



New York State EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



Invest in our Students' Success

MaryEllen Elia, Commissioner and President
of the University of the State of New York

January 27, 2016

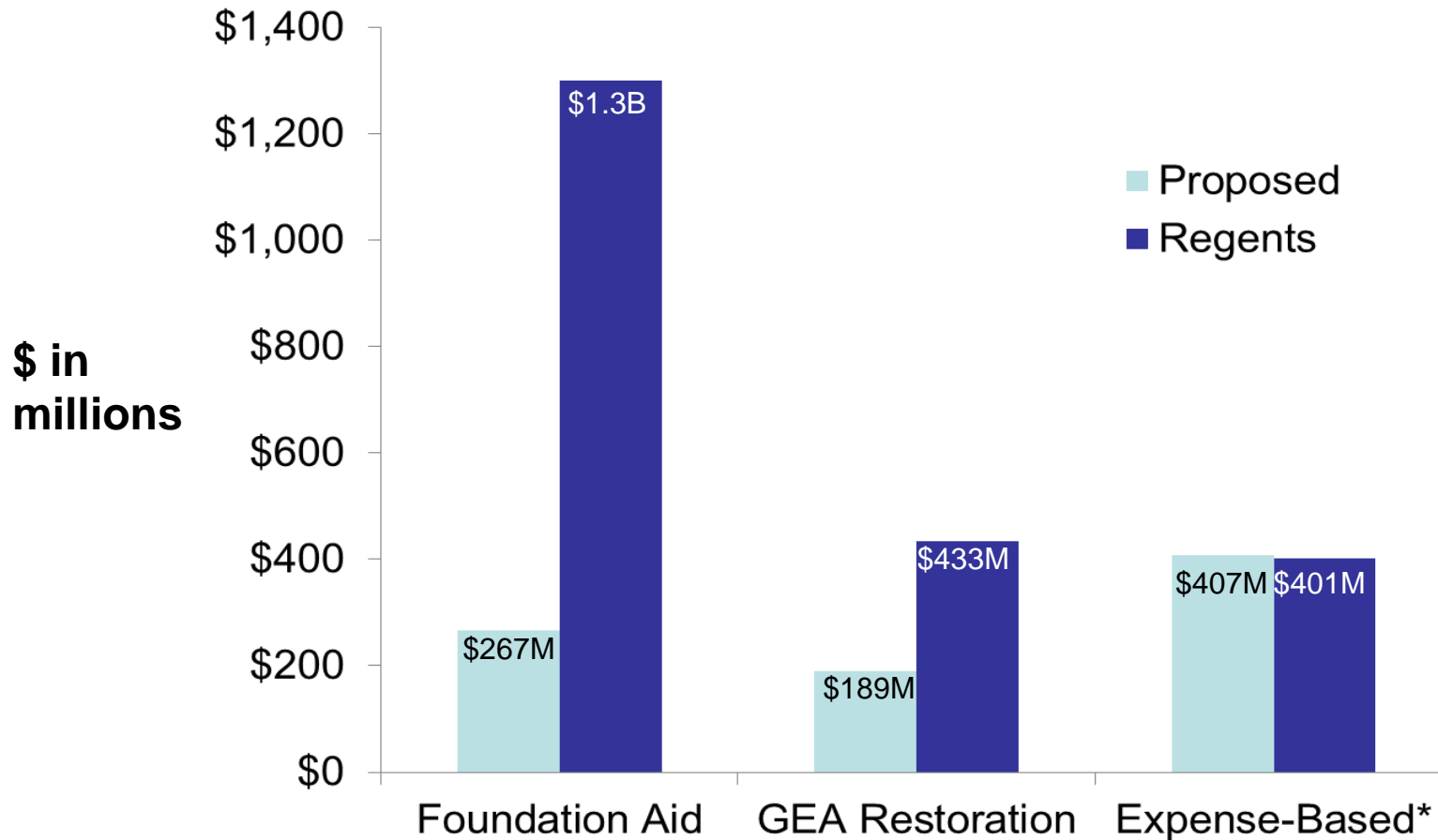
Regents State Aid Proposal: State Aid to Schools

Regents 2016-17 Proposal on State Aid to Schools

Recommends a \$2.4 billion total increase in school aid for the 2016-17 school year to invest in the success of our students.

- Provides \$2.1 billion in formula aids to school districts by fully restoring the Gap Elimination Adjustment and providing a significant phase-in of Foundation Aid.
- Provides \$345 million in critical investments
 - Expanding and consolidating universal prekindergarten
 - Support for Struggling Schools
 - Opportunities for English language learners
 - Professional Development for our educators
 - Family and Community Engagement
- Provides for new reimbursements in 2017-18 for investments in pathways programs and digital learning.

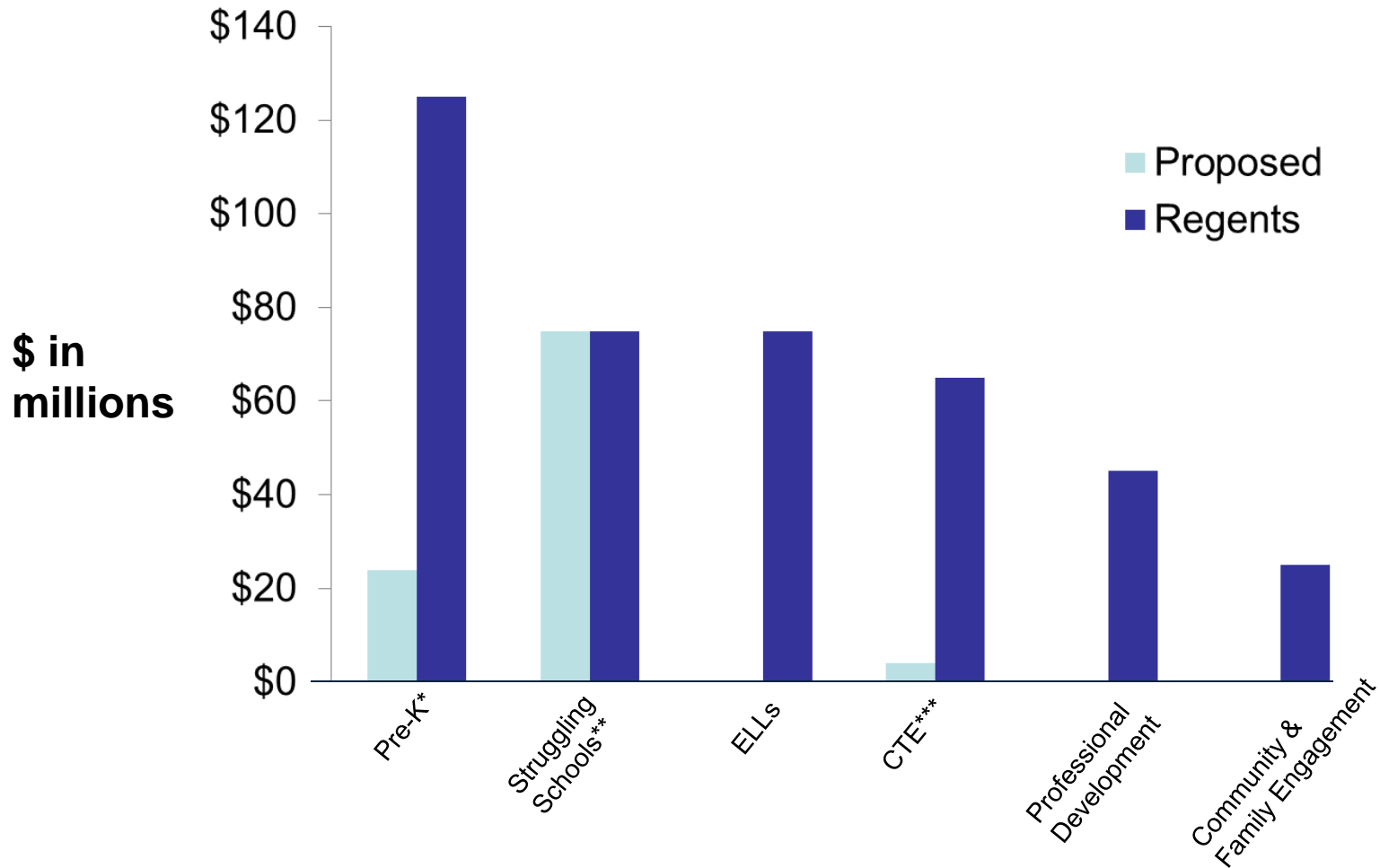
Regents State Aid Proposal: State Aid to Schools



\$ in millions

Proposed
Regents

Regents State Aid Proposal: Critical Investments



*The Proposed includes an additional \$2 million for implementation of QUALITYStarsNY.

**The Proposed includes only the Community Schools funding setaside specifically for Struggling Schools to be exclusively used for Community Schools.

***The Regents proposal would authorize school districts to incur expenses in the current year, and claims would be reimbursed in the 2017-18 budget, similar to an expense-based aid.

Regents State Aid Proposal: Expanding Access to Early Learning

- **Expand Universal Pre-Kindergarten and Align into One Program (\$125 million in both 2016-17 and 2017-18):** We should continue to expand access to high-quality Pre-K programs to all students in New York.
 - Continue funding for Priority Pre-K (PPK) programs that are set to expire at the end of 2015-2016
 - Provide funding at \$10,000/per pupil for full-day programs in high-need districts in the first instance
 - Align all existing programs with one *allocational* methodology, high-quality programming and a uniform set of quality metrics.

Regents State Aid Proposal: Support Struggling Schools

- **Struggling Schools (\$75 million in 2016-17):** The Regents proposal includes a request for resources for necessary interventions in Struggling Schools.
- This proposal would provide \$75 million for 120 struggling schools for 3 years, supporting \$600,000 per school for:
 - Investments in leadership strength (mentorship, cultural competency and instructional leadership);
 - Resource allocation (scheduling, research-based initiatives); and
 - Other opportunities as locally appropriate (chronic absenteeism, extended learning time, community schools).

Regents State Aid Proposal: Supporting English Language Learners

- **Education of English language learners (\$75 million in 2016-17):**
The Regents recommend increased support for age- and language-appropriate materials for students who are learning English, professional development for teachers who serve English language learners and other critical supports.
- This funding would create district opportunities for investment in:
 - Co-teaching;
 - Family engagement;
 - Materials creation;
 - Professional development; and
 - Services to Students with Interrupted Formal Education (SIFE).

Regents State Aid Proposal: Professional Development

- **Professional Development for Teachers and Principals (\$45 million in 2016-17):** We urge you to build upon the success of the Strengthening Teacher and Leader Effectiveness (STLE) initiative.
- This professional development funding would allow for the creation of locally skilled teams of professional development experts who would provide rigorous and standards-based professional development programs, which also reflect an understanding of local teaching needs.
- The proposal would expand capacity building such as mentoring new teachers, coaching and career ladders.
- The proposal also includes \$10 million for targeted programming consistent with the goals of the Workgroup to Improve Outcomes for Boys and Young Men of Color.

Regents State Aid Proposal: Expanding Family and Community Engagement

- **Family and Community Engagement (\$25 million in 2016-17, \$50 million in 2017-18):** Recognizing the critical role families and communities play in supporting schools, the Department is seeking funding that would facilitate and support active, research based Family and Community Engagement strategies.
- The Regents also call for \$25 million over two years for targeted programming consistent with the goals of the Workgroup to Improve Outcomes for Boys and Young Men of Color.
- Following years of cuts, the Department was forced to close the Office of Nonpublic Schools. With dedicated funding from the Legislature, we would reestablish this office to serve nonpublic schools.

Regents State Aid Proposal: Improving Access to Specialized Coursework

- **College and Career Pathways (\$65 million, reimbursed in 2017-18):**
After the Regents voted to provide Multiple Pathways, it is time to support and incentivize the creation of high-quality CTE programming by:
 - Increasing the salary cap for CTE instructors in BOCES programs to expand program offerings
 - Expanding Special Services Aid for non-component districts to reimburse actual expense and aid existing 9th grade programs
 - Funding a new round of P-TECH programs, specifically targeted to meet the goals of the Workgroup to Improve Outcomes for Boys and Young Men of Color



Regents State Aid Proposal: Digital Learning

- **Support for the Transition to Digital Learning (\$50 million, reimbursed in 2017-18):**
Consistent with the recommendations of the Online Learning Advisory Council, the Regents recommend support for digital learning resources to increase access to devices, online content and instruction and provide professional development to teachers.



Truly Universal Pre-Kindergarten

The Regents recommend dedicating \$125 million in 2016-17 and an additional \$125 million in new programming in 2017-18 to work towards a truly universal full-day Pre-K program.

Pre-K programs should be:

- Targeted to the districts with the neediest children and expanded to provide a full-day seat for every 4-year old before we invest in programming for 3-year olds;
- Flexible to permit mid-year program expansions; and
- Consistent and rigorous with streamlined data reporting methodologies.



Truly Universal Pre-Kindergarten

- The Legislature should reject further fragmentation of the state's Pre-K programs. Pre-K will be most effective if it remains connected to the rest of our education system, not in a silo. The early grades are critical to learning, and the standards and expectations for early learners must be seamlessly aligned to those in grades K – 3.
- Further fragmentation of Pre-K erodes the impact of the significant investments you have made in recent years, burdens districts with paperwork for programs with different requirements and funding streams, and creates uncertainty due to the competitive nature of the funds.
- We currently have 6 ***different*** Pre-K programs operating with 6 ***different*** requirements (traditional UPK, Targeted Pre-K, Priority Pre-K, Statewide Universal Pre-K, 3- and 4-year old Pre-K, preschool development Pre-K). The proposed budget would create a 7th separate and distinct Pre-K program.
- Together let's align the existing Pre-K programs to create a single **allocational** program that does not require competition and is operated where it belongs – at the State Education Department, not by a separate board.

Professional Development

The Regents recommend \$45 million to support high-quality professional development for teachers and principals.

- Teachers and Principals deserve to have support as they work to help our students meet higher standards.
- The investments recommended by the Regents would support the capacity-building work of all districts that are prepared to work in collaboration with their educators and their bargaining units, to bring about systemic change to the human capital capacity of the district workforce.



Professional Development

- In December, the New York Common Core Task Force Report acknowledged the importance of professional development as we transition to higher standards.

Recommendation #9 from the task force report:

Recommendation 9:

Create ongoing professional development opportunities for teachers, teacher educators, and administrators on the revised State standards.

- However, the proposed budget provided no additional state funding to implement this recommendation, and cut funding to teacher centers.
- As a member of the Task Force, I urge you to provide \$45 million in state funding for professional development.

Pathways to Graduation

- In January 2015, the Regents approved new pathways to graduation including Career and Technical Education (CTE), Science, Technology, Engineering and Math (STEM), the Arts, Biliteracy, and the Humanities.
- The new “4+1” option permits students to take four Regents exams and a comparably rigorous pathways assessment to count for the fifth examination required for graduation.
- To support creation of high-quality multiple pathways programs in school districts, the Regents recommend a substantial expansion in financial support, including:
 - **Enhanced BOCES Aid for CTE Pathways programs:** Instructional salaries eligible for BOCES Aid have remained at \$30,000 since 1992. The aidable salary for high-quality BOCES CTE programs should be doubled over the next five years, with 20 percent of the gap funded for services provided in 2016-2017, and 20 percent annually for four years thereafter.
 - **Enhanced Special Services Aid for CTE Pathways programs operated by the Big Five and non-component school districts:** The Board recommends that for 2016-2017 services be paid at the same levels available for BOCES.

Pathways to Graduation

Proposed Expansion of the Appeal Provision

Permit students to appeal scores of 60-64 on up to two Regents examinations

Review current attendance requirements

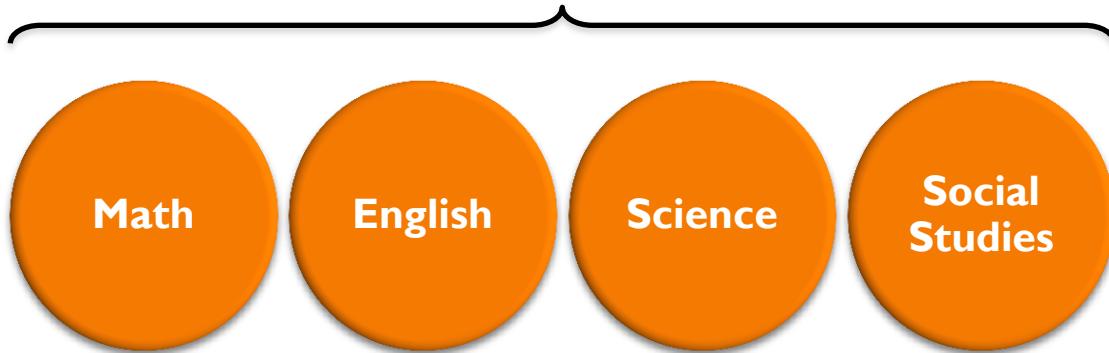
Students who are granted 1 appeal by their district will earn a Regents diploma

Students who are granted 2 appeals by their district will earn a local diploma

While these efforts would provide pathways options to all students, they would be particularly beneficial for students with disabilities and English language learners.

Proposed Addition to “4 + 1” Pathway Option

4 Required Regents Examinations



+ 1

CDOS

CTE

STEM

Humanities

Arts

Languages Other than English

The CDOS Commencement Credential can currently be earned by students with disabilities with a regular high school diploma or as their only high school exiting credential for those who did not earn a local or Regents diploma. The CDOS Commencement Credential is not a local or Regents high school diploma and means the student has met the high school learning standards necessary for work success.

Expanding Pathways to Graduation with Project-Based Assessments

A set of activities a student completes independently of classroom instruction in order to demonstrate proficiency in a content area and meet State graduation requirements.

Real-life projects developed by teachers designed to measure the State's standards in the respective content areas.

Students are provided **supplemental, tutorial instruction.**

Assessment may be administered in a **computerized and supervised** testing situation.

Scored by trained evaluators based on a scoring rubric established by the State.

Implementation of project-based assessments will require substantial additional resources to the Department.

Expanding Pathways for Boys and Young Men of Color

Consistent with the report of the Workgroup to Improve Outcomes for Boys and Young Men of Color, the Regents recommendations include:

- **\$7 million** to incentivize and support school districts to accept the My Brother's Keeper Challenge and implement a coherent cradle-to-college strategy aimed at improving the life outcomes for boys and young men of color.
- **\$6.5 million** for additional rounds of the successful NYS P-TECH Program, specifically for expanding participation rates of boys and young men of color.
- **\$5.5 million** to establish a new grant program to fund the expansion and development of exemplary school models and practices that demonstrate cultural and linguistic responsiveness to the needs of boys and young men of color.



SED Budget Priorities

Priority	Request
Initiatives to Improve Outcomes for Boys and Young Men of Color	\$21.0M
Build Technical Assistance and Support Capacity at SED	5% setaside
Bridge to College and Careers Pilot Program	\$10.0 M
Higher Education Opportunity Programs	\$9.75 M
Improving Assessments for Students with Disabilities	\$2.9 M
Enhance the Achievement of ELLs	\$10.0 M
Support Public Library Construction	\$4.2 M
Facilities Planning System	\$4.0 M
State Aid Modeling	\$2.0 M
Erasure Analysis of Test Results	\$500,000

Improve Outcomes for Boys and Young Men of Color

2016-17 \$21M Budget Request

Address Persistent Opportunity Gaps Faced by Boys and Young Men of Color

Led by Regent Young, the Regents established a work group to make recommendations for how New York can take steps to address the achievement gaps for boys and young men of color in our schools. The work group recommended:

- Convening a statewide council to identify critical data elements racial disparities in service delivery (**\$100,000**);
- Creating a PreK–12 Statewide Office of Family and Community Engagement within the Department (**\$365,000**);
- Developing exemplary school models and practices that demonstrate cultural and linguistic responsiveness to the needs of boys and young men of color (**\$5.5 million**);
- Incentivizing school districts to accept the My Brother’s Keeper Challenge through coherent cradle-to-college and career strategies (**\$7 million**); and
- Providing additional Teacher Opportunity Corps funding to support efforts to recruit and retain teachers of color (**\$8 million**).



In addition to these investments, the Regents State Aid Proposal recommends \$29 million in targeted investments for school districts to support improved outcomes for boys and young men of color, including expanding P-TECH, CTE and professional development.

Build Technical Assistance and Support Capacity at SED

5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

The state should enact a 5% setaside within all new programs for administrative oversight and technical assistance.

- Following the end of the Race to the Top program, and following years of agency funding constraints, the Department has lost significant capacity to provide districts with implementation support and technical assistance.
- Since 2011, state budgets have included new education programs for which SED has received no additional state support. As districts are faced with implementation of these various programs, they rely more and more on the technical support and expertise of the Department.
- It is common in federal programs for the administering agency to be allowed a 5% setaside from grant awards to allow for proper oversight of the program.

In the 2016-17 proposed budget, the state general fund contribution to the operations of SED account for only 9.5% of the agency's budget, compared to 20% for DOH and 58% for OCFS.

Bridge to College and Careers Pilot Program

2016-17 \$10M Budget Request

Enable Out of School Youth and Adults to Prepare for Postsecondary Study and Careers



- Bridge programs enable out of school youth and adults to obtain critical basic skills, a high school equivalency diploma, and industry-recognized credentials.
- The Department requests funding to create bridge program partnerships between adult education programs and college or training providers in each of the seven Regional Adult Education Network regions of the state.
- These programs would include:
 - Career exploration and career assessment;
 - Relationships with employers and colleges; and
 - Apprenticeships and internships.

Higher Education Opportunity Programs

2016-17 \$9.75M Budget Request

Expand Access to Higher Education for Underrepresented and Disadvantaged Students

Higher Education Opportunity Program (HEOP)	\$2.5 M
Science and Technology Entry Program (STEP)	\$2.5 M
Collegiate Science and Technology Entry Program (CSTEP)	\$4.0 M
Liberty Partnerships Program (LPP)	\$750,000



- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 30,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

Improve the Assessment of Students with Severe Disabilities

2016-17 \$2.9M Budget Request

Provide smarter assessment options for Students with Disabilities

New funding would support development and implementation of an enhanced alternate assessment that would allow students with disabilities to more fully demonstrate their knowledge.

- For years, the Regents and SED have advocated for relief from federal testing requirements for students with disabilities.
- Over several years, the Department has been engaged with educators from across the state about potential revisions to the NYS Alternate Assessment (NYSAA) program and it has been determined that revisions to the NYSAA are needed to better assess the range of students with severe disabilities.
- A Request for Proposals was released in Spring 2015 seeking assessment systems that address these concerns.
- With new funding, the Department would seek to move forward with a more appropriate assessment for students with severe disabilities.

Enhance the Achievement of English Language Learners

2016-17 \$10M Budget Request

Provide educational opportunities for New York's diverse student population

New funding would support Native Language Arts test development and implementation support to provide districts with the option of offering this assessment when it would best measure progress of Spanish-speaking ELLs.



- Over the past 10 years, the state's English language learner student enrollment has increased by 20 percent, and now make up 8 percent of New York's student population.
- In order to provide English language learners with the opportunity and resources to demonstrate achievement of higher standards, the Department is seeking funding to develop and implement a Native Language Arts test, beginning with Spanish.

Support Public Library Construction

2016-17 \$4.2M Budget Request

Ensure that all New Yorkers continue to have access to state-of-the art libraries



- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.
- Despite the successes of the library construction program, there is still a need for new construction, renovation, and expansion of existing public libraries throughout the state.

Summer Reading at New York Libraries is an annual program that brings children and families into local public libraries for reading and activities. Over 1.99 million New York children and teens participated in the State Library-sponsored program in 2015.

Facilities Planning Project Management System

2016-17 \$4M Budget Request

Improve Customer Service and Timeliness of Facility Project Approvals

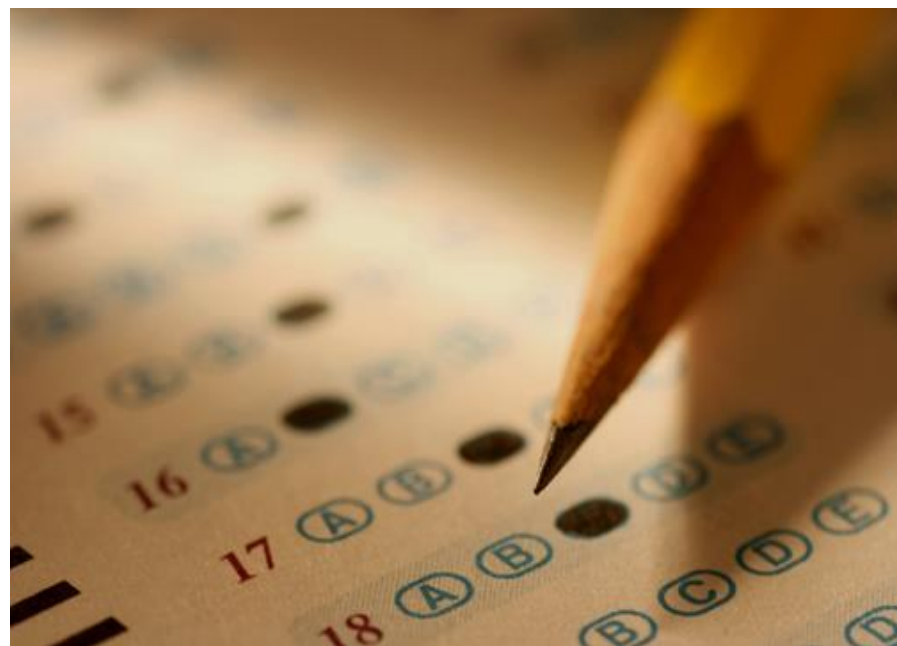
- The Department oversees facilities planning and distribution of building aid to school districts. The outdated software used to review, approve, and issue building permits – currently tracking more than 100,000 projects – was developed in-house in 1987 and runs on an obsolete DOS platform.
- There is substantial risk that the Department will be unable to run the system in the near future – especially with the Smart Schools Bond Act projects that will require approval – and that would halt our ability to issue building permits, track and report on the status of capital projects, and pay building aid.
- Funding for a new system would decrease the timeline for processing applications and increase customer service to districts through online review and status updates.



Erasure Analysis of Test Results

2016-17 \$500,000 Budget Request

Ensure the integrity of the Assessment Program



- The Department is seeking funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.
- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns of changed responses, with a focus on whether there is a statistically unlikely frequency of incorrect-to-correct answer changes within a sample of students.

State Legislative Priorities

Mandate Relief and Flexibility – Legislation would enact a series of mandate relief measures to promote cost savings and provide relief from reporting requirements.

Create Regional Secondary Schools – Legislation would enable 3 or more school districts to enter into a mutual contract to form a regional secondary school, affording students greater educational opportunities.

Tuition Rate Setting Methodology – Legislation would create a statutory index for establishing the growth in annual tuition for Special Act School Districts and Approved Private Schools Serving Students with Disabilities (853 Schools).

Education Equity for DREAMers Act – Legislation would give eligible undocumented immigrants the opportunity and access to higher education through financial assistance.

Funding for Early College High Schools and PTECH Programs – Legislation would codify and provide support to Early College High Schools and PTECH programs.

Safe and Supportive Schools – Improve support to school districts to better ensure that all students are able to attend school in a safe building with a positive learning environment.

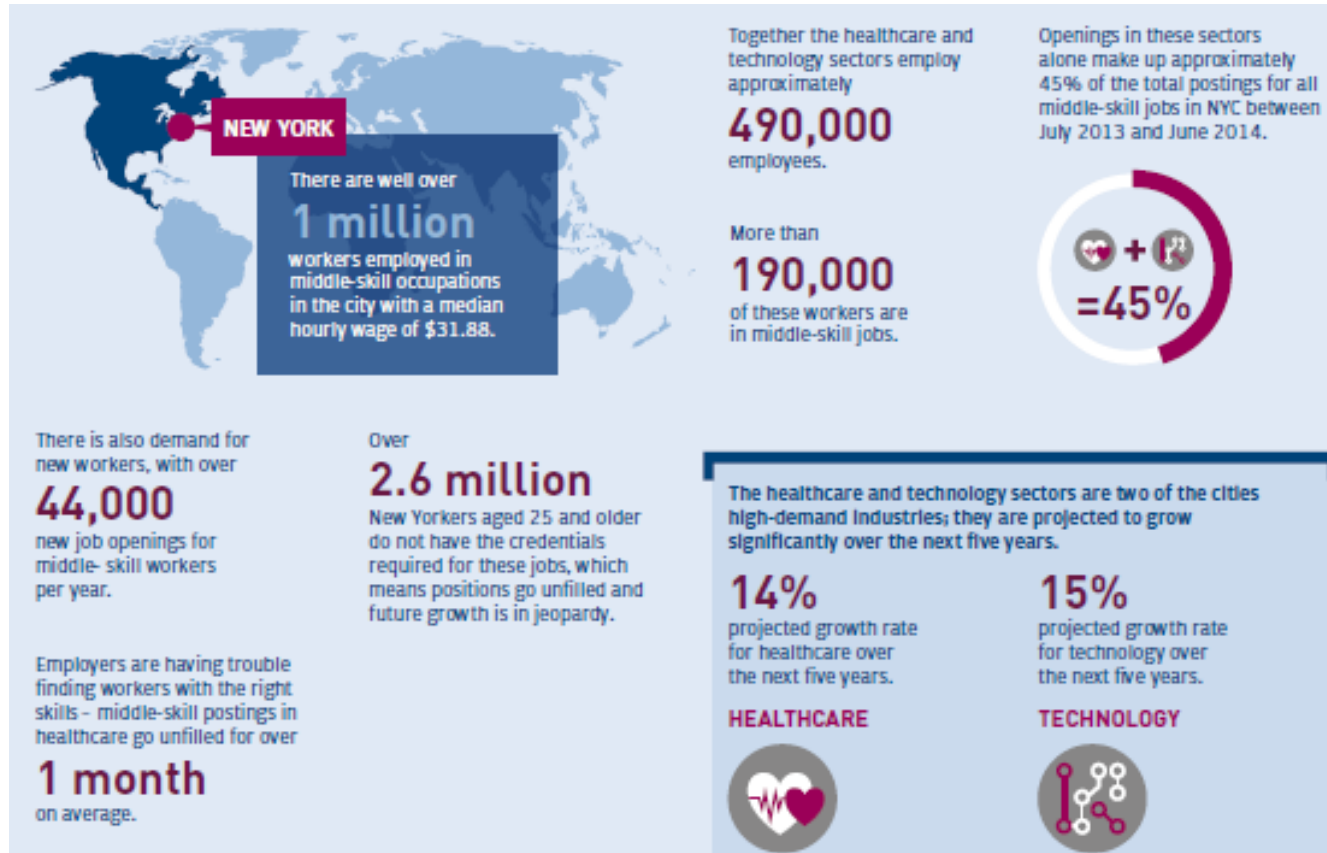
Intervention in Schools with Chronic Mismanagement – Legislation would authorize SED to provide districts with tools and supports to get them back on track.

Authorization for the Commissioner to Prevent Loss of State Aid to School Districts – Legislation to provide broader discretion for the Commissioner to grant 180 school day requirement waivers for school districts under certain circumstances.

Tenure and Seniority Protections for Bilingual /ESOL Teachers/TAs – Require districts, in an event of the abolition of a position, to consider whether the retention of a less senior teacher/teaching assistant is necessary to provide bilingual/ESOL instruction.

Museum Education Act – Legislation would establish competitive grants to support cultural institutions that seek to establish or improve museum education programs.

New York's Skills Gap



“A persistent complaint by employers is that many high school and college graduates – as well as some adult workers – lack the fundamental employability skills needed in the 21st century workplace.”



Thank You.

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