

Instructions for Completing Program Objectives, Strategies, Activities, Services and Performance Measures/Data Sources

**Teacher Opportunity Corps
Instructions for Completing Program Objectives, Strategies, Activities,
Services and Performance Measures/Data Sources Matrix**

1. Make as many copies of the forms as needed.
2. Each of the 5 identified TOC Objectives should be addressed. (see Section VIII) Complete one sheet for each objective.
3. Provide all the information requested in each column of the Objectives, Strategies, Activities Matrix (1-5).
4. Funded projects should include strategies that are currently used as well as any new strategies proposed for 2007-2008.
5. Definitions:
 - **Strategies:** Describe the process or method TOC projects will use to achieve the TOC objective indicated on the form (how).
 - **Activities/Services:** Indicate what TOC project will do to accomplish the TOC objective indicated on the form (action/work).
 - **Staff Responsible:** Indicate the staff who will be responsible. Use the title(s) for individuals listed.
 - **Performance Measure:** Indicate measurable elements that will indicate accomplishment of the TOC objective listed on the form.
 - **Data Source:** Indicate where the data elements are located/drawn from.
 - **Timeframe:** Indicate the timeframe(s) for each item listed.

TOC OBJECTIVES AND KEY STRATEGIES

All TOC projects should conduct activities and services that will provide instruction and enrichment services that are aligned with the following objectives. This document provides examples of several key strategies to achieve these objectives.

Objective 1: Provide sustained, intensive and high-quality instructional and enrichment activities addressing the needs of at-risk students.

Strategies

- Plan, organize, and implement program models/components that enable teachers/prospective teachers to develop effective classroom strategies in assisting at-risk students to meet the New York State Teaching and Learning Standards. See Link: www.emsc.nysed.gov/deputy/Documents/learnstandards.htm
- Provide comprehensive in-school classroom training for all participants.
- Evaluate, replicate, and disseminate proven strategies that prepare, retain, and support teachers of at-risk students.

Objective 2: Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of teachers/prospective teachers to meet the needs of at-risk students.

Strategies

- Provide specific coursework that enables participants to acquire the academic content necessary to teach at-risk students and implement successful classroom methodologies that incorporate equity practices.
- Provide coursework that focuses on strategies to implement content materials and methods which remove all barriers that may limit student success.
- Provide coursework that reflects recent research in best practices, such as inquiry based learning, brain compatible learning, etc.
- Provide a continuum of services that support participants in acquiring the skills, attitudes, and knowledge necessary to teach at-risk students.
- Provide partnerships that link mentors with all TOC graduates upon completion of their program(s) of study and/or during the first year of full-time teaching assignment.

Objective 3: Align academic content and classroom strategies with New York State's Teaching and Learning Standards.

Strategy

- Support and collaborate with schools/districts in implementing rigorous course content and performance standards for teachers and all students in their classrooms.

Objective 4: Increase the number of teachers who are appropriately certified in New York State's high-need districts.

Strategies

- Develop collaborative relationships to increase the number of teachers in high-need districts who enroll in programs leading to permanent certification.
- Develop collaborative relationships to increase the number of students from underrepresented groups who enroll in and complete teacher preparation programs.
- Develop collaborative relationships to increase partnerships with the K-12 community to recruit, prepare, and support new teachers of at-risk students, particularly those working in high-need districts.

Objective 5: Establish and maintain partnerships to maximize TOC resources and increase student/program success.

Strategies

- Identify and leverage other public and private resources available for the same purpose and with the same focus.
- Provide a forum to elicit input and feedback from graduates, mentors, and school personnel.
- Establish a planning agenda to address key issues, plans, strategies, and performance of the TOC program and local teaching needs.

Objective 1: Provide sustained, intensive and high-quality instructional and enrichment activities addressing the needs of at-risk students.

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Objective 2: Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of teachers/prospective teachers to meet the needs of at-risk students.

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Objective 3: Align academic content and classroom strategies with New York State’s Teaching and Learning Standards.

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Objective 4: Increase the number of teachers who are appropriately certified in New York State's high-need districts.

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Objective 5: Establish and maintain partnerships to maximize TOC resources and increase student/program success.

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Statement of Assurances

Teacher Opportunity Corps
STATEMENT OF ASSURANCES

Institution Name: _____

Program: _____

- 1. The recipient will, if funded, operate a Teacher Opportunity Corps (TOC) program within the letter and spirit of all pertinent legislation (Chapter 53 of the Laws of 1987) and policies, including the appropriate Guidelines.
- 2. Funds from this source will supplement, not supplant, local expenditures and will not duplicate expenditures from other sources.
- 3. All activities supported by grant funds will, to the extent possible, be accessible by persons with disabilities.
- 4. Upon request, the recipient will provide the State Education Department access to its records and other sources of information concerning the operation of the TOC program.
- 5. All materials developed in whole or in part with the support of TOC funds, including publicity releases and program announcements, will include the following statement:
Support for the development and production of this material was provided by a grant under the Teacher Opportunity Corps administered by the New York State Education Department.
- 6. The State funds requested will be used for a continued or expanded program to enhance the preparation of prospective teachers in addressing the learning needs of at-risk pupils and to increase participation in careers in teaching by historically underrepresented individuals. The required partnerships with schools/districts will be arranged with schools with high concentrations of disadvantaged students. A listing of High Need Districts and SURR schools is provided in Appendix III and Appendix IV and should be used as the basis for arranging these partnerships. In the event that partnerships have been arranged with schools not listed on either Appendix III or Appendix IV, documentation that the school(s) have a high percentage of disadvantaged students, such as 50% or more receiving free or reduced lunch, must be provided. Students benefiting from these funds will be New York State residents.

CHIEF EXECUTIVE OFFICER CERTIFICATION

I hereby certify that the information in this application is correct and in total compliance with appropriate State laws and regulations and that the program design will be carried out as described in the application.

Signed* _____ Date _____
(Chief Executive Officer)

Print name and title _____

*Original signature of Chief Executive Officer is required.

**2007-2008 Proposed Budge
Teacher Opportunity Corps
2007-2008 PROPOSED BUDGET**

Number of Students To Be Served: _____

TOC 2007-2008 PROPOSED BUDGET

ROUND CENTS TO THE NEAREST DOLLAR

Line No.	Expenditure Category	Code	TOC (1)	Institution (2)	Other Sources (3)	TOTAL (4)
1	Salaries for Professional Personnel	15				
2	Salaries for Non-Professional Personnel	16				
	a. Clerical/Secretarial					
	b. Student Assistants					
	c. Other					
3	Purchased Services	40				
4	Supplies & Materials	45				
	a. Instructional					
	b. Other					
5	Travel Expenses	46				
	a. Student/Programmatic					
	b. Staff/Administrative					
6	Employee Benefits	80				
	a. Professional___%					
	b. Clerical/Secretarial___%					
	c. Student Assistants___%					
	d. Other___%					
7	SUBTOTAL of Lines 1-6					
8	Indirect Cost*	90				
9	Equipment	20				
10	GRAND TOTAL (Lines 7 - 9)					

*The TOC Indirect Cost (column 1) may not exceed 8% of SUBTOTAL (col. 1, line 7). The Institutional Indirect Cost (column 2) may not exceed 20% of SUBTOTAL (col. 2, line 7). Equipment is not included when computing Indirect Cost.

Proposal Application Checklist

Applicant Name: _____

Listed below are the components of a complete application package, in the order they should appear. Use this checklist to ensure that your application submission is in compliance with the application requirements. The checklist must be included with the proposal application.

<u>Request for Proposal Sections</u>	<u>Checked Applicant</u>	<u>Checked SED</u>
A. Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>
B. Narrative that covers, in order, The information requested in Section XV	<input type="checkbox"/>	<input type="checkbox"/>
C. Objectives Matrix (Attachment I)	<input type="checkbox"/>	<input type="checkbox"/>
D. Statement of Assurances (Attachment II)	<input type="checkbox"/>	<input type="checkbox"/>
E. TOC 2007 – 2008 Proposed Budget (Attachment III)	<input type="checkbox"/>	<input type="checkbox"/>
F. Signed Memoranda of Agreement (MOA)	<input type="checkbox"/>	<input type="checkbox"/>

Sample MOA

SAMPLE
(Insert Name) College and (Insert Name) Organization
Teacher Opportunity Corps Service Agreement

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the (insert Name) College Teacher Opportunity Corps and (insert name) Organization to enhance the preparation of prospective teachers. The purpose of this partnership is to prepare and support educators to help all students achieve high standards of learning and development.

Up front Planning Activities: _____

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the (Insert Name) College and the (insert name) Organization entails the following:

The (insert Name) College Teacher Opportunity Corps agrees to:	The (insert Name) Organization agrees to:
[List all activities/services/etc., that the college will provide to the partnership. This may include items such as the following:] <ul style="list-style-type: none"> • Offer at least one education course /semester that addresses the needs of the at-risk student • Obtain teacher input in the planning of professional development activities • Consult on a regular basis with appropriate school personnel about the progress of each TOC participant • When distributing, promoting or publicizing TOC activities, attribute sponsorship and provision of grant funds to NYSED-Collegiate and Pre-Professional Programs Unit 	[List all activities/services/etc., that the organization will provide to the partnership. This may include items such as the following:] <ul style="list-style-type: none"> • Identify, recommend and support non-certified teachers in Title I schools in the following ways: • Provide release time for above-identified individuals to participate in class activities • Assist the college by providing such services as mentoring, classroom observation, etc. • Provide college staff access to classrooms in order to track the improvement in instructional practices and procedures • Provide designated space for project activities

Name of Institution _____ **Signature** _____ **Date** _____

Project Director _____ **Signature** _____ **Date** _____

Name, Title, Organization _____
Signature _____ **Date** _____

Name, Title, Organization _____
Signature _____ **Date** _____

PLEASE NOTE THAT THESE ACTIVITIES ARE FOR EXAMPLE ONLY. THE AGREEMENT FOR YOUR PROGRAM SHOULD REFLECT THE SPECIFICS OF YOUR PROGRAM AND YOUR PARTNERS. ALL ACTIVITIES/SERVICES, ETC. THAT ARE PERTINENT TO YOUR PROJECT SHOULD BE INCLUDED.

Economically Disadvantaged Eligibility Requirements

ECONOMICALLY DISADVANTAGED ELIGIBILITY REQUIREMENTS
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I. Definitions

The economic eligibility standards set forth in this section apply only at the time of application to the Corps. Once admitted, a participant may continue to receive supportive services, as needed, even if the family income rises above the current eligibility standards. In the case of student financial assistance, however, limitations caused by financial need shall apply.

- A. The student's family is the recipient of: 1) Family Assistance Program Aid; or 2) Safety Net Assistance through the New York State Office of Temporary and Disability Assistance, or a county department of social services; or 3) family day-care payments through the New York State Office of Children and Family Assistance, or a county department of social services.
- B. For the purpose of TOC, an individual is economically disadvantaged if he or she is a member of:
- a household supported by one parent if dependent, by the student or by a spouse if independent, whose total annual income is not more than the applicable amount listed in the table below; **or**
 - a household supported solely by one member thereof who works for two or more employers with a total annual income which does not exceed the applicable amount set forth in the following table by more than **\$1,800; or**
 - a household supported by more than one **worker** (parents if dependent, student and spouse if independent) in which the total annual income does not exceed the applicable amount listed in the table below by more than **\$4,800; or**
 - a household supported by one **worker** (parent if dependent, student if independent) who is the sole support of a one-parent family in which the total annual income does not exceed the applicable amount listed in the table below by more than **\$4,800.**

For the purpose of this subdivision, the number of members of a household shall be determined by ascertaining the number of individuals living in the student's residence who are economically dependent on the income supporting the student.

TOC-Appendix II

For students attending between July 1, 2007 and June 30, 2008.

Number of members in household (including head of household)	Total annual income in preceding calendar year
1	\$14,100
2	19,600
3	22,350
4	27,800
5	32,850
6	38,550
7	42,900
8	47,250
9	51,600
10	55,950
11	60,300
	Plus \$4,350 for each family member in excess of 11

Note: Income refers to all taxable and nontaxable funds received for support of the household in the calendar year prior to the academic year for which participation is sought. Household members include all individuals living therein who are dependent upon that income.

- C. For the purpose of TOC, an independent student:
1. is 24 years of age or older by December 31st of the academic year for which the participant is seeking acceptance into TOC; or
 2. is an orphan or ward of the court; or
 3. is a veteran of the Armed Forces of the United States, who has engaged in active duty in the United States Army, Navy, Air Force, Marines, or Coast Guard, and who was released under a condition other than dishonorable; or
 4. is a married individual; or
 5. has legal dependents other than a spouse; or
 6. is a student for whom an opportunity program and financial aid administrator have made a satisfactorily documented determination of independence by reason of other extraordinary circumstances.

II. Exceptions

Reference to the family income scale need not be made if the student falls into one of the following categories, and documentation is available:

- A. The student's family is the recipient of: (1) Family Assistance Program Aid; or (2) Safety Net Assistance through the New York State Office of Temporary and Disability Assistance, or a county department of social services; or (3) family day care payments through New York State Office of Children and Family Services Assistance, or a county department of social services; or
- B. The student is living with foster parents who do not provide support for college, and no monies are provided from the natural parents; or
- C. The student is a ward of the State or a county; or
- D. The student is enrolled or was enrolled in a State Sponsored Opportunity Program (i.e., EOP, HEOP, SEEK, College Discovery). See Attachment IV for sample form which documents transfers from opportunity programs.

III. Documentation

- A. The following shall be acceptable documentation of economic eligibility:
 - 1. Documentation of all income, earned dividends and interest: a signed copy of appropriate year's tax return (IRS forms 1040, 1040A, or 1040EZ; or 4506).
 - 2. Documentation of a sole worker's income from two or more employers: W2s for the appropriate year or similar documentation acceptable to the Commissioner.
 - 3. Documentation of no income: a copy of IRS form 4506 which has been filed by the student or family with the Internal Revenue Service or a copy of IRS Letter 1722 indicating that the student (if independent) or parent did not file a return.
 - 4. Documentation of pension, annuity, or unemployment benefits: letter from the applicable agency showing appropriate year's total award (if not reported on IRS forms 1040, 1040A or 1040EZ or 1099).
 - 5. Documentation of Social Security, Supplemental Security Income, or Veterans Administration non-educational benefits: a letter from the applicable agency showing

applicable year's total award for **each** member of the household including medicare premiums or IRS form 1099 for each member of the household.

6. Documentation of social services payments: verification from a branch of the State Office of Temporary and Disability Assistance, Office of Children and Family Services Assistance, or a county department of social services showing year that benefits were received and names of recipients including the applicant.
7. Documentation of child support and/or alimony: a court order, affidavit, or student's Free Application for Federal Student Aid form (FAFSA).
8. Documentation of additional members in household: birth certificates, marriage certificates, third-party verification, or similar documentation acceptable to the Commissioner, along with proof of income or lack of income for each such member.
9. Documentation of zero household contribution: the needs analysis output form from one of the United States Department of Education's approved needs analysis systems.

B. Responsibility for Documentation

It is the joint responsibility of the program director and a financial aid officer to verify that all first-time program students are economically eligible and that all of the appropriate documentation to verify this eligibility is on hand.

High Need Districts 2004-05 School Year



Accountability Status May 1, 2006 FINAL ALPHA ORDER

SED Master List- Districts

High Need Districts

Beacon City SD	NYC Geog Dist # 6
Berkshire UFSD	NYC Geog Dist # 7
Binghamton City SD	NYC Geog Dist # 8
Brentwood UFSD	NYC Geog Dist # 9
Buffalo City SD	NYC Geog Dist #10
Central Islip UFSD	NYC Geog Dist #11
	NYC Geog Dist #12
Corning City SD	
Dunkirk City SD	NYC Geog Dist #13
East Ramapo CSD	NYC Geog Dist #14
(Spring Valley)	NYC Geog Dist #18
Elmira City SD	NYC Geog Dist #19
Freeport UFSD	NYC Geog Dist #24
Fulton City SD	NYC Geog Dist #27
George Junior Republic UFSD	NYC Geog Dist #29
Greece CSD	NYC Geog Dist #31
Greenburgh-Graham UFSD	Port Jervis City SD
Greenburgh-North Castle UFSD	Poughkeepsie City SD
Hawthorne-Cedar Knolls UFSD	Rochester City SD
Hempstead UFSD	Rome City SD
Kingston City SD	Rush-Henrietta CSD
Middletown City SD	Schenectady City SD
Mt Pleasant-Cottage UFSD	South Country CSD
Mt Vernon City SD	Syracuse City SD
NYC Alternative HS Dist	Utica City SD
Newburgh City SD	Watertown City SD
Niagara Falls City SD	Wyandanch UFSD
NYC Geog Dist # 1	Yonkers City SD

Schools Under Registration Review (SURR) List

As of 9/2006

New York City

<u>Region</u>	<u>District</u>	<u>School</u>
10	07	I.S. 184
8	14	I.S. 33
6	17	I.S. 390
2	12	I.S. 158
1	09	J.H.S. 117
8	13	J.H.S. 258
3	29	I.S. 192
5	19	Franklin K. Lane
10	05	I.S. 172
1	09	C.I.S. 219
1	10	M.S. 399
8	15	School for International Studies

<u>Region</u>	<u>District</u>	<u>School</u>
5	19	William Maxwell HS
5	19	Thomas Jefferson
4	32	I.S. 349
9	02	Graphic Communication Arts
9	07	JHS 151
9	07	PS 156
1	09	PS 230
1	10	PS 396
1	10	Monroe Academy for Visual Arts
5	27	Far Rockaway
9	02	Legacy High School

<u>Region</u>	<u>District</u>	<u>School</u>
9	07	PS 220
2	08	JHS 123
2	08	MS 302
8	13	JHS 265
8	16	JHS 57
8	16	MS 143
6	17	PS 12
4	32	IS 291
	75	PS 12

*Year identified refers to the school year of initial identification, i.e., 1989 means the school was identified during the 1989-90 school year. For former SURR schools that were re-identified, year identified is the year of re-identification. Group designations are based upon year of most recent identification or redesign. Schools that are phasing out are eliminating grades and not enrolling new students.

Upstate SURR Schools

District	School
Roosevelt	Roosevelt Campus Schools: Roosevelt High School Roosevelt Middle School.
Buffalo	Harvey Austin School
Syracuse	James A. Shea M.S.
Buffalo	Frank A. Sedita
Buffalo	P.S. 53
Buffalo	Burgard H.S.
Rochester	Frederick Douglas
Wyandanch	Milton O. Olive M.S.
Buffalo	P.S. 18
Buffalo	South Park H.S.
Buffalo	P.S. 19
Buffalo	Grover Cleveland H.S.
Buffalo	Harriet Ross Tubman (Formerly Stanton Academy)
Buffalo	PS 37

District	School
Hempstead	Hempstead High School
Yonkers	Roosevelt High School
Buffalo	PS 61
Buffalo	PS 76 – Herman Badillo
Buffalo	West Hertel Elementary School
Syracuse	Seymour Magnet
Syracuse	George Fowler

*Year identified refers to the school year of initial identification, i.e., 1989 means the school was identified during the 1989-90 school year. For former SURR schools that were re-identified, year identified is the year of re-identification. Group designations are based upon year of most recent identification or redesign. Schools that are phasing out are eliminating grades and not enrolling new students.

Performance Measures for TOC

The following set of performance measures will be used to determine the success of TOC projects and participants:

- Percentages of TOC participants enrolled under Priority 1, Priority 2 and Priority 3
- Percentage of TOC participants in good academic standing
- Percentage of eligible TOC participants applying for certification/licensure
- Percentage of TOC participants passing certification/licensure examinations
- Percentage of TOC Reports, Budget Forms and other required forms received by SED on or before required due dates
- Percentage of TOC graduates teaching in high need districts and/or SURR schools and districts in New York State

In addition, it is important to note that only New York State public and independent degree-granting colleges and universities or consortia of such institutions that have a teacher preparation program approved by the Education Department may submit applications. Further, institutions with a pass rate on the New York State Teacher Certification examinations that is less than 80 percent may not be approved for funding.