



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

June 3, 2010

Alysan Slighter  
New York State Education Department  
EMSC, Office of Planning and Professional Development  
Room 464 EBA  
Albany, NY 12234

Dear Ms. Slighter:

On April 30, 2010, the New York State Education Department (NYSED) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on May 13, 2010, and May 28, 2010, satisfactorily addresses the findings identified in the monitoring report. The NYSED has put in place procedures to ensure that teachers hired for Title I positions are highly qualified at the time of hire and are not paid with federal funds if they are not highly qualified. The NYSED has also taken steps to ensure that State and local Report Cards include all required information about teachers, and it has put in place plans to measure progress on and report on its plan for the equitable distribution of teachers. It has also put in place plans to ensure that it provides appropriate equitable services for nonpublic schools with Title II, Part A State-level activity funds. The Department will follow up with NYSED to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE was awarding grants to ineligible partnerships that did not contain a local educational agency (LEA) that met the required "high need" definition, and the monitoring term was concerned that the SAHE might be funding unallowable activities for pre-service teachers. The SAHE has revised its high need LEA definition to conform to statute and is working with current ineligible grantees to either add the required high need LEA or terminate the subgrant. The SAHE has also taken necessary steps to ensure that ineligible preservice activities are not paid for with Title II, Part A program funds. This satisfies the further actions requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in New York.

Sincerely,

Elizabeth A. Witt  
Program Officer

cc: David Lovell

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