



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234
Executive Director of the Office of Teaching Initiatives
89 Washington Avenue, 2nd Floor, North Wing

To: District Superintendents
Superintendents of Schools
Presidents of Local Teacher Associations
Directors of Teacher Resource and Computer Training Centers

From: Robert G. Bentley

Subject: Request for Proposals for funding under 2007-2008
New York State Mentor Teacher-Internship Program (MTIP) Grant Competition

Date: April 2007

The New York State Education Department is announcing the State-funded Mentor Teacher-Internship Program grant competition for 2007-2008. Proposals will be accepted if **postmarked by July 1, 2007**. All school districts and BOCES are eligible to apply for this funding.

Applications should be submitted to the New York State Education Department, Office of Teaching Initiatives, Mentor Teacher-Internship Program, 5 North EB, Albany, New York, 12234. **One original and two copies of the complete proposal and materials must be submitted.**

Grants will be awarded to school districts and boards of cooperative educational services (BOCES) for these projects, contingent upon the **appropriation and availability** of funding. **Approved projects may be funded as of July 1, 2007.**

Proposals will be judged on the basis of criteria established in the Request for Proposals. Therefore, those proposals adhering to the criteria stated in the RFP will receive the highest priority for funding. Please make certain all sections are addressed and completed in full.

Special consideration will be given to proposals from districts designated as High Need by the SED State Aid Group (See **Appendix 2**).

All other correspondence and requests for information concerning this program may be directed to Nancy Brennan at the phone and address below or email at MTIP0708QA@mail.nysed.gov:

New York State Education Department
Office of Teaching Initiatives
Mentor Teacher Internship Program (MTIP)
Room 5N EB
State Education Building
Albany NY 12234
518-474-4661

Attachments

Request for Proposals

2007-08 New York State Mentor Teacher Internship Program

- Proposal Guidance
- Proposal Packet
- Appendices

Proposals Must Be Postmarked by July 1, 2007

2007-08 New York State Mentor Teacher-Internship Program Proposal Guidance- 1st year Applicants

- Funds Available:** \$10 million
- Eligible Applicants:** School districts and boards of cooperative educational services
- Grant Amount:** Grant awards are based on numbers of teachers to be served, the total statewide allocation, special considerations listed in the cover memo and the intent to fund as many worthy proposals as possible. The majority of grant awards range from \$ 30,000 to \$ 40,000 for the project year.
- Date of Submission:** Proposals will be accepted in the Office of Teaching Initiatives if postmarked by **July 1, 2007**.
- Applications should be submitted to the Office of Teaching Initiatives, New York State Education Department, Mentor Teacher-Internship Program, 5 North EB, Albany, NY, 12234.
- Proposal Components:** A complete proposal consists of the following:
- Cover Sheet
 - Funding Request Form
 - Statement of Assurances
 - Mentor Selection Committee Form
 - Request for Variance of Mentor Qualifications
 - Proposal Narrative Items for 1st year Applicants
 - Rating Rubric for Proposal Narrative Items
 - Proposal Budget Forms
 - Proposed Budget Summary for Federal or State Project FS-20
- Number of Copies:** **Three** copies of the complete application, including **one** copy containing the **original** signatures of the superintendent and the teacher association representative must be submitted.
- Project Operation Dates:** July 1, 2007-June 30, 2008. Some project activities may begin in July; all activities must be completed by June 30. Any expenses incurred prior to July 1, 2007 or after June 30, 2008 will not be reimbursed.
- Questions:** Any questions about the competition and this funding process must be submitted by May 16, 2007 and emailed to MTIP0708QA@mail.nysed.gov. Questions and answers will be posted on the Office of Teaching Initiatives website as of May 23, 2007.

Program Purpose

The NYS Mentor Teacher-Internship Program was established in 1986 by amendment to Education Law 3033, Chapter 436. The New York State Legislature provides funding for the development and implementation of State-supported mentor teacher-internship programs in local school districts and through boards of cooperative educational services (BOCES).

These programs enable experienced teachers (mentors) in a district or BOCES to provide guidance and support to beginning teachers (interns) in their first or second year of teaching. By providing this induction into the teaching profession, it is anticipated that teachers will be engaged in a productive and satisfying teaching and learning experience that will enhance their skills and increase the likelihood of their remaining in the teaching profession.

Essential Components of the Mentor Teacher-Internship Program

The essential components of mentor teacher-internship projects include, but are not limited to:

- Program focus on the mentor/intern relationship which develops throughout the project year, as the mentor guides the new teacher to self-assessment, professional confidence, and independence
- Joint development by school administration and local teachers' bargaining agent
- Release time for the interns and mentors
- Selection of mentors and interns
- Training for the mentor and intern
- Activities and role of the mentors
- Activities and role of the interns
- Role of building principals
- Program evaluation
- Program management

Summary of Statutory Requirements

- The internship plan is developed and negotiated with local teacher bargaining units in accordance with Article XIV of the Civil Service Law.
- A list of teachers to serve as mentors must be developed by a selection committee consisting of a majority of classroom teachers chosen by the certified or recognized teacher bargaining unit.
- Interns and mentors must be released from at least 10 percent of their instructional duties to participate in the program.
- Mentors must exhibit superior pedagogical skills, superior subject matter skills, excellent teaching abilities, and interpersonal relationship qualities. They must also demonstrate a willingness to participate in the program.

- The superintendent or district superintendent is responsible for assigning mentor teachers and first or second year teachers to work together.
- Mentor designations

Part-time mentors: Part-time mentors' duties are to be reduced by at least 10 percent for each intern served. Persons designated as part-time mentors shall carry at least a 60 percent classroom instruction assignment.

Full-time mentors: Persons designated as full-time mentors must spend 100 percent of their time in mentor service.

Full-time mentor restriction: Teachers serving as full-time mentors may do so for only two school years within any consecutive five school years. It is recommended that each mentor designated as full-time should serve no less than five teachers and no more than ten interns during the project year.

Expenditures to be Supported by Grant Funds

Local districts and boards of cooperative educational services participating in the program are eligible for reimbursement for release-time costs, coordination, fringe benefits, training costs, supplies and materials, evaluation, and in-state travel costs. Equipment costs are not allowable expenditures under this grant program.

Definitions

Intern:

A full-time teacher with no greater than a 90 percent classroom instructional assignment; employed by a school district or a BOCES having an approved internship plan; in his/her first or second year of service in a particular license area or area of certificate title; holding a valid Provisional, Permanent, or Initial teacher's certificate issued by the Commissioner of Education; who has not participated in the Mentor Teacher-Internship Program in the previous year.

Mentor:

A teacher permanently certified in the same area or certificate/license title as the intern*, having demonstrated his or her mastery of pedagogical and subject matter skills, given evidence of superior teaching abilities and interpersonal relationship qualities, and indicated willingness to participate as a mentor.

***Special Note:** If no appropriately certified mentor is available in the district, a teacher permanently certified in a different certificate/license title than that of the intern may serve as a mentor. (See Request for Variance form in the Proposal Packet.) Service as a mentor shall not result in any change in the mentor's tenure area or areas, and shall not otherwise diminish or impair the tenure or seniority rights of the mentor teacher.

District Professional Development Plans

The planning and design of the proposed internship should be undertaken in the context of the district's Professional Development Plan.

Multi-District Cooperation

A single school district or board of cooperative educational services may not submit a grant proposal on behalf of other districts. Applicants may, however, describe in the proposal the coordination, networking, training, and other activities that will be jointly engaged in with other districts.

Proposal Review

First Year Applicants. At least two reviewers will review each proposal. Proposals will be reviewed for statutory and regulatory compliance as well as degree of detail and quality in addressing areas delineated in the proposal narrative. Proposals from districts which are designated High Need (See Appendix 2) and receive a numerical rating of 70 or higher are eligible for an additional 5 points to their numerical ranking. The Office of Teaching Initiatives will submit recommendations for awards based on this review.

Continuing Applicants. At least two reviewers will review each proposal. Continuing proposals will be reviewed for statutory and regulatory compliance and will be funded provided there are no compliance issues indicated. The Office of Teaching Initiatives will submit recommendations for awards based on this review.

Award Methodology

First Year Applicants. First-year applicants are those districts and BOCES who did not implement an MTIP-funded mentoring program in 2006-2007. A portion of the statewide allocation is set-aside to support new projects. The degree of detail and quality in addressing areas delineated in the proposal narrative form the basis for the final score. Final scores are ranked according to average score. Proposals from districts which are designated High Need (See Appendix 2) that are of sufficient quality (receive a numerical rating of 70 or higher) are eligible for an additional 5 points to their numerical ranking. Determination of grant awards has historically been based on the anticipated number of new teachers to be served multiplied by 10% of median NYS teacher salary (See Funding Request Form for first year applicants for guidance on calculating grant award request). Funding is allocated to cover Continuing applicants first, and remaining funds are available for successful 1st year applicant districts.

Continuing Applicants. Continuing applicants are those districts and BOCES which implemented an MTIP-funded mentoring program in 2006-2007 (See Appendix 6). A portion of the statewide allocation is set-aside to support continuing projects. Funding is allocated to cover Continuing applicants first, and remaining funds are available for successful 1st year applicant districts.

Grant awards will remain at 2006-2007 levels for continuing projects, unless the following eventualities occur:

- An applicant district's funding request is less than its 2006-2007 grant award.
- An applicant district is newly designated as High Need, in which case an increase to 2006-2007 award levels may be available.
- The 2007-2008 statewide allocation is less than 2006-2007 levels, in which case all continuing grant awards will be subject to reduction.
- The 2007-2008 statewide allocation is more than 2006-2007 levels.

Payment Schedule

An initial payment of 25 percent of grant funds will be made upon approval of the Proposed Budget (FS-20) by the program office and the Categorical Aid Management Office. Thereafter, up to 90 percent of grant funds will be distributed throughout the project through submission of a Request for Funds (FS-25). Final payments will be released upon submission of a Final Expenditure Report (FS-20-F). This report (FS-20-F) must be submitted to the Categorical Aid Management Office by **July 31, 2008**.

Required Reports

Funded projects will file a mid-year project report, containing information such as numbers of participating mentors and interns and descriptions of any substantial revisions to the original project proposal, by March 1, 2008. Such information shall be submitted in a form prescribed by the Commissioner.

In addition to filing the final expenditure report as prescribed in the Payment Schedule section, funded projects shall file with the Department, on or before August 1, 2008, an annual report that shall include the names of the interns who have successfully completed the mentor teacher-internship program and their areas of certification, the certificate titles and the number of years of teaching experience of the teachers who have served as mentors, a description of the teaching assignments of each mentor and intern, and other evaluation and descriptive information as the Commissioner may require.

2007-08 New York State Mentor Teacher-Internship Program Proposal Packet- 1st Year Projects

A complete proposal consists of the following:

- ✓ Cover Sheet
- ✓ Funding Request Form
- ✓ Statement of Assurances
- ✓ Mentor Selection Committee Form
- ✓ Request for Variance of Mentor Qualifications
- ✓ Proposal Narrative Items for 1st year Applicants
- ✓ Rating Rubric for Proposal Narrative Items
- ✓ Proposal Budget Form Forms
- ✓ Proposed Budget Summary for Federal or State
Project FS-20 (12/05)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
Albany, New York 12234

| |
|-------------------------|
| SED Use Only |
| Log-In No.: _____ |
| Proj. No. 663-08: _____ |

2007-08 New York State Mentor Teacher Internship Program Cover Sheet

PLEASE TYPE OR PRINT

1. Applicant District or BOCES

District/BOCES Code

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|--|--|--|--|--|--|--|--|--|--|--|--|
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District or BOCES Name _____

Address _____

City _____ Zip _____

Superintendent _____

2. Contact Person

Name _____

Title _____

Phone _____ Fax _____

(Area Code) (Number)

E-Mail _____

Continuing Proposal? If YES, check (✓) box

District 3-Year Teacher Retention Rate*

* Illustration: Of teachers hired in the 2004-2005 school year, the percentage of this cohort teaching in the district in 2006-2007 school year.

2007-08 New York State Mentor Teacher-Internship Program Statement of Assurances

In order for the District or BOCES to be eligible for funds under the Mentor Teacher-Internship Program, compliance with the statements below must be attested to by the superintendent and the representative of the teachers' employee organization.

The plan to establish and implement a mentor teacher-internship program has been approved by the board of education or board of cooperative educational services (BOCES).

The plan and budget have been developed in accordance with the provisions of Article Fourteen of the Civil Service Law; that is, cooperative planning occurred and all plan components have been agreed upon by the superintendent of schools (or a representative) and the local teacher organization representative. Any amendments to the approved budget also will be developed in accordance with Article Fourteen of the Civil Service Law.

The applicant agency hereby applies for a grant of State funds to provide educational activities as set forth in this application.

The information contained in this application is correct and in total compliance with appropriate statute and regulation. This includes the stipulation that intern teachers will be released at least 10 percent from instructional duties to participate in this program, and mentor teachers will be released at least 10 percent from instructional duties to participate in this program. Failure to provide intern/mentor release time described above will result in rescinding of grant funds awarded to this district or BOCES.

Date

Signature of Superintendent

Print Name of Superintendent

Date

Signature of Teachers' Employee Organization President
(or designee)

Print Name of President

2007-08 New York State Mentor Teacher-Internship Program Mentor Selection Committee Form

Provide the following information about the Mentor Selection Committee, which must be composed of licensed or certified employees of the local education agency. A majority of the membership must be classroom teachers chosen by the certified or recognized teachers' employee organization.

| <u>Name of Member</u> | <u>Position</u> | <u>Check Those Members Chosen by the Teachers' Employee Organization</u> |
|-----------------------|-----------------|--|
| _____ | _____ | <input type="checkbox"/> |
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(Add page, if needed)

The percentage of district/BOCES classroom teachers on the Mentor Selection Committee chosen by the certified or recognized teacher employee organization is %

2007-08 New York State Mentor Teacher-Internship Program Request for Variance of Mentor Qualifications

In the event a school district or board of cooperative educational services is unable to find an appropriately certified or licensed mentor for a particular intern or interns, the superintendent or district superintendent may, by signing below and completing the requested information, select a teacher permanently certified or licensed in a different title from that of the intern to serve as a mentor.

| <u>Certificate/License Title For Which No Mentor Can Be Identified</u> | <u>Number of Intern(s) In Each Instance</u> | <u>Area or Certificate/License Title of Teacher(s) Selected To Be Mentor(s)</u> |
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I hereby attest to the fact that the applicant school district or board of cooperative educational services is unable to find an appropriately certified or licensed mentor(s) for an intern(s), and request a variance, as described above, to allow a teacher(s) permanently certified or licensed in a different area from that of the intern(s) to function as a mentor(s).

Date

Signature of Superintendent

Date

Signature of Teachers' Organization President

2007-08 New York State Mentor Teacher-Internship Program Proposal Narrative Items for 1st Year Applicants

Directions: The narrative describing proposed implementation of essential components of the Mentor Teacher-Internship Program (MTIP) should be limited to 10 pages. Applicants must be specific and answer all items in each section in the order that they appear below. Where it is necessary to repeat some information from a previously answered section, do so. This will ensure that important information will not be overlooked in the review.

- I. **Joint planning (5 points).** Describe planning and development activities that took place for the preparation of this proposal. Include names and positions of persons involved in the activities. [Ed. Law, 3033(2)].

- II. **Release-Time Requirements (20 points).** The relationship of the mentor and intern is central to the Mentor Teacher-Internship Program. Describe how the mentor and intern will be released from their classrooms in a manner which is educationally sound and responsible, consistent with Ed. Law, Section 3033(4). (Reminder: Such release time should be predominantly spent by the mentor and intern in such activities as conferencing together, observations, joint planning, and assessing the impact of their efforts on their students.) Include in the description:
 - a. Proposed time configuration, such as one-half day per week, one day every 2 weeks, or concentration of release time in the first semester of the school year.
 - b. Issues related to the replacement teacher, including identification, availability, setting up replacement teacher pool, integration of replacement teachers into the instructional program, and communication within the mentor/intern replacement teacher's team. The replacement teacher should be viewed as an integral member of the instructional team.

- III. **Setting Directions (5 points).** Describe how the mentors and interns will determine the focus of their activities throughout the year.

Describe how the mentors and interns will determine the needs of interns both at the commencement of the relationship and throughout the school year. For example, this may include assessment activities through which the mentors will work with interns to identify model lessons to be observed by the intern.

- IV. **Training (15 points).** Training needs of mentors and interns must be addressed. It is recommended that training for mentors be a priority in developing the local mentor teacher-internship program.

Describe training to be provided to the mentors to support them in their roles as mentors. Include proposed timeline and focus of mentor training, such as adult learning theory, communication, observation skills, and unique features of the NYS MTIP.

Describe the district's or BOCES' plan for providing training and other professional growth opportunities to interns. Please note: Information on specific activities may not be available at the time of application; however, a plan for responding to identified training needs of the intern should be evident

Describe the specific training opportunities available through the district's, BOCES', teacher center's, or other existing staff development programs which will be of particular benefit to mentors and interns. Where possible, list specific areas of training to be offered to the mentors and interns.

Describe any college or university involvement in design and/or implementation of training specific to the program

V. Selection of Mentors (20 points). Mentors should be selected based on:

- Mastery of pedagogical skills
 - Subject matter skills
 - Superior teaching abilities
 - Interpersonal relationship qualities
 - Willingness to participate in the program
 - The mentor is permanently certified in the same area of certificate title as the intern. In the event that the school district or BOCES demonstrates to the satisfaction of the Commissioner that an appropriately certified mentor is not available, a teacher permanently certified in a different area of certificate title than the intern may serve as a mentor. [(8NYCRR 85.1(d))]
- a. Describe procedures that will be used to select mentors and determine that mentor candidates meet the above criteria. It is suggested that particular consideration should be given to teachers with National Board Certification. Include evidence of all of the above criteria, the membership and proposed activities of the selection committee, and any additional criteria identified by your district or BOCES to be used in the selection process. [Ed. Law, Section 3033 (3)].
- b. Describe how assignments of mentors to interns will occur, including the role of the superintendent or designee in the assignment process.
- c. Describe contingency plans to allow for adjustments in mentor/intern pairing.

VI. Role of the Mentor (15 points). The mentor's role is to guide and support the intern(s) assigned to that mentor. Any evaluation of the intern's teaching by the mentor must be kept confidential between the parties, unless a variance is granted by the Commissioner pursuant to Section 85.2 (d) of the Regulations of the Commissioner of Education [8NYCRR 85.2 (d)].

- a. Describe how the mentors will guide and support their interns, including the portion of time each intern will have direct contact with the mentor.
- b. Describe how confidentiality of the mentor/intern relationship will be protected. Or, if a variance under section 85.2 (d) of Commissioner's Regulations is requested to allow for an evaluative role of the mentor as well as guidance and support, submit contractual language providing for this responsibility on the part of the mentor teacher with this application.

VII. Role of the Principal (2 points). In his/her capacity of having overall responsibility for all instruction and other activities in the building, the principal has an integral role in local implementation of a mentor teacher-internship program. For example, principals facilitate faculty awareness and support for the program within the school community, serve on mentor

selection committees, facilitate selection of replacement teachers, develop schedules of participants, and participate in training opportunities.

- a. Describe the anticipated activities of building principals regarding the proposed mentor teacher-internship program in the district.

VIII. Interns (5 points). In the event that there are more new teachers eligible to be interns in the district than can be accommodated through the Program, procedures or criteria should be in place which will be used to select teachers to be served. For example, a district may choose to include teachers in a particular certification area or grade level to be mentored in a particular program year.

- a. Describe the proposed process for selection of interns. [8NYCRR 85.2 (b)(4)]
- c. Describe duties, responsibilities and anticipated activities of interns both within and beyond the MTIP.

IX. Program Evaluation (8 points). The intent of the MTIP is to provide experiences to new teachers which will enable them to maintain positive attitudes towards teaching and remain in the teaching profession. To this end, mentors provide guidance, direction, and support in areas including, but not limited to, instructional planning/management, communication skills, classroom management, varied presentation of subject matter, curriculum and assessment, and development of reasonable expectations in their work.

- a. Describe how the district will assess the extent to which the program has benefited both mentors and interns.
- b. Describe how your district's or BOCES' implementation of essential components of the MTIP will be assessed. Essential components include release-time configuration, mentor training, intern training, selection procedures, and program management.
- c. Describe the plan and the criteria for assessing the impact of the program on such factors as teacher skill development, school climate, non-participating teacher interaction, and building administrators' role.

X. Program Management (5 points). The applicant must have a plan for overall management of the MTIP. In this plan:

- a. Describe how activities in which the mentors and interns engage will be coordinated and assessed. Include name and position of persons responsible for coordination and/or assessment and other tasks associated with the MTIP, such as scheduling of release time, arranging and scheduling of training, or providing district/building awareness activities concerning the MTIP. If a committee is to be responsible for ongoing operation of the Program, specify the roles of the committee members and plans for meeting.
- b. Describe proposed documentation of activities of the mentors and interns. Include a description of procedures and forms to be used, for example, logs kept by interns.
- c. Include a timeline of major activities and accompanying dates.

XI. Project Budget (25 points). Grant funds may be used for such costs as reimbursement for replacement or substitute-teacher costs, coordination, fringe benefits, training, supplies and materials, program evaluation, and travel. Reimbursement for release-time costs to the district is calculated at a rate of up to 10 percent of the mentor's salary for each intern with whom he or she is working. Reimbursement for part-time mentors is permitted up to 40 percent for part-

time mentors who work in a mentor-internship relationship with up to 4 interns. Reimbursement for full-time mentors is permitted up to 100 percent. For 100 percent reimbursement, full-time mentors must work in a mentor-internship relationship with 10 interns.

Restrictions: Equipment of any unit cost and/or construction costs are **not** allowable expenditures under MTIP and will not be approved.

A. Completed Budget Category and Narrative Forms (See *Fiscal Forms*)

B. Completed Proposed Budget Summary Form (FS 20), (See *Fiscal Forms*, also in is available from the district's business office or on-line at <http://atwork.nysed.gov/cafe/forms.html>).

Total Possible Points: 125 points

Bonus points for High Need designation: 5 points

Rating Rubric for Proposal Narrative Items (1st year applicants)

| | |
|----------------------------|---|
| Very Good (Maximum Points) | Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas. |
| Good (.75 of Maximum) | General but sufficient detail. Adequate information is provided, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses. |
| Fair (.50 of Maximum) | Sketchy and non-specific. Criteria appear to be minimally met, but limited information is provided about proposed activities/strategies; lacks focus and detail. |
| Poor (.25 of Maximum) | Fails to provide information, or provides information that requires substantial clarification. |
| N/A (0 points) | Item is not addressed or simply restates the RFP information. Statutory non-compliance is clearly evident from described proposed activities/proposed model |

**2007-08 New York State Mentor Teacher Internship Program
Proposal Budget Form**

Applicant District/BOCES: _____

Budget Category and Narrative
SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff who are employees of the agency. Do not include consultants or per diem staff. One full-time equivalent (FTE) equals one person working an entire week for each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equal .2 FTE or at a per diem rate, e.g. 30 days of replacement (substitute) teacher service at \$100 per day.

| Specific Position Title | Full-time Equivalent or Number of days of service | Annualized Rate of Pay or Per Diem Rate | Project Salary |
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| TOTAL (transfer to FS-20, Budget Summary Form) | | | |

In the space below, please describe how the positions and expenditures identified above will contribute to program goals.

2007-08 New York State Mentor Teacher Internship Program Proposal Budget Form

Applicant District/BOCES: _____

Budget Category and Narrative SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for secretarial and clerical assistance. Do not include administrative staff who are considered to be indirect costs, e.g., account clerks.

| Specific Position Title | Full-time Equivalent | Annualized Rate of Pay | Project Salary |
|--|----------------------|------------------------|----------------|
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| TOTAL (transfer to FS-20, Budget Summary Form) | | | |

In the space below, please describe how the positions and expenditures identified above will contribute to program goals.

2007-08 New York State Mentor Teacher Internship Program Proposal Budget Form

Applicant District/BOCES: _____

Budget Category and Narrative PURCHASED SERVICES: Code 40

Identify the type of expenditure by general category (e.g., consultants, mentor training expenditures, printing, and other contractual services).

Purchased Services from a BOCES, if other than the applicant agency, should *not* be budgeted under this expenditure category. Use Purchased Services with BOCES, Code 49.

An agency cannot purchase services from themselves.

| Description of Item | Provider of Services | Proposed Expenditure |
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| TOTAL (transfer to FS-20, Budget Summary Form) | | |

In the space below, describe how the purchased services itemized above will contribute to the program goals.

**2007-08 New York State Mentor Teacher Internship Program
Proposal Budget Form**

Applicant District/BOCES: _____

Budget Category and Narrative
SUPPLIES AND MATERIALS: Code 45

Identify the type of supplies or materials by general category.

| Description of Category | Proposed Expenditure |
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| TOTAL (transfer to FS-20, Budget Summary Form) | |

In the space below, please describe how the supplies and materials noted above will contribute to the program goals.

2007-08 New York State Mentor Teacher Internship Program Proposal Budget Form

Applicant District/BOCES: _____

Budget Category and Narrative
TRAVEL EXPENSES: Code 46

List transportation and staff travel between instructional sites.

Include travel expenses for such items as conferences costs (including registration fees), travel from site to site within the district, out-of-district travel and costs for staff development programs. Identify position of traveler relative to the MTIP project as well as the destination, to the extent possible.

| Position | Destination | Purpose of Travel | Proposed Expenditure |
|--|-------------|-------------------|----------------------|
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| TOTAL (transfer to FS-20, Budget Summary Form) | | | |

In the space below, please describe how the travel expenses itemized above contribute to the program goals.

2007-08 New York State Mentor Teacher Internship Program Proposal Budget Form

Applicant District/BOCES: _____

Budget Category and Narrative EMPLOYEE BENEFITS: Code 80

Agencies may choose to calculate the proposed Employee Benefits using their agency's Fringe Benefits (FB) rate or itemizing the specific benefits. The FB Rate for project personnel must be the same as those used for other agency personnel. Only the Employee Benefits, which are attributable to the professional and support staff identified in Code 15 may be included in this section. Complete either Section I or Section II.

Section I – Calculation of Fringe Benefits (FB) using the Agency's FB rate.

| Agency Fringe Benefit Rate | Project Salaries | Proposed Expenditure |
|---|------------------|----------------------|
| | | |
| Total (transfer to FS-20 Budget Summary Form) | | |

Section II – Itemize Specific Categories of Benefits

| Benefit | Proposed Expenditure |
|---|----------------------|
| Social Security | |
| Retirement (NYS Teachers, NYS Employees, Other) | |
| Health Insurance | |
| Worker's Compensation | |
| Unemployment Insurance | |
| Other (Identify) | |
| | |
| Total (transfer to FS-20, Budget Summary Form) | |

2007-08 New York State Mentor Teacher Internship Program Proposal Budget Form

Applicant District/BOCES: _____

Budget Category and Narrative INDIRECT COST: Code 90

Refer to the Fiscal Guidelines for further instructions regarding Modified Direct Cost Base and the Approved Restricted Indirect Cost Rate.

| | | | |
|---|----|---|-----|
| A. Modified Direct Cost Base – Sum of all preceding totals (codes 15, 16, 40, 45, 46 and 80). | \$ | | (A) |
| B. Approved Restricted Indirect Cost Rate | | % | (B) |
| C. (A) x (B) = Total Indirect Cost (transfer to FS-20) | \$ | | (C) |
| TOTAL (transfer to FS-20, Budget Summary Form) | | | |

**2007-08 New York State Mentor Teacher Internship Program
Proposal Budget Form**

Applicant District/BOCES: _____

Budget Category and Narrative
PURCHASED SERVICES WITH BOCES: Code 49

Describe the services to be purchased, the name of the BOCES and the proposed amount.

| Description of Services | Name of BOCES | Proposed Expenditure |
|--|---------------|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| Total (transfer to FS-20, Budget Summary Form) | | |

In the space below, please describe how the Purchased Services with BOCES itemized above will contribute to the program goals.

| CATEGORIES | CODE | PROJECT COSTS |
|--|------|---------------|
| Professional Salaries | 15 | |
| Support Staff Salaries | 16 | |
| Purchased Services | 40 | |
| Supplies and Materials | 45 | |
| Travel Expenses | 46 | |
| Employee Benefits | 80 | |
| Indirect Cost (IC)* (Amount from "C" below) | 90 | |
| BOCES Services | 49 | |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | |

*A. Modified Direct Cost Base

\$

B. Approved Restricted IC Rate

%

C. (A) x (B) = Indirect Cost

(Be sure to put total in Code 90 above)

\$

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

_____/_____/_____
Date

Signature

Name and Title of Chief Administrative Officer

Agency Code

Project #

Contract #

Agency Name: _____

FOR DEPARTMENT USE ONLY

Approved
Funding Dates: _____
From To

Program Approval: _____

Date: _____

| <u>Fiscal Year</u> | <u>First Payment</u> | <u>Line #</u> |
|--------------------|----------------------|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Voucher # First Payment

2007-08 New York State Mentor Teacher-Internship Program Appendices

Appendix 1: Mentor Intern Information Form

Appendix 2: High Need School Districts 2006-2007 School Year

Appendix 3: The Mentoring Relationship

Appendix 4: Education Law Section 3033

Appendix 5: Part 85 of the Regulations of the Commissioner

Appendix 6: 2006-2007 MTIP Implementing Districts

High Need School Districts 2006-2007 School Year

Albany County

010100 ALBANY
010500 COHOES
011200 WATERVLIET

Allegany County

020601 ANDOVER
020702 GENESEE VALLEY
020801 BELFAST
021102 CANASERAGA
021601 FRIENDSHIP
022001 FILLMORE
022101 WHITESVILLE
022302 CUBA-RUSHFORD
022401 SCIO
022601 WELLSVILLE
022902 BOLIVAR-RICHBG

Broome County

030200 BINGHAMTON
030501 HARPURSVILLE
031301 DEPOSIT
031401 WHITNEY POINT
031502 JOHNSON CITY

Cattaraugus County

041101 FRANKLINVILLE
041401 HINSDALE
042302 CATTARAUGUS-LI
042400 OLEAN
042801 GOWANDA
043001 RANDOLPH
043200 SALAMANCA
043501 YORKSHIRE-PIONE

Chautauqua County

060401 CASSADAGA VALL
060601 PINE VALLEY
060701 CLYMER
060800 DUNKIRK
061501 SILVER CREEK
061503 FORESTVILLE
061700 JAMESTOWN

062301 BROCTON
062401 RIPLEY
062601 SHERMAN
062901 WESTFIELD

Chemung County

070600 ELMIRA

Chenango County

080101 AFTON
080601 GREENE
081003 UNADILLA
081200 NORWICH
081401 GRGETWN-SO-OTS
081501 OXFORD
082001 SHERBURNE-EARL

Clinton County

090201 AUSABLE VALLEY
090301 BEEKMANTOWN
090901 NORTHRN ADIRON
091200 PLATTSBURGH

Columbia County

101300 HUDSON

Cortland County

110101 CINCINNATUS
110200 CORTLAND
110304 MCGRAW
110901 MARATHON

Delaware County

120401 CHARLOTTE VALL
120701 FRANKLIN
120906 HANCOCK
121401 MARGARETVILLE
121601 SIDNEY
121701 STAMFORD
121702 S.KORTRIGHT
121901 WALTON

Dutchess County

130200 BEACON
131500 POUGHKEEPSIE

Erie County

140600 BUFFALO
141800 LACKAWANNA

Essex County

150203 CROWN POINT
150901 MORIAH
151501 TICONDEROGA

Franklin County

160801 CHATEAUGAY
161201 SALMON RIVER
161501 MALONE
161601 BRUSHTON MOIRA
161801 ST REGIS FALLS

Fulton County

170500 GLOVERSVILLE
170600 JOHNSTOWN
171001 OPPENHEIM EPHR

Genesee County

180300 BATAVIA

Greene County

190401 CATSKILL

Herkimer County

210302 WEST CANADA VA
210501 ILION
210502 MOHAWK
210601 HERKIMER
210800 LITTLE FALLS
211003 DOLGEVILLE
211103 POLAND
211701 VAN HORNSVILLE
212001 BRIDGEWATER-W

Jefferson County

220301 INDIAN RIVER
220909 BELLEVILLE-HEN
221301 LYME
221401 LA FARGEVILLE
222000 WATERTOWN

222201 CARTHAGE

Lewis County

230201 COPENHAGEN
230901 LOWVILLE
231101 SOUTH LEWIS

Livingston County

240901 MOUNT MORRIS
241101 DALTON-NUNDA

Madison County

250109 BROOKFIELD
250301 DE RUYTER
250401 MORRISVILLE EA
251501 STOCKBRIDGE VA

Monroe County

261600 ROCHESTER

Montgomery County

270100 AMSTERDAM
270301 CANAJOHARIE
270701 FORT PLAIN
271102 ST JOHNSVILLE

Nassau County

280201 HEMPSTEAD
280208 ROOSEVELT
280209 FREEPORT
280401 WESTBURY

New York City

300000 NEW YORK CITY

Niagara County

400800 NIAGARA FALLS

Oneida County

410401 ADIRONDACK
410601 CAMDEN
411800 ROME
412300 UTICA

Onondaga County

421800 SYRACUSE

Ontario County

430700 GENEVA

Orange County

441000 MIDDLETOWN
441202 KIRYAS JOEL
441600 NEWBURGH
441800 PORT JERVIS

Orleans County

450101 ALBION
450801 MEDINA

Oswego County

460102 ALTMAR PARISH
460500 FULTON
460701 HANNIBAL
461801 PULASKI
461901 SANDY CREEK

Otsego County

470202 GLBTSVLE-MT U
470501 EDMESTON
470801 LAURENS
470901 SCHENEVUS
471101 MILFORD
471201 MORRIS
471601 OTEGO-UNADILLA
472001 RICHFIELD SPRI
472202 CHERRYVLY-SPR
472506 WORCESTER

Rensselaer County

490601 LANSINGBURGH
491200 RENSSELAER
491700 TROY

Rockland County

500402 EAST RAMAPO

St. Lawrence County

510101 BRASHER FALLS
510401 CLIFTON FINE
511101 GOUVERNEUR
511201 HAMMOND
511301 HERMON DEKALB
511602 LISBON

511901 MADRID WADDING
512001 MASSENA
512101 MORRISTOWN
512201 NORWOOD NORFOL
512300 OGDENSBURG
512404 HEUVELTON
512501 PARISHVILLE
513102 EDWARDS-KNOX

Schenectady County

530600 SCHENECTADY

Schoharie County

540901 JEFFERSON
541001 MIDDLEBURGH
541401 SHARON SPRINGS

Schuylar County

550101 ODESSA MONTOUR

Seneca County

560501 SOUTH SENECA
561006 WATERLOO CENT

Steuben County

570101 ADDISON
570201 AVOCA
570302 BATH
570401 BRADFORD
570603 CAMPBELL-SAVON
571502 CANISTEO-GREEN
571800 HORNELL
572301 PRATTSBURG
572702 JASPER-TRPSBRG

Suffolk County

580105 COPIAGUE
580106 AMITYVILLE
580109 WYANDANCH
580232 WILLIAM FLOYD
580512 BRENTWOOD
580513 CENTRAL ISLIP

Sullivan County

590501 FALLSBURGH
590901 LIBERTY
591302 LIVINGSTON MAN
591401 MONTICELLO

Tioga County

600101 WAVERLY
600903 TIOGA

Tompkins County

610901 NEWFIELD

Ulster County

620600 KINGSTON
622002 ELLENVILLE

Warren County

630918 GLENS FALLS COMMON
631201 WARRENSBURG

Washington County

640601 FORT EDWARD
640701 GRANVILLE
641301 HUDSON FALLS

Wayne County

650101 NEWARK
650301 CLYDE-SAVANNAH
650501 LYONS
651201 SODUS
651501 N. ROSE-WOLCOT
651503 RED CREEK

Westchester County

660900 MOUNT VERNON
661500 PEEKSKILL
661904 PORT CHESTER
662300 YONKERS

Yates County

680801 DUNDEE

Appendix 3

The Mentoring Relationship*

The relationship will vary with each mentor-intern pair. In general, however, it must be characterized as professional, flexible, trusting and trustworthy, confidential, mutually educative, non-supervisory, and evidenced in sustained, frequent contact.

The relationship will help achieve the following outcomes:

- The mentor will support the new teacher in *appreciating her/his present competence* – knowledge, skills, and dispositions related to the act of teaching – and in *adding to that competence* given the particular context of the classroom and school to which she/he is assigned.
- The mentor will support the new teacher in *performing as a teacher* – *expressing her/his competence* – *in the assigned context*. That is, the mentor will help the new teacher *perform well and consistently* given the particular classroom of learners; given the particular school and its curriculum, resources and colleague group; and given the parents and community of which the school is part.
- The mentor will support the new teacher in *teaching effectively* – *achieving the intended outcomes of instruction* – *in the assigned context*. That is, given good and consistent performance, the mentor will help the new teacher *understand intended learner outcomes and work to perform as a teacher toward those ends*.
- In the longer run, in part because of increased competence and effective performance in the assigned context, the new teacher will continue in teaching, building a professional career.

*Excerpted from the State Professional Standards and Practices Board for Teaching Statement on Mentoring (2000)

**Education Law Section 3033, as amended by Section 117-b of
Chapter 436 of the Laws of 1997**

§3033 New York State Mentor Teacher-Internship Program.

1. Boards of education and boards of cooperative educational services are hereby authorized to participate in the New York State mentor teacher-internship program in accordance with provisions of this section.
2. Each board of education or board of cooperative educational services which applies for funds under this section shall prepare a plan for implementation of a mentor teacher-internship program consistent with article fourteen of the civil service law. The plan shall be developed in accordance with this section and regulations of the commissioner. The board of education or board of cooperative educational services shall submit an application and plan by May first of the current year for approval by the commissioner; provided, however for the nineteen hundred ninety-seven—ninety-eight school year, such plan may be submitted by November first, nineteen hundred ninety-seven.
3. Each board of education and board of cooperative educational services which determines to participate in the program shall select persons eligible to serve as mentor teachers from a list of persons who have demonstrated their mastery of pedagogical and subject matter skills, given evidence of superior teaching abilities and interpersonal relationship qualities, and who have indicated their willingness to participate in such program. Such list of persons eligible to serve as mentor teachers shall be developed by a selection committee composed of certified or licensed personnel employed by the school district or the board of cooperative educational services, a majority of whom shall be classroom teachers chosen by the certified or recognized teachers employee organization. The assignment of particular mentor teachers and teacher interns to work together shall be made by the superintendent of the participating district or district superintendent of the participating board of cooperative educational services. Each person designated as a mentor teacher shall continue to provide classroom instruction for at least sixty percent of the time spent in performance of such individual's duties during the school year or such person may so serve on a full-time basis for not more than two school years out of five consecutive school years, provided that such service as a mentor teacher shall not diminish or impair the tenure and seniority rights of the mentor teacher.
4. Each board of education and board of cooperative educational services which determines to participate in the mentor teacher-internship program shall require those first or second year eligible teachers which it chooses to include in the program to perform their duties under the guidance of a mentor teacher, and shall ensure that such teacher intern and mentor carry no more than a ninety percent classroom instruction assignment in order to allow such teacher intern time to receive special assistance from a mentor teacher. In order to participate as a teacher intern in a mentor teacher-internship program, a first or second year teacher shall hold a provisional or permanent teaching certificate, temporary emergency license, regular license, or temporary per diem certificate for a field in which no licensed person is available to teach and

shall not have participated in such program in the previous year.

5. A school district or board of cooperative educational services participating in an approved mentor teacher-internship program in the current year shall be eligible for aid including but not limited to costs related to release time of the intern and mentor teacher up to ten percent of the mentor teacher's salary and up to ten percent of the teacher intern's salary respectively in accordance with the provisions of this subdivision. To receive such assistance, a school district or board of cooperative educational services must file a claim with the commissioner by October first of the current school year in a form prescribed by the commissioner which shall include the actual salary of each program participant as of September fifteenth of such year. The commissioner shall pay one-half of the amount of such assistance by January fifteenth of each year and shall pay the remaining amount based upon a final report filed by the school district by August fifteenth of each year.
6. Each board of education and board of cooperative educational services which participates in the program shall file a report with the commissioner on or before August first of each school year concerning compliance with the requirements of the program during the preceding school year. Such report shall be in such form and in such manner as the commissioner may require. The commissioner shall evaluate such programs and file a report with the legislature on or before December first, nineteen hundred eighty-seven.

Appendix 5

Part 85 of the Regulations of the Commissioner

§ 85.1 Definitions.

As used in section 3033 of the Education Law and in this Part:

(a) Intern shall mean a person who:

(1) is a full-time teacher with no greater than a 90 percent classroom instruction assignment employed by the governing body of a school district or board of cooperative educational services having an approved internship plan, and is in his or her first or second year of service in a particular license area or area of certificate title;

(2) holds a valid provisional or permanent teacher's certificate or temporary emergency license issued by the Commissioner of Education, or a valid regular teaching license, temporary per diem certificate for a field in which no licensed person is available to teach, or the equivalent of a temporary emergency license issued by the city school district of the City of Buffalo, other than a certificate or license valid for supervisory or administrative service; and

(3) has not participated in the mentor teacher-internship program in the previous year.

(b) Mentor shall mean a teacher who is permanently certified in the same area of certificate title as the intern, or permanently licensed in the same license area as the intern, and who has demonstrated his or her mastery of pedagogical and subject matter skills, given evidence of superior teaching abilities and interpersonal relationship qualities, and has indicated willingness to participate by being a mentor in an approved mentor teacher-internship program. Each teacher designated as a mentor shall carry not more than a 90 percent classroom instruction assignment but at least a 60 percent classroom instruction assignment, except that a teacher may serve as a mentor on a full-time basis for not more than two school years out of five consecutive school years. In the event that a school district or board of cooperative educational services demonstrates to the satisfaction of the commissioner that an appropriately certified mentor is not available, a teacher permanently certified or licensed in a different area of certificate title or license area than that of the intern, may serve as a mentor. Service as a mentor shall not result in any change in the mentor's tenure area or areas, and shall not otherwise diminish or impair the tenure and seniority rights of the mentor teacher.

§ 85.2 Application and district internship plan.

(a) Application. In order to qualify for State funds pursuant to Education Law, section 3033 and this Part, a school district or board of cooperative educational services shall submit an application and plan in a form prescribed by the commissioner. Such application and plan shall be submitted for approval by the commissioner no later than the date specified by Education Law, section 3033(2). Such application shall contain an assurance by the chief executive officer of the school district or board of cooperative educational services that the plan to establish and implement a mentor teacher-internship program has been approved by the board of education or board of cooperative educational services.

(b) District internship plan. The plan shall provide evidence of its development in accordance with the provisions of article 14 of the Civil Service Law, and shall contain the following components:

(1) a statement of the number of interns and mentors to participate in the program during the school year for which funding is requested and the percentage of all eligible persons in the district or board of cooperative educational services who will participate as interns in the program.

(2) a description of:

(i) how the needs of the interns for training and support will be assessed;

(ii) the training and professional support to be provided to the interns, which may include, but shall not be limited to, participation in the district or board of cooperative educational services staff development program, a teacher resource and computer training center or a post-secondary institution program; and

(iii) how the mentors will guide and support their interns, including the portion of time each intern will have direct contact with the mentor, provided that the role of the mentor shall not be construed as limiting or supplanting the authority of school administrators or supervisors to supervise or evaluate the performance of the interns and that information obtained by a mentor through interaction with an intern shall not be made available to supervisors or used in the evaluation of such intern;

(3) the process and criteria for the selection of mentors for interns, including the selection of persons eligible to serve as mentors from a list of eligible persons developed by a selection committee composed of certified or licensed personnel employed by the school district or board of cooperative educational services, a majority of whom shall be classroom teachers. Such classroom teachers shall be chosen by the certified or recognized teachers employee organizations representing teachers in the school district or board of cooperative educational services whenever such organizations exist;

(4) the process and criteria for selection of interns;

(5) a description of the training to be provided to mentors including a description of the extent to which this training will be coordinated with the district staff development program;

(6) a program evaluation system which shall include, but shall not be limited to, criteria for assessment of mentor performance, and criteria for assessment of intern performance in areas including, but not limited to, instructional planning and management, classroom management, presentation of subject matter and communication skills; and

(7) an operational budget, in a form satisfactory to the commissioner, which identifies all funds and resources deemed necessary for the implementation of the program. Such budget may include up to 10 percent of the salary of each mentor per mentor-intern relationship and up to 10 percent of the salary of each intern, and other estimated costs of the program including, but not limited to, the reasonable cost of evaluation, training and materials. Equipment costs shall not be included.

(c) Reporting requirements. Following each school year in which a school district or board of cooperative educational services has implemented an internship plan, the school district or board of cooperative educational services shall file with the department a report which shall include the names of the interns who have successfully completed the mentor teacher-internship program and their areas of certification and licensure, the certificate titles or license areas and the number of years of teaching experience of the

teachers who have served as mentors, a description of the teaching assignments of each mentor and intern, and copies of each intern's summative evaluation form together with other evaluation and descriptive information as the commissioner may require. Such information shall be submitted in a form prescribed by the commissioner.

(d) Variances. (1) A variance may be granted from the requirement of subparagraph (b)(2)(iii) of this section that information obtained by a mentor through interaction with an intern shall not be made available to supervisors or used in the evaluation of such intern upon a finding by the commissioner that a school district or board of cooperative educational services has entered into an agreement negotiated pursuant to article 14 of the Civil Service Law, concerning the use of such information whose terms are in effect and are inconsistent with such requirement.

(2) A variance may be granted from any of the specific requirements of this Part upon a finding by the commissioner that:

(i) such requirements have been substantially met;

(ii) all requirements of section 3033 of the Education Law have been met; and

(iii) the granting of a variance is consistent with the purposes of the mentor teacher-internship program.

2006-07 NYS Mentor Teacher Internship Program (MTIP)
Implementing Districts

| | |
|---|---|
| Alden Central Schools | Lansing Central School District |
| Altmar-Parish-Williamstown CSD | Lansingburgh City School District |
| Averill Park Central School District | Lindenhurst School District |
| Baldwinsville Central School District | Lyndonville Central School District |
| Bay Shore U.F.S.D. | Madison-Oneida BOCES |
| Beacon City School District* | Mexico Central School District |
| Binghamton City Schools | Middletown Enlarged City School District |
| Brentwood U.F.S.D. | Miller Place UFSD |
| Buffalo City School District | Monroe #1 BOCES |
| Connetquot Central School District | Moriah Central Schools |
| Dolgeville Central School District* | Mount Vernon School District |
| Elmont U.F.S.D. | Newburgh Enlarged City School District |
| Erie 1 BOCES | Niagara Falls City School District |
| Fonda-Fultonville School District | North Babylon Central School District |
| Fort Edward UFSD* | North Bellmore U.F.S.D. |
| Freeport UFSD | North Rockland (Haverstraw-Stony Point) CSD |
| Greenburgh-Graham U.F.S.D. | Northern Adirondack Central School |
| Hadley-Luzerne School District | NYC Department of Education |
| Hamburg Central School District | Owego Apalachin Central School District |
| Hannibal Central School District | Patchogue-Medford Schools |
| Hempstead UFSD* | Peru Central Schools |
| Hoosic Valley Central School District | Plattsburgh City School District |
| Hudson City School District | Putnam Northern Westchester BOCES |
| Huntington U.F.S.D. | Ravena Coeymans Selkirk Central School District |
| Johnson City Central School District | Riverhead Central School District |
| Kenmore-Town of Tonawanda School District | Rochester City School District |

Rocky Point Schools
Rome City School District
Roslyn U.F.S.D.
Saranac Central Schools
Schodack Central Schools
Shenendehowa Central School District
Solvay U.F.S.D.
Starpoint Central School District
Syosset Central School District
Syracuse City School District
Three Village Central District
Troy City School District*
Tuckahoe U.F.S.D.
Victor Central Schools
Wantagh School District
Waterford-Halfmoon U.F.S.D.
Waterloo School District
Watervliet City School District

