



**THE STATE EDUCATION
DEPARTMENT**

THE UNIVERSITY
OF THE STATE
OF NEW YORK
ALBANY, NY 12234

EXECUTIVE DEPUTY
COMMISSIONER

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Access to High-Quality Early Education and Early Care Programs

THE ISSUE:

In New York, like many states, a student's academic path is significantly impacted by his or her third-grade academic performance. Without the strong, early start that high-quality early childhood education provides, students who are not proficient in reading by the third grade may never catch up, creating an achievement disparity that increases as they move through the K-12 school system. This finding is most evident for children who are socio-economically in need; children with special needs; children whose first language is other than English, and children who are Black, Hispanic or recent immigrants.

The Board of Regents requests new state resources to implement recommendations of the Regents Early Childhood Work Group's Blue Ribbon Committee that support a clear, coherent, and comprehensive strategy to ensure that all of New York State's children have the fairness of an even start and have access to services that are developmentally appropriate and responsive to culture, race, ethnicity, language, citizenship status, and socioeconomic status.

2018-19 Budget Request – \$17 million in additional state funds to:

- Conduct a cost study to validate the actual cost of a high-quality prekindergarten program for all 4-year-old children with appropriate weightings for areas of economic disadvantage, emergent multilingual learners, and students with disabilities- **\$300,000**.
- Establish a pilot program which targets funding for half-day and full-day 10 month and summer inclusion prekindergarten programs for 3- and 4-year olds- **\$6 million**.
- Establish Early Learning Regional Technical Assistance Centers (TAC) to provide support to early care and educational settings including mental health consultation, training in the use of the Pyramid Model, and professional development on implementing high-quality early childhood education- **\$2 million**.
- Provide family and community engagement coordinators in identified school communities to create program models that weave family and community influence into all levels of the educational system- **\$2 million**.
- Expand the availability of QUALITYstarsNY throughout the State- **\$3 million**.
- Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional development for new and existing educators and leaders to ensure that all teachers are prepared to teach all students, especially as the student population continues to increase in diversity- **\$2.5 million**.
- Support the development of a unified HIPAA and FERPA compliant data system to meet the needs of children and families by tracking all screening and assessment services to capture and share relevant and useful results with parents, educators, health care organizations and other agencies- **\$500,000**.
- Support the development of a comprehensive developmental screening process for all children ages zero to eight that includes vision, hearing, physical and dental health, speech and language skills, fine and gross motor skills, social/emotional and cognitive development- **\$700,000**.



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Promotion of Positive School Climate and Bullying Prevention

THE ISSUE:

The Dignity for All Students Act (DASA), passed in 2012, seeks to provide students in New York with a safe and supportive school environment free from bullying, harassment and discrimination. In 2013, the law was expanded to include cyberbullying. However, during a recent review of DASA oversight and compliance, auditors from the NYS Office of the State Comptroller found that there are "...gaps in school and district compliance with some key DASA requirements."

The question is –how can we better equip our school and district leaders, school personnel, parents, and Board of Education members to prevent incidents such as these, and to create a positive school environment and to effectively intervene when necessary.

Every child deserves to attend a safe, high-quality school where all students, teachers, and staff are treated with dignity and respect. In fact, research suggests that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. To improve school climate, schools need effective strategies for building healthy, supportive, and safe learning environments for students and educators through strengths-based practices that work to encourage strong social emotional learning skills and mental health support for all students, such as:

- Establishment of peer mentoring programs that focus on bullying prevention and awareness;
- Creation of informational parent programs and communication protocols;
- Implementation of Positive Behavioral Interventions and Supports (PBIS), Trauma-Sensitive Schools, school climate surveys and/or other initiatives that promote school climate and are proven to improve student outcomes; and
- Evaluation and improvement of school/district incident response protocols.

It is critical that the State provide resources for schools to be able to assess their current environment and provide them with the assistance necessary to develop and implement a plan, derived from evidence-based strategies and best practices, for improving school culture, climate, and safety.

2018-19 Budget Request – \$10 million in new state funding to:

Establish the Supportive Schools Grant Program that would:

Establish technical assistance centers to provide leadership, technical assistance, training, and support for schools to build capacity to create a positive school environment including the prevention of and responses to bullying- including data reporting on this issue, and ensuring and enhancing DASA compliance. Working closely with school personnel, Dignity Act Coordinators, parents and district leadership, the technical assistance centers will evaluate district needs and develop an action plan (\$400,000 allotted for the Center for School Safety and \$2 million to develop an RFP for 5 additional Technical Assistance Centers (TACs); and

Make funds available to school districts to support the implementation/expansion of efforts in these areas as identified in their action plan through their partnership with the technical assistance center. The funding would be targeted to school districts through a methodology that weights factors such as identification as Potentially or Persistently Dangerous, Struggling or Persistently Struggling, and chronic absenteeism, suspension and drop-out rates, among others. Districts would have to supplement not supplant a district's current efforts. (\$7.6 million).



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Expanding Access to Quality High-Level Coursework

THE ISSUE:

The Department is committed to increasing equity in educational experiences, including access for all students to different high-quality learning experiences and high-level coursework. When higher level coursework is offered, students enroll, and participation in these courses has repeatedly shown to be a strong indicator of future success in college.

However, in 2015-16, the percent of students enrolled in an Advanced Placement (AP) course statewide was 16%. In New York's wealthiest districts, 25% of students were enrolled in at least one AP course, and 85% of those districts offered more than 5 AP courses. In rural, high-needs districts, by comparison, only 6% of students were enrolled in at least one AP course, and only 7% of districts offered more than 5 AP courses. New York's largest districts also showed lower-than-average enrollment numbers. In the Big 4, only 9% of students were enrolled in an AP course that year.

The Online Learning Advisory Council, established pursuant to Chapter 513 of 2014, highlighted that online learning "should be embraced for its potential to improve educational equality" by breaking down "geographical, financial, and social-cultural barriers" to access to coursework. Online learning (also referred to as virtual learning) can be utilized to provide opportunities for increased equity in accessing high-quality courses and learning experiences that might not otherwise be available, such as in rural and high-needs schools. In New York's Every Student Succeeds Act (ESSA) plan, the Department outlined its plans to continue to support "new and existing programs that focus on the utilization of technology to...increase access to high-quality, rigorous learning experiences" in order "to enhance equitable access to quality learning experiences."

2018-19 Budget Request – \$3 million in new state funding to:

Deliver high-level courses that support the differing needs of students throughout New York State by capitalizing on the strength of existing, successful regional online learning programs, and strategic use of funds to scale up coursework available and provide no-cost access to high needs, underserved, and Big 5 public school districts. Future expansion of and support for access to all higher-level coursework, including dual enrollment and IB, is contemplated.

The coursework would be required to be:

- Taught by an appropriately NYS-Certified teacher who has received training in instructional best practices for online learning and cultural- and linguistic-responsive instruction (as well as AP instruction, if applicable);
- Aligned to instructional best practice for online learning that is culturally- and linguistically-responsive; and
- Vetted by NYS-Certified School Building/District Leaders (or other appropriate approval).



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Enhancing the Achievement of English Language Learners

THE ISSUE:

In support of the large number of Spanish-speaking English Language Learners/Multilingual Learners (ELLs/MLLs) in the State, the Department has established a policy goal to support and foster bilingual programs in schools statewide. One key characteristic of this policy goal is that core content is taught in both English and Spanish. Development of Spanish Language Arts assessments would assist in supporting this goal. While there is much diversity in New York's ELL/MLL population, with over 200 languages spoken, for 62.7 percent of ELLs/MLLs, Spanish is their home language. As such, the initial development would be for a Spanish Language Arts assessment in Spanish, with the possibility that other languages could follow at a later date.

A Spanish Language Arts assessment would provide ELLs/MLLs the opportunity to test in their native language while they transition to English proficiency. Rather than being a translation of an existing English Language Arts assessment, or an assessment of English-language ability, this assessment would be an original assessment that is developed first in Spanish for native Spanish speakers.

The Regents and Department are also committed to ensuring that the entire assessment program is productive and contributes to improved teaching and learning opportunities of ELLs/MLLs students. In order to support these students, translations of Grades 3-8 Math assessments and the Regents Examinations have been offered for many years in five languages: Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish. In addition, Elementary- and Intermediate-level Science assessments have been translated into Chinese (Traditional), Haitian-Creole, and Spanish.

Over the last decade, the statewide ELL/MLL student population has shifted and, as a result, these languages no longer completely align with the languages most commonly spoken and read by students today. In response to this change in top home languages and a growing ELL/MLL population, the Department has already begun translating parent and public materials into the top ten languages spoken by ELLs/MLLs. The Regents support creating additional assessment translations to provide ELLs/MLLs students with the opportunity to test in their native language.

These assessments will better inform school districts and NYSED on students' knowledge and abilities and will assist the field with future instructional strategies.

2018-19 Budget Request – \$4.43 million in new state funds to support:

- Spanish Language Arts test development and implementation supports to provide districts with the option of offering this assessment when it would best measure the progress of Spanish-speaking ELLs/MLLs students (\$3.43 million). The development would be implemented over a 5-year period, with additional costs in Year 2 (\$4.93 million), Year 3 (\$8.28 million), Year 4 (\$6.83 million), and Year 5 (\$6.73 million); and would begin with development of Spanish Language Arts standards and preparation for testing students in Grades 3 through 5. In subsequent years, the assessment would grow to include students in Grades 6 through 8 and one year in high school.
- Offering translations of all required assessments in the eight most common home languages of ELL/MLL students- Spanish, Chinese (Traditional), Haitian-Creole, Arabic, Bengali, Chinese (Simplified), Korean, and Russian (\$1 million).

For more information contact the
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ESSA: Supporting Newly Identified Schools

THE ISSUE:

The Every Students Succeed Act (ESSA) identified a number of new federal requirements for how states work with struggling schools, including:

- All identified schools must undergo a Needs Assessment and use the results of the Needs Assessment to inform their improvement plan.
- All identified schools must include an evidence-based intervention as part of its improvement plan.
- The State is to provide oversight and support for the improvement planning process of all Comprehensive Supports and Improvement (CSI) schools, which are schools in the bottom 5 percent in the state. The local school district will oversee the improvement planning process of Targeted Support and Improvement (TSI) schools, which are schools identified for subgroup performance.

The Department anticipates that approximately 300 schools, serving around 180,000 students, will be identified as CSI schools and several hundred additional schools across dozens of districts will be identified as TSI schools. These schools need significant support to address the challenges they face.

During the developing of the NYS ESSA plan, stakeholders frequently expressed the need to move away from top-down, one-size-fits-all mandates that were a part of No Child Left Behind, and move toward helping schools and districts identify school-specific solutions based on their current needs. This approach can only be possible when a robust needs assessment process is in place and when the state is able to provide differentiated support based on need. Under the current accountability system, the Department visits its lowest performing schools on a cycle so that every school is visited once every three years. This approach results in all Priority schools receiving an equal amount of limited attention over three years, regardless of performance.

To maximize the Department's ability to direct its resources and attention to the schools with the greatest needs, the proposal is to visit all 300 CSI schools in the first year of identification, so that in subsequent years support can be offered to the subset of schools struggling to show progress. This would allow the Department to direct its attention in to the schools that need the most support, so that those schools are better positioned to succeed through the provision of technical assistance.

It is also important that districts are prepared to conduct thorough needs assessments and monitor and support the improvement planning process in their schools and that the Department is able to provide support to both CSI and TSI schools as they identify the evidence-based intervention most appropriate to their needs. Additionally, it is critical that schools undertaking interventions make sure that the efforts are implemented strategically so that schools can be positioned for success- those that are undertaking improvement efforts need to give considerable thought into how research-based strategies are implemented so that schools can best benefit from those initiatives.

2018-19 Budget Request – \$3.5 million in new state funding to support:

- Contracting with school improvement experts to lead on-site Needs Assessments at 300 Comprehensive Supports and Improvement schools in 2018-19.
- Facilitating training to school districts with TSI schools so that Districts can conduct Needs Assessments in all TSI schools in 2018-19.
- Facilitating training on Evidence-Based Interventions so that TSI and CSI schools can learn strategies to ensure that their school improvement plans are research-based and implemented strategically.

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ESSA: Improving Transition Services to NYS Students at Neglected and Delinquent Facilities

THE ISSUE:

The NYS Every Student Succeeds Act (ESSA) plan includes a focus on ensuring that students served in Neglected and Delinquent facilities graduate from high school and meet college-and career-readiness standards. However, variations in the size, type, typical length of stay, and oversight agency regularly lead to transition-related issues. In New York, students are served in not less than 12 different types of neglected and delinquent facilities, including but not limited to: 853 Schools, Drug Treatment Centers, Non-Secure Placements, Secure Detention Placements, Non-Secure Detention Facilities, Article 81 Schools, Group Homes, At-Risk Youth Shelters, Limited Secure Facilities, Special Act Districts, County Jails, and Transitional Living Facilities. More than 350 facilities serve approximately 20,000 students statewide operate under the purview of the:

- New York State Education Department (NYSED or “the Department”)
- New York State Office of Children and Family Services (OCFS)
- New York State Department of Criminal Justice Services (DCJS)
- New York State Department of Corrections and Community Supervision (DOCCS)

U.S. Department of Education data shows that 43% of youth in a juvenile detention facility did not return to school after release, and another 16% enrolled in school, but dropped out after only five months. In New York State, only one third of students served in neglected or delinquent facilities received transition-related services to support their successful re-entry into school, post-secondary education, and/or employment. Inconsistencies in legislative and regulatory mandates related to levels of educational services (e.g., mandated hours of instruction per day, instructor credential requirements) compound barriers to effective transitions by creating gaps in instructional programming and opportunities. For example, many facilities do not consistently utilize curricula aligned with NYS standards, which can result in credits not transferring or being accepted upon a student’s return to a school district setting. Further, delays in the transfer of youth’s educational records, including Individualized Educational Plans (IEPs), often result in delays in the provision of appropriate academic and/or non-academic services. This is a major concern given that 41% of NYS students served under Title I, Part D-Subpart 2 have IEPs.

2018-19 Budget Request – \$300,000 in new state funding to:

Contract with an independent, third-party vendor to conduct an evaluation of current policies, procedures, and practices related to transition into, among, and out of neglected and delinquent facilities under the purview of the agencies listed above. This would allow for the identification of gaps in current policies, procedures, and practices that inhibit providing students with access to high-quality academic instruction, special education services, English Language Learners/Multi-Language Learners (ELL/MLL) services, Career and Technical Education (CTE) programming, and High School Equivalency (HSE) opportunities.

The selected vendor would be responsible for collaborating with agency staff to design and conduct the statewide study and generate a report detailing key findings and recommendations. Based on the results of the independent evaluation, agency staff would identify standardized criteria to be included in a formal transition protocol utilized by **all** Neglected and Delinquent facilities across New York State. Given the diversity of facility types, it is essential to complete a comprehensive evaluation of current policies, procedures, and practices across all oversight agencies before moving to codify the components of a universal transition protocol.



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ESSA: Providing High-Quality Professional Learning

THE ISSUE:

Educators' access to and time for high-quality professional learning varies considerably across New York State. Previous delivery structures for providing professional learning created pockets of success but didn't reach all educators with consistently high-quality supports. New York educators need a strategy that allows them to apply their knowledge and skill in a standards-based learning system in a way that prepares all students for success in K-12, postsecondary and beyond.

The Department has developed a new strategy for developing and delivering high-quality professional learning for teachers and leaders across our state. The focus is on strategies that would provide equitable access to supports state-wide. This strategy will improve communication and streamline professional learning efforts to leverage NY's greatest professional learning providers. Professional Learning providers would be given the opportunity to be highly innovative and help reimagine what professional learning should look like in our school districts.

New York State's new professional learning strategy will achieve two goals to meet the needs of all educators:

1. Equitable access for all educators – providing consistent and high-quality supports and tools directly to educators.
2. Leveraging our strongest professional learning leaders to establish centers of expertise, where high quality professional learning opportunities can flourish and be scaled up to the rest of the state.

The Statewide Supports goal includes three strategies:

1. Improve coordination and communication of professional learning efforts.
2. Provide high-quality supports and tools for all educators.
3. Expectations for BOCES District Superintendents and other partners regarding their role in implementing high-quality professional learning.

The Regional Expertise goal includes investing in consortia of expertise, or COEs, to empower the state's PD experts to reimagine professional learning/deepen their effective professional learning strategies in a subset of districts.

Through implementation of this new strategy, educators will gain clarity around roles, responsibilities, professional learning priorities, and available resources as well as access to statewide ongoing support, resources, collaborative opportunities, and higher quality professional learning. Students will be supported by effective teachers and leaders, engage in rich and meaningful learning experiences every day, and be better prepared for success in school and beyond.

2018-19 Budget Request – \$2.9 million in additional state funds



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ESSA: Creation of a Parent-Friendly Data System

THE ISSUE:

The Every Students Succeed Act (ESSA) requires that New York appropriately develop, collect, analyze and report new data elements; develop, maintain and provide ongoing enhancements for additional reporting requirements; and create a new parent-friendly data system to report data elements associated with the requirements of our ESSA plan, such as, but not limited to chronic absenteeism, the college and career readiness index, and out of school suspensions.

The overarching goal of this proposal is to implement the data collection and reporting requirements for all new data elements associated with the requirements of New York's State ESSA plan. In doing so, the Department will develop, maintain and provide enhancements for reporting of data to parents via a statewide, parent-friendly data system. The system would display dynamic visual analytics of the components of the ESSA plan that are of interest to parent stakeholders. Additionally, the existing public data site <https://data.nysed.gov> will be further enhanced to include all newly ESSA required data elements required in State Report Cards and Accountability.

Recent research suggests when parents have access to easy to understand data, they are more likely to become engaged in their children's education. For instance, schools are aware that using technology to reach out to parents leads to increases in home-school communication and heightens parental involvement (Bernstein, 1998; Davenport & Eib; Furger, 2006, Rogers & Wright, 2008). These systems provide easy access to detailed historical student data, including educational inputs (e.g., teachers, schools attended, program participation, etc.) and outcomes (multiple measures including assessments mapped to standards), and an array of analysis tools. Administrators, teachers, and parents have systems with tailored access and functionalities. More detailed questions can be answered with more detailed data, such as formative assessment data, input data, and other information. (Dougherty 2008).

The Department has historically relied on the reporting of assessment, report card, staff and student data through the public data site. The creation of the parent-friendly data system will provide parents with the specific information of interest on their child's school displayed using tables, charts, and graphs to allow for ease of understanding and ease of access.

2018-19 Budget Request – \$2.5 million in new state funding to support:

The implementation of the data collection and reporting for all new data elements associated with the requirements of New York's State ESSA plan- including the creation of a parent-friendly data system. The development would be implemented over a 3-year period, with additional costs in Year 2 (\$4.4 million) and Year 3 and ongoing (\$1.9 million) and would include working with the Department's Chief Privacy Officer to ensure that the privacy of students' personally identifiable information is protected in compliance with state and federal law.



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ESSA: Ensuring Equal Opportunities for English Language Learners/Multilingual Learners Through Professional Development Technical Assistance & Compliance Support

THE ISSUE:

To effectively and appropriately support Local Education Agencies' (LEAs) implementation of the Every Student Succeeds Act (ESSA) and New York State's Consolidated Plan regarding English Language Learners/Multilingual Learners (ELLs/MLLs), the New York State Education Department must enhance professional development, technical assistance, and compliance support to meet ESSA's mandates and goals regarding ELL/MLL achievement. Over the past decade, New York's ELL/MLL enrollment has increased by 8.7 percent. Currently, over 250,000 ELLs/MLLs make up approximately 9.0 percent of the total New York State student population, and speak over 200 native/home languages. It is anticipated that these numbers will rise due to an expected influx of displaced students from hurricane impacted areas such as Puerto Rico.

New York State currently funds eight Regional Bilingual Education Resource Network (RBERN) support centers, with seven RBERNs assigned to geographic zones and one Statewide Language RBERN, to provide and conduct professional development, technical assistance and compliance support. The goal of this proposal is to expand RBERNs' ability to support Local Education Agencies (LEAs) to increase the English language proficiency and academic content gains of ELLs/MLLs, as well as to reduce dropout rates and increase graduation rates. These activities are critical to New York State's ability to meet ESSA mandates, because ELLs/MLLs' timely acquisition of English language proficiency and ELL/MLL subgroup performance will be critical factors in state accountability determinations. In addition, this proposal will enable each RBERN to develop culturally responsive and linguistically accessible resources for ELL/MLL parents, so that LEAs can better support and assist such parents.

The new funding will allow each RBERN to hire dedicated staff to direct and oversee their professional development, technical assistance and compliance support. It is crucial that the Department assists LEAs in transforming and improving systems to support the success of ELL/MLL students, and the RBERN network must expand its professional development regarding the State's new English language proficiency indicator, as well as provide guidance and support in analyzing current data, reviewing new research and utilizing resources that will assist LEAs in developing a deeper understanding of ELL/MLL academic performance, and graduation and dropout rates. This will in turn enable LEAs to create concrete solutions tailored to their unique needs.

The RBERN network is also the Department's primary partner in providing, technical assistance and compliance support regarding state and federal laws and regulations. The hiring of specialized RBERN technical assistance/compliance staff reporting to NYSED will ensure that the RBERNs can play an in-depth local role investigating parent complaints against LEAs, site visits, monitoring, and other enforcement work.

2018-19 Budget Request – \$1.6 million in additional state funds to support:

Expanded RBERN professional development as well as technical assistance and compliance support staff.

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Development of Regents Exams in World Languages

THE ISSUE:

The teaching and learning of world languages and cultures helps to ensure that our students have a deep and enduring understanding of cultures, including their own, and acquire functional proficiency in the target language(s). These competencies will provide our students with the ability to view the world through multiple lenses, participate fully and responsibly in the 21st century as global citizens, and contribute to our students' college, career, and world readiness.

For well over a century the Department developed and oversaw the administration of Regents Exams in world languages to provide a uniformly high standard for instruction in the tested languages in high schools across the State. Unfortunately, starting with the 2011-12 school year, the provision of these exams had to be discontinued owing to a lack of available State and/or federal funding to support the development of standardized exams in world languages and in other subject areas not required at the time by the federal law.

The lack of availability of Regents Exams in world languages has been a detriment to English Language Learners/Multilingual Learners and other students, who through their diverse backgrounds develop proficiency in languages other than English in addition to educational, religious and/or cultural experiences that occur outside of the regular in-school instructional environment. Without Regents Exams in world languages, these students cannot challenge for credit by exam, and are subject to inconsistent local standards for the awarding of high school credit for work done at other educational and cultural institutions and for work done through independent study.

The Board of Regents have recognized the importance of language proficiency in our high school graduates through the adoption of the New York State Seal of Biliteracy and by establishing the Languages Other Than English (LOTE) pathway under the "4+1" option. In addition, the earning of three units of credit in a world language is the most popular pathway to achieving a Regents diploma with advanced designation. The resumption of Regents Exams in world languages will provide a uniform, high standard for this component of diploma requirements and add credibility to these credentials.

2018-19 Budget Request—\$950,000 in new state funds to support:

The development of Regents Exams in Spanish and French. The development would be implemented over a 5-year period, with additional costs in Year 2 (\$1.55 million), Year 3 (\$1.57 million), Year 4 (\$3.29 million), and Year 5 (\$5.11 million).



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Supporting NYS Access & Opportunity Programs

THE ISSUE:

Arthur O. Eve Higher Education Opportunity Program (HEOP): HEOP serves over 4,890 students through 52 programs by providing financial aid, pre-freshman summer programs, remedial/developmental courses, tutoring, and counseling to students attending independent colleges. HEOP students, who do not meet the traditional academic criteria when they are admitted to college and are economically disadvantaged, typically earn their degrees at rates that equal or exceed general admission students.

Science and Technology Entry Program (STEP): STEP provides academic enrichment in science and mathematics with the purpose of increasing the number of historically underrepresented and economically disadvantaged students prepared to enter college, and improving their participation rate in mathematics, science, technology, health-related fields and the licensed professions. STEP serves over 11,000 students through 59 programs.

Collegiate Science and Technology Entry Program (CSTEP): CSTEP provides academic enrichment and research experience in STEM content areas in order to increase the number of historically under-represented and economically disadvantaged undergraduate and graduate students who complete programs of study that lead to professional licensure and to careers in mathematics, science, technology, and health-related fields. CSTEP programs serve over 7,400 students through 55 programs.

Liberty Partnerships Program (LPP): LPP offers comprehensive pre-collegiate/dropout prevention programs and services to over 13,700 youth through 47 programs across New York State.

2018-2019 Budget Request- \$10 million in additional state funds

The Department supports the following funding increases, above 2017-2018 funding levels:

HEOP: An additional **\$4.5 million** to support and enhance current programs and serve approximately 100 additional students. For every \$1 New York State spends on HEOP, independent colleges have a \$8 or (often) higher match.

STEP: An additional **\$1 million** to provide existing projects the opportunity to serve additional students and/or increase the number of projects supporting student participation in STEM-based research, internships, or exploratory career opportunities at facilities such as Brookhaven National Laboratory, regional STEM-hubs, etc.

CSTEP: An additional **\$2.5 million** to fully fund one partially funded institution, fund an additional six projects, provide existing projects the opportunity to serve additional students, and/or increase the number of projects supporting student participation in STEM-based research, internships, or exploratory career opportunities at facilities such as Brookhaven National Laboratory, regional STEM-hubs, etc. The additional projects would serve approximately 700 additional students.

LPP: An additional **\$2 million** to fully fund one partially funded institution and enhance services in existing projects.



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Enhancing Supports & Services for Postsecondary Success of Students with Disabilities

THE ISSUE:

In May 2017, the Department's Advisory Council on Postsecondary Education for Students with Disabilities recommended, and the Board of Regents adopted, a proposal to work with representatives from the higher education sectors to develop a funding proposal that would provide much needed enhanced supports and services to our over 61,000 identified students with disabilities in New York State degree granting colleges and universities to ensure that all of our students can succeed in their postsecondary education. Since May, the Department has been engaged in collaborative efforts to establish a legislative framework advocating for critical new funding that would supplement, not supplant, any other federal, state or local funding in existence for such purposes.

Funding would be allocated by the Department, in a proportionate manner by each identified student with disability per sector to SUNY, CUNY, and our NYS degree granting independent and proprietary colleges, pursuant to a plan that outlines how the funding would be spent, for one or more of the following purposes:

- to supplement funding for supports and accommodations of students with disabilities;
- to support summer college preparation programs to assist individuals with disabilities transition to college, and prepare them to navigate campus facilities and systems;
- to provide full and part-time faculty and staff with disability training; and
- to improve the identification process of individuals with disabilities and enhance data collection capabilities.

2018-19 Budget Request – \$15 million in new state funding

Using the most recent 2016-17 academic year data collected by the Department, this \$15 million in funding would be divided as follows:

- SUNY with **38%** of postsecondary students with disabilities would receive **\$5.7 million**;
- CUNY with **16%** of postsecondary students with disabilities would receive **\$2.4 million**;
- NYS Independent Colleges with **44%** of postsecondary students with disabilities would receive **\$6.6 million**; and
- NYS Proprietary Colleges with **2%** of postsecondary students with disabilities would receive **\$300,000**.



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Access to a Highly Qualified Diverse Teaching Workforce

THE ISSUE:

The Board and Department believe that all students should have access to teachers that are trained to address their diverse learning needs and that the teaching workforce should be as diverse as the student population being served by our schools. Studies show that a diverse workforce benefits all students. However, a recent Education Trust report highlights that “across New York State, Latino and Black students together make up 43 percent of total enrollment, while Latino and Black teachers are 16 percent of the teacher workforce.”

Expanding upon existing efforts in this area, the Board and Department have dedicated a portion of the funds provided as part of the My Brother’s Keeper initiative in NY to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers and bolster the retention of highly qualified individuals who value equity and reflect the diversity inside and outside of our classrooms, particularly in high-need schools with recurrent teacher shortages through the creation of the Teacher Opportunity Corp II (TOC II) program.

The original Teacher Opportunity Corp (TOC) and TOC II programs award competitive grants to institutions of higher education that offer approved programs in teacher preparation leading to professional certification that seek to accomplish these goals through:

- Increasing the participation rate of individuals identified as underrepresented and underserved in the teaching profession such as African Americans, Hispanic Americans, and American Indian or Alaska natives;
- Enhancing the preparation of teachers in addressing the learning needs of students in high needs districts and to become culturally responsive educators; and
- Assisting in the recruitment, retention, and certification activities necessary to increase the supply of qualified teachers in Focus and Priority Schools, schools/districts experiencing teacher shortages, and schools/districts having a high concentration of students at-risk.

With the creation of the TOC II, the number TOC related programs increased from 6 to 22. TOC II programs include TOC elements as well as additional teacher preparation supports such as an enhanced 10-month student internship at a Focus or Priority School, to gain experience working alongside teacher mentors as well as possible tuition stipends to support their full-time commitment to the internship and coursework.

Additional funds are needed to support the recruitment and retention of a highly qualified diverse workforce of culturally responsive educators that is more representative of the student population served.

2018-19 Budget Request – \$500,000 in additional state funding to:

Provide additional Teacher Opportunity Corps funding to support new programs and the expansion of existing programs and combine the TOC and TOC II programs based on the TOC II grant elements and requirements.



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ESSA: Addressing the Shortage of Bilingual Education Teachers & English to Speakers of Other Languages Teachers

THE ISSUE:

To effectively and appropriately support Local Education Agencies' (LEAs) implementation of the Every Student Succeeds Act (ESSA) and New York State's Consolidated Plan regarding English Language Learners/Multilingual Learners (ELLs/MLLs), the New York State Education Department must expand its funding for the Clinically Rich Intensive Teacher Institute (CR-ITI)-BE/ESOL program. The CR-ITI program is a critical element of the New York State Education Department's plan to ensure that LEAs have appropriately certified and qualified staff to serve their ELL/MLL populations. Over the past decade, New York's ELL/MLL enrollment has increased by 8.7 percent. Currently, over 250,000 ELLs/MLLs make up approximately 9.0 percent of the total New York State student population, and speak over 200 native/home languages. It is anticipated that these numbers will rise due to an expected influx of displaced students from hurricane impacted areas such as Puerto Rico.

The CR-ITI program provides graduate students the opportunity to receive certification in English to Speakers of Other Languages (ESOL) and/or to complete the requirements for the Bilingual Extension (BE). The CR-ITI program's objective is to supply LEAs with highly qualified and certified teachers to serve their ELL/MLL population. A shortage of properly certified BE and ESOL education teachers continues to be a challenge across New York State, particularly in New York City, in the Big Four school districts (Buffalo, Rochester, Syracuse, and Yonkers) and in other LEAs with large numbers of ELLs/MLLs.

In order to effectively support LEAs to increase the English language proficiency and academic content gains of ELLs/MLLs, as well as to reduce dropout rates and increase graduation rates, it is critical that the Department expands the pool of appropriately certified BE and ESOL teachers. This need is especially urgent under ESSA, because ELLs/MLLs' timely acquisition of English language proficiency and ELL/MLL subgroup performance will be critical factors in state accountability determinations.

Each CR-ITI program aims to provide 20 teacher candidates per year with coursework necessary for certification in BE and/or ESOL. The graduate level component of the CR-ITI program requires completion of a 15-credit sequence to obtain either a BE or an ESOL certification. The program includes but is not limited to enrollment of candidates (through cohorts) in rigorous graduate level course work leading to the target certification that includes learning theory, research and content. In addition, each program provides an integration of pedagogy and practical experience. Candidates receive guided classroom practice through an internship with an effective educator and mentoring by a trained mentor-teacher. CR-ITI programs also provide flexible options for both traditional face-to-face, as well as online, learning.

The Department must partner with additional Institutions of Higher Education (IHEs) across the State to launch 10 additional CR-ITIs. These 10 new programs will include elements that aim to prepare special education, general education, and content area teachers in BE and ESOL.

2018-19 Budget Request –\$770,000 in additional state funds to support:

The creation of new CR-ITI programs at seven institutions at the cost of \$110,000 per year, for two consecutive years, for a grand total of \$1.54 million. Each program would train twenty new teachers per year for a combined total of 140 teachers per year (a total of 280 teachers trained over the course of the two years).

For more information contact the
Office of Governmental Relations, New York State Education Department, (518) 486-5644



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Enhancing Teacher Effectiveness

THE ISSUE:

The Board of Regents have made significant changes to teacher certification requirements in recent years to ensure that professionals entering New York schools have an appropriate pedagogical and content knowledge needed for success in the classroom. These professionals must also be provided opportunities to develop their skills once they join the teacher workforce.

One such opportunity is National Board for Professional Teaching Standards (National Board) certification. According to the National Board, the Five Core Propositions and Standards, developed by educators, outline “what accomplished teachers should know and be able to do to have a positive impact on student learning. Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components.” The National Board certification process recognizes teacher commitment, content knowledge, and effective use of data and assessments and fosters ongoing learning and improvement in teaching practice.

The Albert Shanker National Board for Professional Teaching Standards Certification Grant Program (Shanker Grant) was established in 1999 to encourage teachers to pursue National Board certification by supporting eligible NYS public school teachers with the fee for National Board certification and supportive services for districts.

The National Board Work Group, formed by the National Board Council of New York in collaboration with the Department, recognized the value that engaging in National Board certification has to improve teaching and learning, stating in a 2016 report that “The National Board Standards can serve as a significant component of professional development, supporting improvements in teaching and learning and enhancing teacher effectiveness. The certification process allows teachers to hone their practice, showcase their talent in the classroom, and demonstrate dedication to their students and profession.”

Currently there are 1,750 National Board Certified teachers in New York State who completed the previous one-year certification process. National Board revised the certification process in 2014 from a one-year process to a three-year process. In December 2017 National Board will release the names of the candidates who have completed this new process thus increasing the number of National Board Certified teachers in New York.

Cost (\$1,900 for each teacher) deters many educators from participating in the National Board process, though interest has been on the rise and is anticipated to grow again in the upcoming year as awareness of the program and its benefits increases. The Regents believe that more can be done to engage our professional educators in this National Board process which allows teachers to hone their practice, provides professional development, and enhances teacher effectiveness.

2018-19 Budget Request – \$500,000 in additional state funds to support:

Expanding the Albert Shanker grant to provide assistance to public school teachers in New York in seeking National Board certification.

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Development of an Electronic Licensing and Document Management System to Improve Customer Service

THE ISSUE:

The Department's Office of the Professions (OP) is responsible for the review of applications for licensure and subsequent re-registration of over 50 professions, limited permits, registration and oversight of pharmacies, professional business entities, statutorily authorized corporate practice waivers, and providers of professional continuing education. OP also handles the investigation of complaints of professional misconduct and illegal practice of licensees, unlicensed individuals and professional entities as well as the oversight of the discipline process, which includes due process hearings, where action is taken when allegations are substantiated. OP is solely supported by the fees it collects.

In 2009, the Legislature and Executive enacted a law (Chapter 396 of the Laws of 2009) that authorized the increase of professional registration fees by 15% in order to allow OP to continue to successfully manage its responsibilities and improve customer service, which included implementing an electronic licensing and document management system through the replacement of a 35+ year old COBOL-based mainframe licensing system. This fee increase was supported by many state professional associations and organizations in order to continue this important work and enhance current processes.

After enactment of this law, the Department tried to achieve some of its process improvement goals by working within the Enterprise eLicensing initiative for all state agencies, which was intended to become a one-stop shop for all statewide licensing needs. Unfortunately, the project was not designed to deal with the complex and varied licensing requirements that are statutorily mandated for the over 50 professions, and ultimately the project could not meet the needs of the Department or its customers.

It is critical that development of a customized electronic licensing system move forward so that the Department can replace the old and outdated mainframe and enhance the customer experience for future and current professional licensees and entities, as well as deliver on the promise that was made when the 2009 legislation was enacted. This electronic system will be designed to include the following capabilities: provide online accounts so that an applicant can see where they are in the licensure process and what information required for licensure has been received by OP; allow institutions of higher education the option to electronically submit transcripts; allow supervisors overseeing experience requirements to submit their forms electronically; handle back-office application processing to improve customer service; and provide for electronic case management of disciplinary cases.

2018-19 Budget Request – Authorize the Department, within Capital Appropriations, to utilize \$4.3 million of existing revenue this year to begin building a new electronic licensing and document management system

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Office of Governmental Relations, New York State Education Department, (518) 486-5644



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State Aid for Library Construction

THE ISSUE:

In FY 2017-2018, the state budget provided \$24 million in capital funds to support State Aid for Library Construction. The program is highly visible and has been very successful. During its first eleven years in operation, the program supported a total of 1,989 construction and renovation projects for 725 unique public library and library system facilities.

The Regents endorse the concept that all public libraries should be able to accommodate new technologies and provide the knowledge resources New Yorkers need to be successful in an information-driven global environment. Despite the many successes of the current State Aid for Library Construction program, there is still a pressing need for state support.

Chapter 480 of the Laws of 2015 amended Education Law to include broadband installation and infrastructure in addition to construction and renovation as approved project costs. The estimated need for new construction, expansion and renovation of existing library facilities alone is over \$1.7 billion through 2020. Broadband installation and infrastructure costs will be in addition to that \$1.7 billion estimated need figure.

More than half of all public library buildings in New York are now over 60 years old, and another third are between 30 and 60 years old. 2016 data indicates only 87 (out of 1067) public library buildings (8.2%) have a broadband connection greater than 100 Mbps. These inadequate connections are distributed over multiple computers and also support wireless connectivity and teleconferencing services.

Additional capital funds are needed to ensure that New York's libraries are accessible to all library users and can accommodate advances in technology, including improvements to broadband infrastructure.

2018-19 Budget Request –\$6 million in additional state funds



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Expanding Access to Education Programs through Cultural Institutions

THE ISSUE:

Students from throughout the state must learn how to access, interpret, and analyze information to succeed in the increasingly complex, high-tech world of the 21st century. New York has world-class cultural institutions that have the ability to engage students in unique ways that entertain and excite, helping them to learn critical higher-order thinking skills needed to meet such challenges.

Over 1,500 museums, historical societies, zoos, botanical gardens, aquariums, and cultural arts institutions now provide instruction to over six million children. These cultural institutions receive no direct state support to initiate, expand, and enhance educational services through access to museum collections, scholarship and virtual learning.

Students living in low-income communities in urban, suburban, or rural settings benefit from having access to the type of learning provided by cultural institutions. Fair and equal access to these types of institutions will provide enhanced learning opportunities for these students.

The state should support this programming to better ensure that these unique learning opportunities can be expanded to children and lifelong learners of the state. Cultural institutions, in collaboration with teachers and schools, can design new and innovative museum programs to address such pressing issues as science, anthropology, history, and arts literacy.

2018-19 Budget Request – \$5 million in new state funds to support:

Enactment of the Museum Education Act (S.1676 Little/A.3892 Titone) and the expansion of education programs in cultural institutions.

The Museum Education Act would establish competitive grants to support cultural institutions that seek to establish or improve museum education programs designed to improve and support student learning opportunities, including supporting the development of local curricular aids.



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Expanding Public Broadcasting Education Programs

THE ISSUE:

Public television and radio stations are chartered by the Board of Regents and are therefore institutions within the University of the State of New York – USNY – the most complete, interconnected system of educational services in the United States. They exist to inform, entertain and enlighten families, to foster citizenship and cultural understanding in communities, to help those most in need gain new skills and English language literacy, and to provide a safe haven for children and parents who are challenged by the pervasive commercial environment elsewhere on the TV and radio dial.

While each station is an independent media outlet – its staff living in the community it serves, and its board of trustees closely tied to the community’s most vital institutions - programs can be developed that could benefit communities across the state. However, the Association of Public Broadcasting Stations of New York states, “For the past eight years, state funding has not kept pace with rising costs, causing New York’s stations to struggle to maintain, let alone enhance, the level and quality of educational programming and services.” This makes it difficult to coordinate and implement the statewide implementation of programs that have potential value in all regions of the State. Two such programs that could benefit students across the State are the Enterprise America and GPS for Success programs.

The **Enterprise America** program is a "model city" that students run for a day. In this hands-on learning environment students are taught: civic responsibility through holding and voting in elections; entrepreneurship by running and owning businesses including applying for business loans and negotiating service costs; and financial literacy through enrolling in health insurance, earning salaries, contributing to charity, and paying for everyday expenses such as lunch and shopping using Enterprise America dollars. Students and teachers can take the lessons and curriculum back to the classroom for further evaluation and analysis. To roll out this program statewide, each public television station would develop its own model city.

GPS for Success is a multi-platform webpage that includes educational and training roadmap videos and web content for high school and post high school students that is presented in career clusters identified locally as experiencing a shortage of skilled workers entering the workforce and in fields that are determined will be in-demand careers in the next five to ten years. This resource is developed in collaboration with the regional BOCES, business leaders, and other stakeholders. With additional funding Each public television station will develop its own videos and content based on the need in each region of New York State.

2018-19 Budget Request –\$5 million in new state funds.



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Bridge to College & Careers Pilot Program

THE ISSUE:

According to US Census data, workers with a high school diploma or the equivalent earn 1.5 more per year than workers without these credentials earn, and workers with an associate's degree earn 2 times more. Bridge programs enable out of school youth and adults to obtain: critical basic skills, a High School Equivalency (HSE) diploma, industry-recognized credentials and preparation for postsecondary study and careers.

Program applicants would be a partnership between an adult education program and college or training provider of demonstrated effectiveness. Awards would range from \$150,000 to adapt and modify existing literacy programs to \$600,000 for the most comprehensive models, with the average award around \$330,000. Program costs would vary given the sector being targeted (i.e. health care or food services) and other funding that the proposals might leverage, including existing state (i.e. Employment Preparation Education or EPE) and federal funding (i.e. Title I workforce development). This proposal could pilot up to 10 Bridge programs which would be funded in each of the seven Regional Adult Education Network (RAEN) regions of the state.

Proposals for these innovative approaches would include components such as:

- Career exploration and career assessment;
- Curricula and teaching models that provide instruction with co-teaching or dual enrollment in basic skills and occupational/career and technical education training with contextualized curriculum specific to a high demand sector matched to employer needs;
- Supplemental support from case managers or educational mentors/tutors to offer supplemental supports;
- Bridge coordination to proactively build strong relationships with employers, college and more advanced educational opportunities to connect participants with the next step in their career ladder;
- Apprenticeships/internships; and
- Job Placement, retention and advancement including sector-specific job coaches.

2018-19 Budget Request – \$3 million in new state funding



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Expanding Independent Living Services for Individuals with Disabilities

THE ISSUE:

Independent Living Centers (ILCs) provide an array of services that assist New Yorkers with disabilities in living fully integrated and self-directed lives. Assisting with all aspects of living, learning and earning, ILC's provide a wide range of services including information and referral, peer counseling, independent living skills training, and additional services based on local needs. They also identify and facilitate removal of architectural, communication and attitudinal barriers to full participation in local communities and beyond. ILCs are key advocates for people with disabilities in local communities across New York.

ILCs have indicated that their ability to meet the full spectrum of needs in their communities could be jeopardized if additional funding is not provided. For over a decade state support for ILC's remained flat at \$12.3 million each year. Though the ILC network received a \$1 million increase in 2015 to \$13.3 million, the impact was limited as existing programs received approximately \$10,000 in additional funds.

The State has an unprecedented opportunity to utilize New York's ILCs as part of ongoing health care redesign intended to increase quality and coordination and decrease costs. Data from the Department's ACCES-VR office shows that the work of ILCs to transition and divert people with disabilities from costly institutional placements back into the community has saved the State more than \$1.8 billion since 2001.

The Regents support an investment in independent living while enhancing transparency that demonstrates the service needs of individuals with disabilities are being met.

2018-19 Budget Request – \$5 million in additional state funds to support:

Expanding independent living services and supports that maximize opportunities for individuals with disabilities to live and work in their communities.



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Building Oversight and Support Capacity at SED

THE ISSUE:

Following the end of the Race to the Top program, the Department lost significant capacity to provide districts with implementation support and technical assistance. While the vast majority of the state's nearly \$700 million award was passed through to school districts in the form of grants and direct assistance, the Department did receive administrative funding that provided critical staff capacity, which was lost at the end of the grant term.

A 2011 study by the Center for American Progress found that New York state had the least organizational resource capacity of any other state based on the number of staff to students. Since 2011, state budgets have only exacerbated the Department's limited capacity by including several laudable new education programs for which the Department has received no additional state support. These programs include several new prekindergarten programs, several rounds of P-TECH schools, receivership, community schools, extended learning time, performance improvement grants, management efficiency grants, and the Smart Schools Bond Act. All of these new programs were stood up and are supported with no new additional state resources. As districts are faced with the complex implementation of these various programs, they rely more and more on the technical support and expertise at the Department. In addition, the taxpayers of the state deserve to know that these funds are being wisely spent and that adequate oversight is conducted.

In the 2015-16 budget, the state general fund contribution to the operations of the Department accounted for only 9.7 percent of the agency's budget, compared to 26 percent for the Department of Health, and 56 percent for the Office of Children and Family Services.

It is common in federal programs for administering agencies to be allowed a 5 percent set-aside from grant awards to allow for proper oversight, support, and technical assistance. It is time that the state recognize the constraints that have been placed on the Department following years of flat funding combined with expansions in programs, and implement a similar mechanism to ensure that districts can receive adequate and timely support from the Department, and that New Yorkers trust that their tax dollars are being wisely spent.

2018-19 Budget Request – Enact a 5% set-aside within all new programs for administrative oversight and technical assistance:

- The Department proposes that as part of major local assistance programs, such as prekindergarten grants, community schools, receivership, and other similar programs, the Department would receive a 5% set-aside from all awards in order to provide technical assistance and support to the grantees.
- The scope of the Department is quite large, encompassing over 2.6 million public school students, attending nearly 4,500 schools, located in over 700 school districts. The positive impact of adequately funding the Department would benefit all areas of the state.



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Enhancing Transparency by Webcasting Regular Board of Regents Public Meetings

THE ISSUE:

With current limited resources, the Department is only able to provide a live webcast of meetings of the Full Board of Regents. In order to increase transparency and provide public accessibility to important education related discussions and determinations made at such meetings, it is important that the Department is able to webcast other regular public meeting of the Board of Regents, including each month's Committee and Subcommittee meetings, as well as provide for the verbatim transcript for such meetings which is currently done for all Full Board meetings.

With provided additional resources, the Department will be able to enhance transparency and accessibility by providing live webcasting and verbatim transcripts of all regular public meetings of the Board of Regents.

2018-19 Budget Request –\$200,000 (annual cost)