

Title 20-A: EDUCATION
Chapter 113-A: REGIONAL EDUCATION COOPERATIVES

Table of Contents

Part 2. SCHOOL ORGANIZATION.....	
Section 2511. DEFINITIONS.....	3
Section 2512. REGIONAL EDUCATION COOPERATIVES.....	4
Section 2513. APPLICATION; APPROVAL; RATIFICATION.....	4
Section 2514. COOPERATIVE AGREEMENT.....	5
Section 2515. FINANCE.....	5
Section 2516. EXISTING AGREEMENTS.....	6
Section 2517. DEVELOPMENT OF INTERLOCAL AGREEMENTS.....	6

Maine Revised Statutes
Title 20-A: EDUCATION
Chapter 113-A: REGIONAL EDUCATION COOPERATIVES

§2511. DEFINITIONS

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings. [2009, c. 154, §2 (NEW).]

1. Cooperative. "Cooperative" means a regional education cooperative formed pursuant to this chapter.

[2009, c. 154, §2 (NEW) .]

2. Cooperative agreement. "Cooperative agreement" means an agreement between school administrative units that form a regional education cooperative to share the responsibility for and cost of the delivery of specified educational functions and support services in a region such as, without limitation:

A. Alternative education programs; [2009, c. 154, §2 (NEW) .]

B. Special education programs or support services; [2009, c. 154, §2 (NEW) .]

C. Public preschool programs or 2-year kindergartens pursuant to chapter 203; [2009, c. 154, §2 (NEW) .]

D. Gifted and talented education programs pursuant to chapter 311; [2009, c. 154, §2 (NEW) .]

E. Online learning and distance education programs; [2009, c. 154, §2 (NEW) .]

F. Postsecondary education options pursuant to chapter 208-A; [2009, c. 154, §2 (NEW) .]

G. Adult education programs pursuant to chapter 315; [2009, c. 154, §2 (NEW) .]

H. Purchasing or contracting for goods or services; [2009, c. 154, §2 (NEW) .]

I. Staff training or professional development; [2009, c. 154, §2 (NEW) .]

J. Technology or technology support services; [2009, c. 154, §2 (NEW) .]

K. Accounting, payroll and financial management; [2009, c. 154, §2 (NEW) .]

L. Transportation routing and vehicle maintenance; [2009, c. 154, §2 (NEW) .]

M. Food service planning and purchasing; and [2009, c. 154, §2 (NEW) .]

N. Energy management and facilities maintenance. [2009, c. 154, §2 (NEW) .]

[2009, c. 154, §2 (NEW) .]

3. Cooperative board. "Cooperative board" means the governing body with the powers and duties set forth in this chapter for a regional education cooperative.

[2009, c. 154, §2 (NEW) .]

SECTION HISTORY

2009, c. 154, §2 (NEW) .

§2512. REGIONAL EDUCATION COOPERATIVES

The school boards of 2 or more school administrative units in existence as of July 1, 2009 may file an application to the commissioner for the purpose of entering a cooperative agreement to form a regional education cooperative. A cooperative is governed by a cooperative board formed and operating in accordance with this chapter. The participation of school administrative units in any of the specified educational functions or support services included in the cooperative agreement is voluntary. A cooperative board may designate school administrative unit personnel or service providers to provide the specified educational functions or support services included in the cooperative agreement. The cooperative board must include one school board member from each school administrative unit participating in the cooperative. The voting method established by the cooperative board may not include a method in which the board members cast weighted votes. The application for the cooperative must designate the lead school administrative unit for the cooperative. The superintendent of the lead school unit shall serve as a nonvoting, ex officio member of the cooperative board and shall administer the cooperative agreement and serve as fiscal agent for the cooperative board. [2009, c. 154, §2 (NEW) .]

SECTION HISTORY

2009, c. 154, §2 (NEW) .

§2513. APPLICATION; APPROVAL; RATIFICATION

1. Application. An application under section 2512 for a cooperative must be in a form and contain such information as required by the commissioner, including, but not limited to:

- A. The identification of the school administrative units that are applying to form the cooperative; [2009, c. 154, §2 (NEW) .]
- B. The identification of the lead school administrative unit; [2009, c. 154, §2 (NEW) .]
- C. The specified educational functions and support services to be provided by the cooperative, including the identification of the school administrative units that will participate in each specified educational function or support service and the number of students or staff to be served in each school administrative unit that is participating in each specified educational function or support service to be carried out by the cooperative; [2009, c. 154, §2 (NEW) .]
- D. The duration of the cooperative agreement; [2009, c. 154, §2 (NEW) .]
- E. The cost estimate or operational budget for the specified educational functions or support services to be carried out; [2009, c. 154, §2 (NEW) .]
- F. The method of providing the specified educational functions or support services and the designation of school administrative unit personnel or service providers who will provide the specified educational functions or support services; [2009, c. 154, §2 (NEW) .]
- G. The method of sharing costs among the school administrative units; and [2009, c. 154, §2 (NEW) .]
- H. The projected cost savings for the cooperative agreement and the method for redistributing cost savings among the school administrative units. [2009, c. 154, §2 (NEW) .]

[2009, c. 154, §2 (NEW) .]

2. Approval. If the commissioner finds that an application under section 2512 contains the information required to be submitted pursuant to subsection 1, the commissioner shall notify each school administrative unit participating in the cooperative agreement that, pending ratification as set forth in subsection 3, the cooperative is approved pursuant to this chapter. The commissioner shall keep a register of cooperatives that have been approved and ratified pursuant to this chapter.

[2009, c. 154, §2 (NEW) .]

3. School board ratification. If the commissioner finds that an application for a cooperative is approved pursuant to subsection 2, the cooperative must be approved by a majority of the members of the school board of each school administrative unit involved in the cooperative before the cooperative becomes effective.

[2009, c. 154, §2 (NEW) .]

SECTION HISTORY

2009, c. 154, §2 (NEW) .

§2514. COOPERATIVE AGREEMENT

1. Duration of cooperative agreement. A cooperative agreement that has been ratified pursuant to section 2513 is valid for the fiscal year beginning July 1st following the ratification vote and ends June 30th of the calendar year that coincides with the expiration date included in the cooperative agreement.

[2009, c. 154, §2 (NEW) .]

2. Renewal of cooperative. A cooperative may be renewed only upon ratification by a majority of the members of each school board involved in the cooperative in accordance with this chapter.

[2009, c. 154, §2 (NEW) .]

SECTION HISTORY

2009, c. 154, §2 (NEW) .

§2515. FINANCE

1. State-local allocation. Expenses incurred under a cooperative agreement may be reported by the participating school administrative units as per-pupil amounts not related to staffing in addition to the items listed in section 15680.

[2009, c. 154, §2 (NEW) .]

2. Administrative costs. Costs for carrying out a cooperative agreement must be shared in accordance with the terms of the cooperative agreement, but costs of administration of the cooperative may not exceed 10% of the total budget of the cooperative agreement.

[2009, c. 154, §2 (NEW) .]

3. Cost savings. School administrative units that enter into a cooperative agreement shall share any identified cost savings in accordance with the method for redistributing cost savings set forth in the cooperative agreement. For the purposes of this chapter, the cost savings achieved are those cost savings directly associated with the categories of the specified educational functions and support services carried out in a region in accordance with a cooperative agreement for the delivery of prekindergarten to grade 12 education when comparing the base year costs to the costs in the subsequent fiscal year and adjusting for inflation.

[2009, c. 154, §2 (NEW) .]

SECTION HISTORY

2009, c. 154, §2 (NEW) .

§2516. EXISTING AGREEMENTS

A shared service agreement between 2 or more school administrative units established in accordance with former chapter 113 or an interlocal agreement between 2 or more school administrative units established in accordance with Title 30-A, chapter 115 may remain in effect after July 1, 2009. Notwithstanding any other provision of law to the contrary, a shared service agreement or interlocal agreement in existence on the effective date of this section may be extended or modified by the parties to the agreement. [2009, c. 154, §2 (NEW).]

SECTION HISTORY

2009, c. 154, §2 (NEW).

§2517. DEVELOPMENT OF INTERLOCAL AGREEMENTS

Nothing contained in this chapter may be construed to prevent a school administrative unit from entering an interlocal agreement in accordance with Title 30-A, chapter 115 with other school administrative units and, whenever possible, with local and county governments and State Government to achieve efficiencies and reduce costs in the delivery of specified educational functions or support services. [2009, c. 154, §2 (NEW).]

SECTION HISTORY

2009, c. 154, §2 (NEW).

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What is a BOCES?

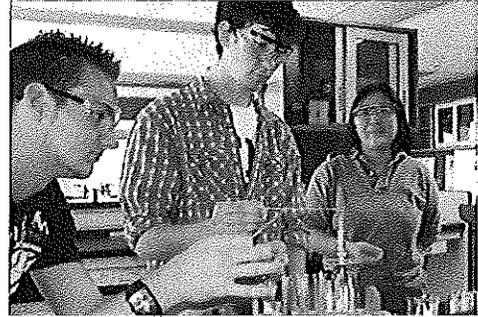
In 1948 the New York State legislature created Boards of Cooperative Educational Services (BOCES) to provide shared educational programs and services to school districts within the state. Today there are 37 BOCES, incorporating all but nine of the state's school districts. BOCES partner with districts to provide a broad range of services that help meet the evolving educational needs of students.

BOCES membership is not currently available to the "Big Five" city school districts: New York City, Buffalo, Rochester, Yonkers, and Syracuse.

The BOCES network is capable of including municipalities and divisions of the state with school districts in the provision of cost-effective services.

Our Mission

- Preparing diverse populations for roles in the global economy.
- Providing cost-effective shared services to school districts.
- Initiating collaboration to close gaps in student achievement.



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BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

Technology Services

School Library System Services

2011-2012 Expenses

2011-2012

Broome-Tioga BOCES

**Broome-Tioga BOCES
Board of Cooperative Educational Services
2011-2012 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-6
Adult Career & Technical Education.....	7
Adult Basic Education.....	7
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	8
State Testing Program.....	9-11
Professional Development.....	12
Technology Services.....	13
School Library System Services.....	14
2011-2012 Expenses.....	15

Prior editions of the BOCES Report Card included other data representing information on component districts.

The following data were not included in this report.

- State Testing Program for All Component Districts
- Graduation Results

Broome-Tioga BOCES
03900000000

Component Districts

- Binghamton CSD
- Chenango Forks CSD
- Chenango Valley CSD
- Deposit CSD
- Harpursville CSD
- Johnson City CSD
- Maine Endwell CSD
- Newark Valley CSD
- Owego CSD
- Susquehanna Valley CSD
- Tioga CSD
- Union Endicott CSD
- Vestal CSD
- Whitney Point CSD
- Windsor CSD

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

First-year students

Second-year students

Second-year students completing

Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2010-11	2010-11	2011-12	2011-12
286	276	669	305
203	164	352	176
149	138	329	162
106	49	79	26

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:

"New Visions"

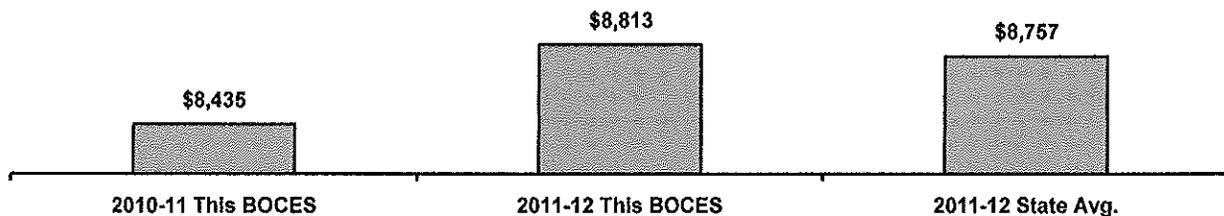
Participated 1 yr of a CTE Program

Other one-year programs

48	1	42	0
41	3	91	44
0	0	0	0

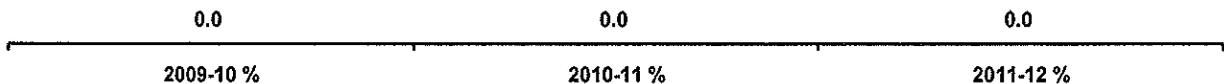
Tuition Per Student for CTE Programs

Data Source: 602 Report



*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools

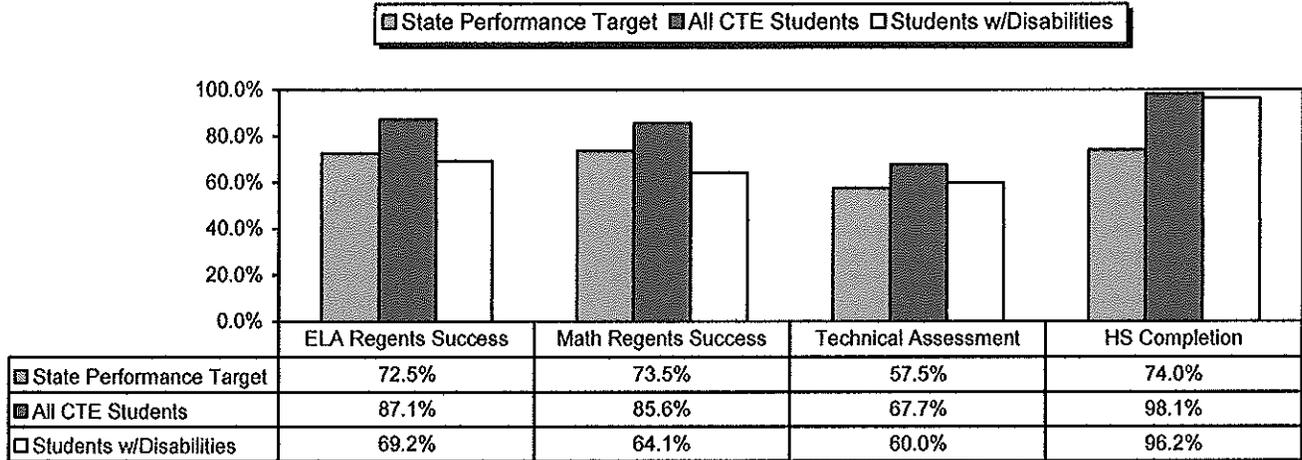
Data Source: SIRS



* Data Include General Education and Students with Disabilities. *Data Source: SIRS – Data not available.*

CTE Student Performance on Perkins Indicators Who Left School in 2011

Data Source: SIRS

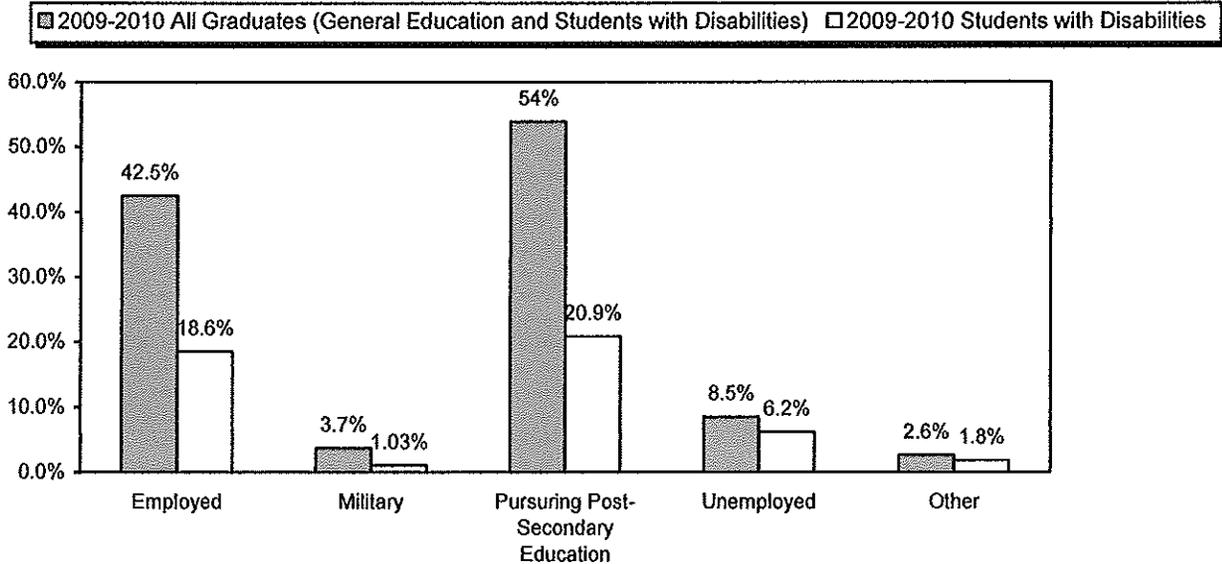


Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

Total Placement

This BOCES	State Target
90.02%	87.75 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2011-2012**

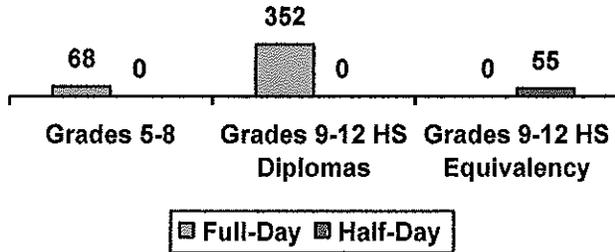
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

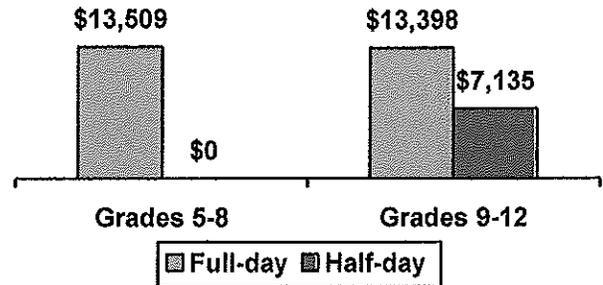
Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment
June 30, 2012**



2011-2012 Per Student Tuition



Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs.

Number of students who:	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Returned to a school district program	17	0	104	0	17	0
Remained in the BOCES program	48	0	173	0	13	0
Left the program and did not enter another district or BOCES program (dropouts)	3	0	11	0	0	0
Received high school diplomas			47	0		

Alternative Education State Testing Program
2011-2012 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	25	36	30	91	27%	39%	32%
Geometry	4	0	4	8	50%	0%	50%
Algebra 2/ Trigonometry	0	1	0	1	0.0%	100%	0.0%
Living Environment	10	17	35	81	12%	20%	43%
Physical Setting/ Earth Science	0	0	1	1	0.0%	0.0%	100%
Physical Setting/ Chemistry	0	0	7	7	0.0%	0.0%	100%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	15	14	57	86	17%	16%	66%
Global History and Geography	41	28	16	85	48%	32%	18%
United States History and Government	16	40	24	80	20%	50%	30%

**Alternative Education Performance of Students
2011-2012 School Year**

State Assessment- RCT Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Mathematics	1	3	2	6	16%	50%	33%
RCT – Science	0	15	2	17	0.0%	88%	11%
RCT – Global Studies	4	1	7	12	33%	8%	58%
RCT – Reading	3	7	0	10	30%	70%	0.0%
RCT – Writing	0	0	7	7	0.0%	0.0%	100%
RCT - United States History & Gov't.	2	1	6	9	22%	11%	66%

Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES		BOCES Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2010-11	319	--	--
Continuing Enrollment after 2010-11	29	0.0%	0.0%
Completed or Left During 2010-11	290	9%	0.0%
Left Prior to Completion During 2010-11	59	18%	0.0%
Completed by the End of 2010-11	231	72%	0.0%
Completed or Left During 2010-11 and Status Known	106	37%	0.0%
Completed/Left/Status Known and Successfully Placed*	91	31%	0.0%
Completed but Not seeking Employment	0	0.0%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2010-11	20	--	--
Under-Represented Gender Members Enrolled During 2010-11	20	--	--
Completed a Non-Traditional Program By the End of 2010-11	16	0.0%	0.0%
Under-Represented Gender Members Who Completed	16	0.0%	0.0%

* Successfully Placed means placed in employment, the military or in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2011-2012 was 626.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment			Educational Gain					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	467	438	524	259	55.4%	247	56.3%	325	62.0%
Adult Secondary (Low)	50	43	63	28	56.0%	32	74.4%	52	82.5%
ESOL	62	65	55	31	50.0%	20	36.3%	31	56.3%

Other Outcomes (2009-10 through 2011-12)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	83	113	147	56	67.4%	91	80.5%	117	79.5%
Retained employment	9	21	21	6	66.6%	14	66.6%	13	61.9%
Obtained secondary or HS equivalency diploma	127	115	174	113	88.9%	104	90.4%	140	80.4%
Entered post-secondary education or training	96	87	118	77	80.2%	65	74.7%	89	75.4%

Special Education

Special Education Enrollment and Tuition

When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are four of the alternatives:

- 12 students per teacher plus one paraprofessional (12:1:1)
- 6 students per teacher plus one paraprofessional (6:1:1)
- 12 students per teacher plus four paraprofessionals (12:1+1:3)
- 8 students per teacher plus 1 paraprofessional (8:1:1)

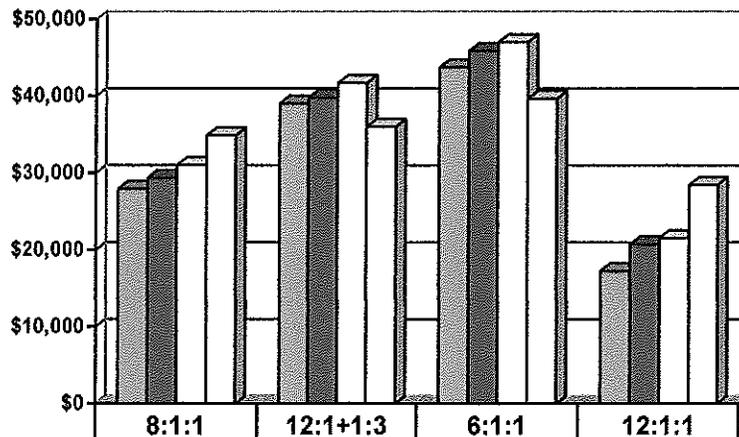
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. *Data source: 602 Report*

Enrollment Trends

	2009-10	2010-11	2011-12
8:1:1	482	420	474
12:1+1:3	48	43	19
6:1:1	21	18	35
12:1:1	269	250	251

Tuition Rates Per Student 2009-10 through 2011-12



	8:1:1	12:1+1:3	6:1:1	12:1:1
■ 2009-10	\$27,972	\$39,045	\$43,750	\$17,245
■ 2010-11	\$29,349	\$39,829	\$45,879	\$20,708
□ 2011-12	\$31,068	\$41,725	\$47,030	\$21,570
□ 2011-12 State Average	\$34,928	\$36,037	\$39,705	\$28,456

Special Education State Testing Program 2011-2012 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: nySTART

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	41	29	12	2	84	51%	16%	0
Grade 4 English Language Arts	10	9	3	0	22	54%	13%	0
Grade 5 English Language Arts	16	2	1	0	20	15%	5%	1
Grade 6 English Language Arts	13	4	4	0	21	38%	19%	0
Grade 7 English Language Arts	19	13	2	0	36	41%	5%	2
Grade 8 English Language Arts	28	27	0	0	55	49%	0.0%	0
Grade 3 Mathematics	11	6	2	0	19	42%	10%	0
Grade 4 Mathematics	10	14	4	0	28	64%	14%	0
Grade 5 Mathematics	12	6	2	0	21	38%	9%	1
Grade 6 Mathematics	15	8	1	1	27	37%	7%	2
Grade 7 Mathematics	25	7	2	1	38	26%	7%	3
Grade 8 Mathematics	45	12	1	1	64	21%	3%	5

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2011-2012 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	2	1	2	20	25	92%	88%	0.0%
Grade 4 English Language Arts	0	4	7	35	46	100%	91%	0.0%
Grade 5 English Language Arts	0	4	13	20	37	100%	89%	0.0%
Grade 6 English Language Arts	0	7	8	25	40	100%	82%	0.0%
Grade 7 English Language Arts	0	3	7	34	44	100%	93%	0.0%
Grade 8 English Language Arts	0	0	2	37	39	100%	100%	0.0%
High School English Language Arts	0	1	6	30	37	100%	97%	0.0%
Grade 3 Mathematics	1	0	6	20	27	96%	96%	0.0%
Grade 4 Mathematics	0	7	15	23	45	100%	84%	0.0%
Grade 5 Mathematics	1	1	10	25	37	97%	94%	0.0%
Grade 6 Mathematics	0	2	10	28	40	100%	95%	0.0%
Grade 7 Mathematics	1	0	14	29	44	97%	97%	0.0%
Grade 8 Mathematics	0	1	5	33	39	100%	97%	0.0%
High School Mathematics	0	3	8	26	37	100%	91%	0.0%

Data Source: *nySTART*

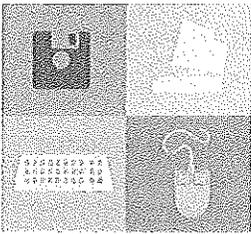
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.



Professional Development 2011-2012 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	32	0	1069	754	0	8	315	219	15	68
Data-Driven Instruction	0	11	0	30	0	0	0	81	0	0
Lead Evaluator Training	14	16	1	43	0	0	84	250	2	8
Principal Evaluator Training	10	0	1	0	0	0	20	0	1	0
Integrating Technology into Curricula & Instruction	32	21	28	262	0	0	92	313	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	0	10	0	27	0	0	0	0	0	3
Career and Technical Education	0	12	0	28	0	1	0	0	0	3
Middle Level Education	16	15	142	53	0	0	5	2	0	0
Positive Youth Development	7	7	29	6	0	0	1	0	0	0
Instructional Strategies	40	30	1520	1088	15	7	126	193	0	62
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	9	11	27	38	0	0	0	0	1	4
(RSE-TASC) Regional Special Education Technical Assistance Support	15	11	179	102	1	0	46	17	17	23
(SE-SIS) Special Education School Improvement Specialist	10	9	856	285	0	0	51	55	138	124
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	30	13	115	21	0	0	274	56	0	5
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	16	16	40	111	0	0	263	409	3	7
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	41	60	1586	1024	0	0	86	163	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	4	0	0	0	0	0	4	0	0
Learning Standards (ELA, MST, etc.)	17	19	700	283	0	0	264	62	7	7
Interdisciplinary Teaching (Including integration of career technology & academics)	0	10	0	27	0	0	0	0	0	3
Other	14	11	53	0	0	0	2	0	0	0



Technology Services 2011-2012 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	0/0	0	0		
Instructional Computing	0/0	0	0		
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	10/1950	4	23,527	X	
LAN Installation/Support	Server 32 Network 36	0	0		X
Distributed Process Technicians	20/84	0	0		X
Guidance Information	0/0	0	0		
Administrative Computer Services	50/na	0			X
Administrative Training	50/na	5150			X
Instructional Media Resources	14/2818	0	31,776	X	
Model Schools	22/2608	61	0	X	
Other Student Instructional Support	0/0	0	0		

2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,657,517.00
Capital Expenses.....	\$ 1,490,360.00
Total Program Expenses.....	\$ 80,057,096.00
Total Expenses.....	\$ 84,204,973.00

