



New York State EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



Joint Legislative Budget Hearing on Higher Education

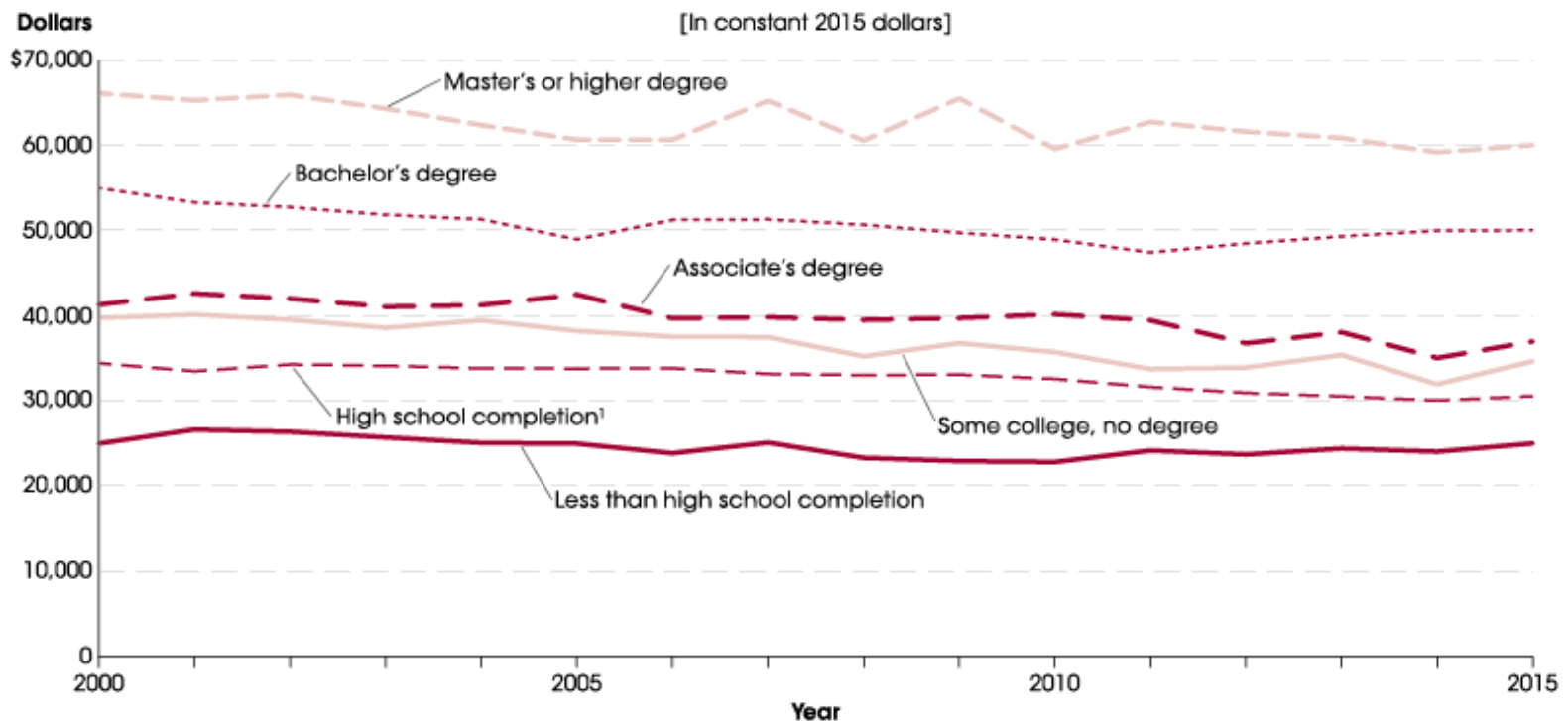
MaryEllen Elia, President of the University of the State of New York and
Commissioner of Education

January 23, 2018

Why College Access & Completion Matters – Higher Earnings

“In 2015, the median earnings of young adults with a bachelor's degree (\$50,000) were 64 percent higher than those of young adult high school completers (\$30,500). The median earnings of young adult high school completers were 22 percent higher than those of young adults who did not complete high school (\$25,000).”

Percentage of the labor force ages 25–34 who worked full time, year round, by educational attainment: 2000–2015



Source for quotation and graphic: “The Condition of Education 2017.” National Center For Education Statistics. May 2017

Why College Access & Completion Matters – Closing the Skills Gap

NYC Skills Gap

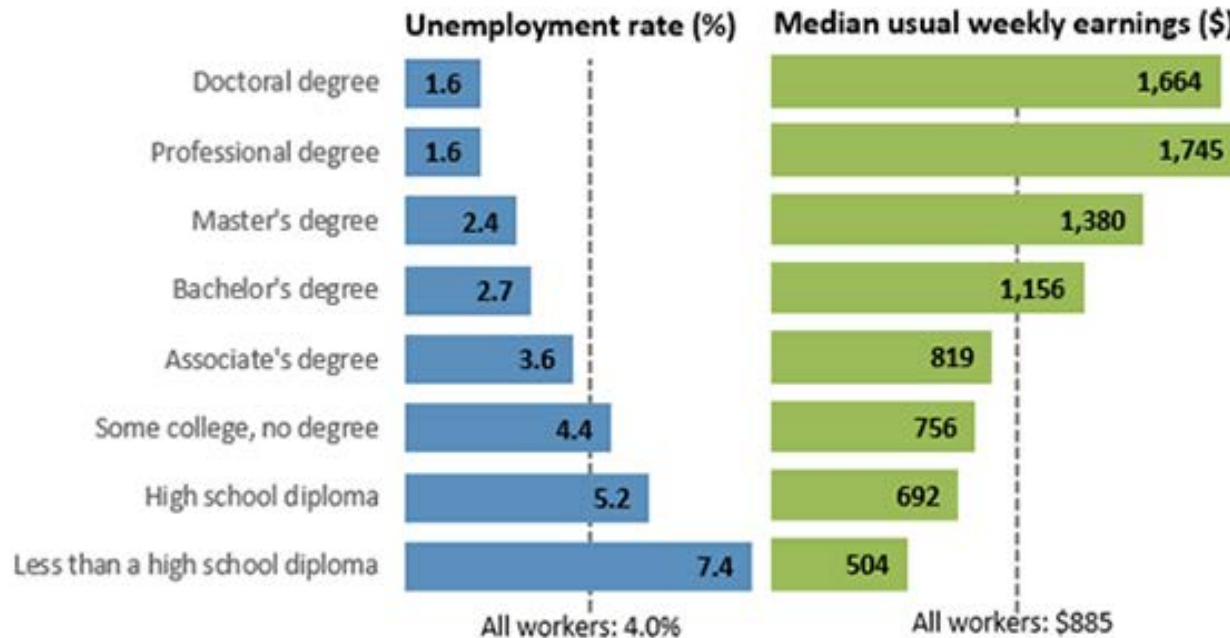


“A persistent complaint by employers is that many high school and college graduates – as well as some adult workers – lack the fundamental employability skills needed in the 21st century workplace.”

Source for the graphic: “Closing the Skills Gap: Preparing New Yorkers for High-Growth, High-Demand, Middle Skills Job.” New Skills at Work: JPMorgan Chase & Co. 2014
Source for the quotation: “Closing America’s Skills Gap: A Business Roundtable Vision and Action Plan.” Business Roundtable. December 2014

Why College Access & Completion Matters – Earnings and Unemployment

Unemployment rates and earnings by educational attainment, 2016



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Source: Allen Chen, "More education: Lower unemployment, higher earnings," *Career Outlook*, U.S. Bureau of Labor Statistics, April 2017.

Access and Opportunity Programs

2018-19 \$10 M Budget Request

Expand Access to Higher Education for Underrepresented and Disadvantaged Students

Higher Education Opportunity Program (HEOP)	\$4.5 M
Science and Technology Entry Program (STEP)	\$1.0 M
Collegiate Science and Technology Entry Program (CSTEP)	\$2.5 M
Liberty Partnerships Program (LPP)	\$2.0 M

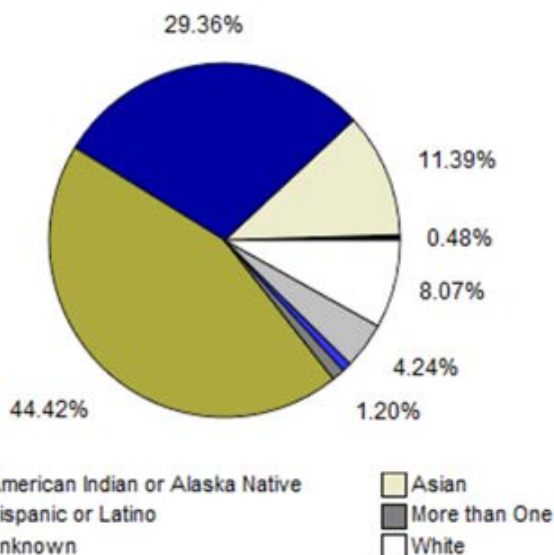


- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 36,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

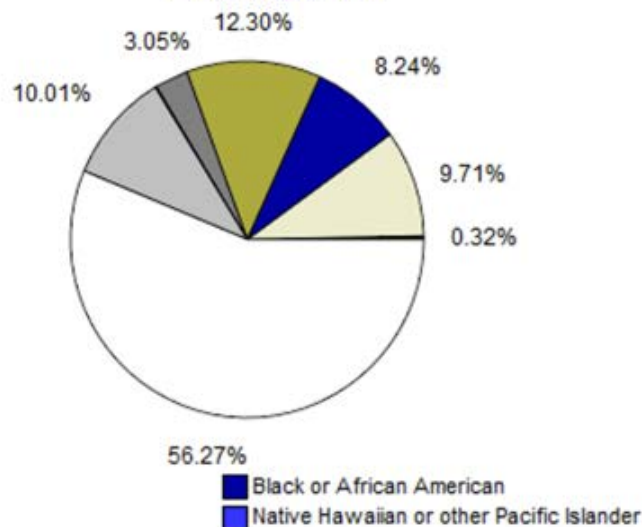
Increase Access to Higher Education – Arthur O. Eve Higher Education Opportunity Program (HEOP)

2016-17 Race/Ethnicity Distribution at Institutions Receiving HEOP Grants

HEOP Students



All Students



SED requests an **additional \$4.5 million**, to support and enhance current programs

HEOP provides financial assistance, pre-freshman summer programs, remedial coursework, tutoring and counseling to students attending independent colleges. **Students in this program do not meet traditional academic criteria when admitted to college, however, they typically earn degrees at rates that equal or exceed general admission students.** HEOP serves over 4,890 students through 52 programs.

Increase Access to Higher Education – *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 middle and high school 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.

**99% of STEP seniors graduated in 2016-17;
92% of those graduates went on to college**

SED requests an **additional \$1 million** in STEP funds to provide existing programs 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.



Increase Access to Higher Education – *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 underrepresented 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 careers. CSTEP currently serves over 7,400 students through 55 programs.



SED requests an **additional \$2.5 million** in CSTEP funds to fully fund one partially funded institution, fund an additional 6 projects, provide existing projects the opportunity to expand, and/or increase the number of projects supporting student participation in STEM-based placements.

Increase Access to Higher Education – *Liberty Partnerships Program (LPP)*

- LPPs are partnerships between institutions of higher education, schools and community-based organizations that offer comprehensive pre-collegiate/dropout prevention programs to middle and high school students. LPPs provide tutoring, counseling, college and career exploration, crisis intervention and other supportive services to over 13,700 students in 47 programs across New York State.

SED requests an **additional \$2 million** to fully fund one partially funded institution and enhance services in existing projects.

- LPP has demonstrated value in positively impacting youth at risk of dropping out of school.

In 2016-17, 94% of LPP seniors graduated. Of those graduates, 94% went on to college.

Increase Access to Higher Education

Teacher Opportunity Corp II

- 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. TOC II builds upon the successful Teacher Opportunity Corp (TOC) program, and provides additional supports such as:
 - an enhanced 10-month student internship
 - as well as possible tuition stipends

The Regents support providing a \$500,000 increase to support new programs and the expansion of existing programs.



Increase Access to Higher Education – *DREAMers Act*

Enact the Education Equity for DREAMers Act

- In New York, thousands of undocumented students receive education through the state's P-12 public school system.
- Give our undocumented students the opportunity to access higher education by making state financial aid available to them.



- Our economic growth depends on a vibrant, well-educated workforce.
- Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy.

Bridge to College and Careers Pilot Program

2018-19 \$3 M 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 \$3 million in funding** to create a Bridge to College and Career Pilot Program consisting of 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.

Increase Access to Higher Education – *Enhancing Supports & Services for Students with Disabilities*

- ❖ SED requests an **additional \$15 million** to provide much needed enhanced supports and services to over 61,000 identified students with disabilities in New York State degree granting colleges and universities.

Funding would be authorized, 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.
- ❖ SED will also propose legislation that would address the educational needs of a wider range of students as they pursue a broader spectrum of opportunities to meet their educational goals by expanding eligibility within the Reader's Aid program to those with print disabilities.

Institutional Accreditation

- The State Education Department has been an institutional accreditation agency for institutions of higher education since 1787, and since 1952, that authority has been uniquely recognized by the United States Education Department.
- Currently, the Department does not charge institutions for accreditation, a service currently provided to 14 institutions in New York.
 - With the support of SED accredited institutions, the Department is requesting **a no-cost to the state appropriation authority** to spend any resources that would be collected through a new fee structure to support accreditation activities. This provision is included in the Executive Budget proposal.
 - This action would allow currently accredited institutions, and future entities, to be accredited by the Department at lower costs than they would otherwise pay private accreditation agencies such as Middle States.

Institutions accredited by the Department include Cold Spring Harbor Laboratory, American Museum of Natural History, Rockefeller University, and the Gerstner Graduate School of Biomedical Sciences at Memorial Sloan-Kettering Cancer Center.

Licensed Professionals Serve and Protect the Public

Access to Competent Professional Services

- Licensing is inextricably linked to education.
- The professions are at the core of the state's economy.
- Licensees must be qualified and competent to provide health, design, or business services – professional practice affects all New Yorkers.

Public Protection Through Professional Oversight and Discipline

The annual responsibilities of the Office of the Professions include:

- Hundreds of thousands of practice interpretations and clarifications.
- Investigations and prosecutions across the state.
- Implementation of Illegal Practice Enforcement.
 - 2017 Illegal Practice Cases Opened: 202
 - 2017 Compliance Agreements: 358
 - 2017 Cease & Desist Orders: 9
 - Pending Criminal Cases: 98

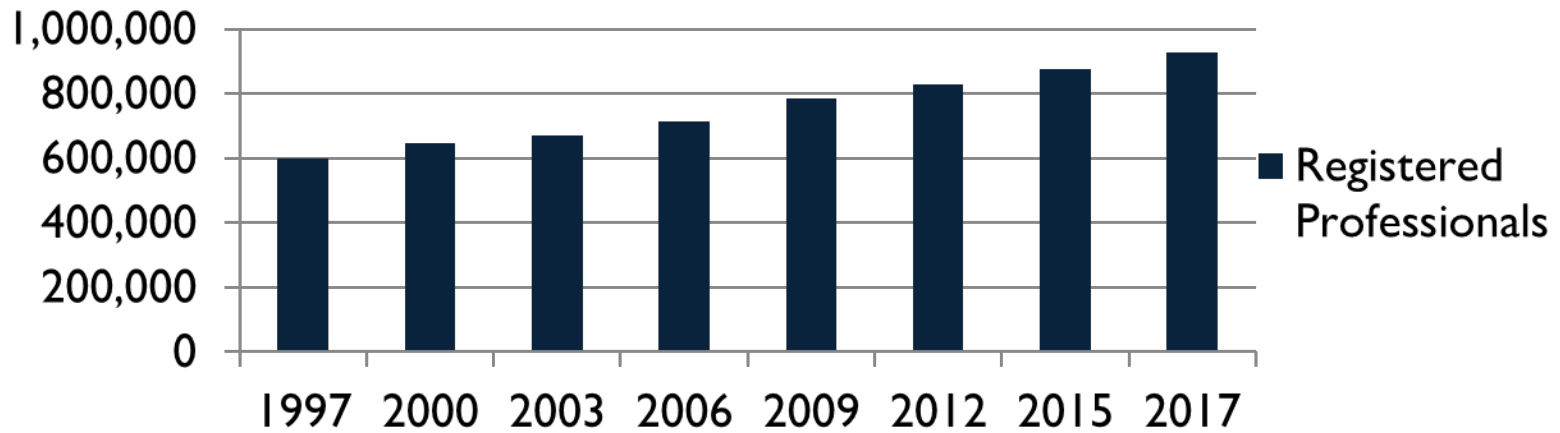
There are close to 1 million licensed professionals registered to practice in New York.

Professions 2017 Results

Operational Responsibility	2017
New licenses issued	52,329
Registrations processed	291,796
Pharmacies, manufacturers, re-packers, wholesalers and outsourcing facilities registered	8,507
Pharmacy inspections conducted	1,303
Disciplinary investigations completed	6,576
Professional education programs completed	398
Individual reviews of non-traditional education	10,500
New filings for professional corporations	3,088
Candidates taking OP-developed licensing exams	2,364
Email/telephone inquiries answered	Over 1,000,000

Growing Numbers of Licensed & Registered Professionals

Registered Professionals



Enhanced Customer Service for Licensed Professionals

- Online applications for RNs, LPNS, OTs and nearly 20 other professions have been rolled out since late 2016. Applicants are now able to submit documents and pay electronically for the first time.
- Applications are in development for other professions and will be available soon.
- A project plan has been developed that would enable us to replace our antiquated computer system with a robust custom-built electronic licensing system, which will include enhancements to the customer experience and improvements to back-office processes, over the next 5 years.

SED is requesting, at no cost to the state, a \$4.3 million increase in spending authority in order to utilize funds already collected through licensing fees to begin this important work. This is included in the Executive Budget proposal.



Enhanced Customer Service

- As demand for licensing has grown, improvements have been made to the licensure process. In 2017, the average processing time to issue a license after all information was received was **less than two weeks**.
- In 2017, there were **8.9 million** unique individual visits to the Office of the Professions website.
- In 2017, the Office of the Professions website received **nearly 30 million page views**. We continue to update all Department web pages to increase accessibility and readability for customers.
- Our most popular feature is the online verification of licenses - more than **4.5 million people** used this feature in 2017.
- #ProfessionProfiles is used in social media by the Department to inform the public and licensees about professions and public protection
- Online registration renewal rates are now **over 90 percent**.



Implementation of Critical New Laws

The Professions

New laws impacting the Professions were enacted in 2017, including:

Chapter 202 (Funke/Jaffee): Establishes a limited license for individuals engaging in clinical or academic practice under the supervision of a licensed speech-language pathologist or audiologist.

Chapter 354 (Lavage/Gunther): Prohibits the use of the abbreviation of "D.P.T." and title "doctor of physical therapy" to indicate or imply legal authorization to practice physical therapy unless licensed or otherwise authorized by article 136 of the education law.

Chapter 357 (Hannon/Gottfried): Authorizes pharmacists substitute biologic products with FDA approved interchangeable biologics.

Chapter 364 (Helming/Stirpe): Updates mandatory peer review provisions for certified public accountants

Chapter 502 (Flanagan/Morelle): Requires registered professional nurses to attain a baccalaureate degree in nursing within ten years of their initial licensure.

Build Technical Assistance and Support Capacity at SED

5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

Like the federal government, 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.



Thank You.

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