

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

REGENTS GOALS: 1; 3; 4

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§610 and 612

State Regulation: 8NYCRR Part 55

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$12.556m (2008-2009)

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

CONTACT OFFICE: Pre-Collegiate Preparation Programs Unit

TELEPHONE: (518) 486-5202

FAX: (518) 474-0060

PROGRAM: Mentor Teacher Internship Program

DESCRIPTION:

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

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

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

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

REGENTS GOALS: 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3033

State Regulation: 8NYCRR Part 85

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$10m for school year

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

CONTACT OFFICE: Office of Teaching

TELEPHONE: (518) 474-4661

FAX: (518) 473-0271

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

DESCRIPTION:

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

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

REGENTS GOALS: 2

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation: 8NYCRR Parts 83 and 87

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$1.6m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: Office of School Personnel Review and Accountability

TELEPHONE: (518) 474-1524

FAX: (518) 402-5940

PROGRAM: Office of Teaching Initiatives

DESCRIPTION:

State Operations

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

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

AUTHORITY:

Federal Statute:

Federal Regulation:

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

State Regulation:

FUNDING SOURCE(S):

State-

Federal-

Special Revenue-

100%

Total-

\$8.255m

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

CONTACT OFFICE: Office of Teaching Initiatives

TELEPHONE: (518) 474-3901

FAX: (518) 474-6950

PROGRAM: Scholarships and Grants Administration Unit

DESCRIPTION:

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

The scholarship programs are:

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

All of the above-mentioned programs are State funded.

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute: Higher Education Act of 1985 as amended

Federal Regulation: 34 CFR 654

State Statute: Education Law §605

State Regulation: 8NYCRR Part 145

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 8,850

CONTACT OFFICE: Scholarships and Grants Administration Unit

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

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

DESCRIPTION:

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

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

REGENTS GOALS: 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §§6454 and 6455

State Regulation: 8NYCRR Part 145

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$19m (2008-2009)

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

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

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

PROGRAM: Teacher Opportunity Corps (TOC)

DESCRIPTION:

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

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute:

State Regulation:

Chapter 53 of the Laws of 1987

FUNDING SOURCE(S):

State-

100%

Federal-

Special Revenue-

Total-

\$0.713m

NUMBER OF INDIVIDUALS SERVED: 2,459

CONTACT OFFICE: Teacher Development Program Unit - TOC

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

PROGRAM: Teacher Tenure Hearing (TTH)

DESCRIPTION:

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

REGENTS GOALS: 1; 2; 3

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §3020-a

State Regulation: II NYCRR Part 82-1

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$3.3m

NUMBER OF INDIVIDUALS SERVED: n/a

CONTACT OFFICE: School District Employer Employee Relations Unit

TELEPHONE: (518) 473-2998

FAX: (518) 402-5940

PROGRAM: Teacher/Leader Quality Partnership (TLQP)

DESCRIPTION:

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

REGENTS GOALS: 1; 2

AUTHORITY:

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

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

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: estimated total of 5,843

CONTACT OFFICE: Teacher Development Program Unit - TLQP

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

PROGRAM: Teachers of Tomorrow (TOT)

DESCRIPTION:

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

REGENTS GOALS: 3

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

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

CONTACT OFFICE: Teacher Development Programs Unit - TOT

TELEPHONE: (518) 486-6042

FAX: (518) 474-6606

PROGRAM: Troops to Teachers

DESCRIPTION:

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

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

REGENTS GOALS: 2

AUTHORITY:

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

Federal Regulation:

State Statute:

State Regulation:

FUNDING SOURCE(S):

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

NUMBER OF INDIVIDUALS SERVED: 200 (2006-2007)

CONTACT OFFICE: Office of Teaching Initiatives

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

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

DESCRIPTION:

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

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

REGENTS GOALS: 1

AUTHORITY:

Federal Statute:

Federal Regulation:

State Statute: Education Law §6401

State Regulation: 8NYCRR Part 50

FUNDING SOURCE(S):

State- 100%

Federal-

Special Revenue-

Total- \$46.238m

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

CONTACT OFFICE: Office of Research and Information Systems

TELEPHONE: (518) 474-5091 **FAX:** (518) 474-1907