

OFFICE OF HIGHER EDUCATION

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

**DESCRIPTION:**

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

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

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

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §3004-a

**State Regulation:** 8NYCRR Part 86

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$0.368m (2012-13)

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

**CONTACT OFFICE:** Office of Teaching Initiatives

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

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

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

**DESCRIPTION:**

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

In 2010-2011, approximately 5,500 FTE students were served in 56 programs around the State. Funds are allocated to each sponsoring institution on the basis of an approved proposal and budget. Payments are authorized following the receipt and analysis of periodic reports, with payment levels based on authorized expenditures and targeted enrollment levels.

More than 32,000 HEOP students who have graduated would not have been accepted into these colleges without the Program. The most recent cohort history indicates that for the freshman class at the four-year institutions, which entered in 2000-2001, over 58 percent had already graduated or were in their fifth year by the end of 2006-2007. This rate exceeded the national rate for all college students. The economic benefits to our State and nation are enormous. HEOP and the opportunity programs in the public sector have proven successful in helping to ameliorate the problem of youth underemployment and unemployment in New York State by concentrating on students from the lowest socioeconomic levels, and providing them with improved life and career skills. Over 80 percent of HEOP graduates stay, work and pay taxes in the State and contribute to their communities.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §6451

**State Regulation:** 8NYCRR Part 152

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

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

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

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

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

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

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

**DESCRIPTION:**

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

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

**AUTHORITY:**

**Federal Statute:** Public Law 109-270

**Federal Regulation:** 34 CFR 400 et. Seq.

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

Total- \$45.2m (Basic Grant)

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

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

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

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

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

**DESCRIPTION:**

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §§6454 and 6455

**State Regulation:** 8NYCRR Part 145

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$8.1m (2012-2013)

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

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

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

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

**PROGRAM:** High Needs Nursing Programs

**DESCRIPTION:**

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

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

**State Regulation:** 8NYCRR Parts 150.2 and 150.4

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$941,000 (2012-13)

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

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

**TELEPHONE:** 518-474-3719

**FAX:** 518-474-7468



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

**DESCRIPTION:**

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

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §§610 and 612

**State Regulation:** 8NYCRR Part 55

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$12.5m (2012-2013)

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

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

**TELEPHONE:** (518) 486-5202      **FAX:** (518) 474-0060

**PROGRAM:** Mentor Teacher Internship Program

**DESCRIPTION:**

The New York State Legislature appropriated funds in 1986 through 1991, 1997-1998, and 2000 through 2008, for the development and implementation of State-supported mentor teacher internship programs in local districts and boards of cooperative educational services (BOCES).

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

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

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §3033

**State Regulation:** 8NYCRR Part 85

**FUNDING SOURCE(S):**

State- 100%

Federal-

Special Revenue-

Total- \$2m for school year

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

**CONTACT OFFICE:** Office of Teaching

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

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

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

**DESCRIPTION:**

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §§6454 and 6455

**State Regulation:** 8NYCRR Part 145

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$10.8m (2012-2013)

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

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

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

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

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

**DESCRIPTION:**

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

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

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

**State Regulation:**

**FUNDING SOURCE(S):**

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

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

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

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

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

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

**DESCRIPTION:**

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

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

**AUTHORITY:**

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

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

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- 100%

Special Revenue-

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

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

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

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

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**PROGRAM:** Teachers of Tomorrow (TOT)

**DESCRIPTION:**

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

**AUTHORITY:**

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

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	100%
Federal-	
Special Revenue-	
Total-	\$25m for the school year

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

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

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

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

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

**DESCRIPTION:**

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

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

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §6401

**State Regulation:** 8NYCRR Part 50

**FUNDING SOURCE(S):**

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

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

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

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

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