Welcome, Advisory Committee Members!

Parent and Student Advisory Committee

Blue Ribbon Commission on Graduation Measures
Opening Remarks

Chancellor Lester W. Young, Jr.
Commissioner Betty A. Rosa
Vice Chancellor Josephine Finn
Regent Judith Chin
Regent Frances G. Wills
Regent Aramina Vega Ferrer
Agenda

- Welcome and Overview
  - Overview of the Blue Ribbon Commission (BRC)
  - Selection and Structure
  - Goals
  - Introductions

- Summary of BRC Presentations and Discussion
  - Current NYS Diploma Requirements
    - Credit requirements
    - Assessment requirements
    - Assessment flexibilities
  - Graduation Rates in NYS
  - Post-Secondary Pathways
    - Career Path
    - College Path

- Closing Remarks
2019: Time to Rethink the Diploma

It’s time that we rethink the high school diploma

By Betty Rowe, Regents Chancellor

The latest graduation rate figures are similar to the results we have seen in each of the last several years (see story, page 5). The graduation rate continues to slowly edge up, but stubborn gaps in achievement persist – gaps that separate students of color, students with disabilities, English language learners, and low-income students from their peers who are white and attend school in low-need districts.

It was encouraging to see signs that we are moving in the right direction. On the other hand, the rate of improvement is far too slow by any objective measure. Simply put, the system is not working for everyone, and too many students – particularly our most vulnerable students – are leaving high school without a diploma.

New Yorkers. But I and other Regents view it as essential. In recent years, the Board of Regents and the State Education Department tackled equally controversial issues when we revised the state’s learning standards and adopted our plan to comply with the federal Every Student Succeeds Act. Those experiences point the way forward. In each case, the final product resulted from a lengthy process that was collaborative, deliberative and transparent. Each involved gathering input from many partners, including parents, teachers, and school administrators, as well as representatives of higher education, the business community, and the general public.

We all remember the strong push back that followed New York’s rushed implementation of the Common Core standards, state assessments and teacher evaluations. We worked to avoid that experience when we revised the learning standards and when we adopted the ESSA plan, and we will be similarly deliberate and collaborative as we I will ask them to focus on three areas: research, practice and policy. They will address key questions, such as:

• What do we want our children to know and to be able to do before they graduate?
• How do we want them to demonstrate such knowledge and skills?
• To what degree does requiring passage of Regents exams for a diploma improve student achievement, graduation rates and college readiness?
• What other measures of achievement (e.g., capstone projects, alternative assessments or engagement in civic and community activities) could serve as indicators of high school completion?

The Voice of Public School Leadership

NEW YORK STATE SCHOOL BOARDS ASSOCIATION • www.nysba.org

Vol. 29 No. 3

February 25, 2019

On Board

Commentary

What do we want our children to know and to be able to do before they graduate?
How do we want them to demonstrate such knowledge and skills?
To what degree does requiring passage of Regents exams for a diploma improve student achievement, graduation rates and college readiness?
What other measures of achievement (e.g., capstone projects, alternative assessments or engagement in civic and community activities) could serve as indicators of high school completion?
NYS Graduation Measures
Blue Ribbon Commission
Co-Chairs Vice Chancellor Finn & Regent Chin

Parent Advisory Committee

Steering Committee

Student Advisory Committee

Subcommittee
Program Requirements and Learning Experiences
Chair Vice Chancellor Finn
Regent Ferrer member

Subcommittee
Measurements and Assessment
Chair Regent Chin
Regent Wills member
Goals of the Commission

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Short-Term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop recommendations to the Board of Regents on what <strong>measures of learning and achievement</strong> will best serve New York’s <strong>diverse student population</strong> as indicators of what they know and of their readiness for <strong>college, career, and civic life.</strong></td>
<td>• Summarize previous BRC presentations; and • Discuss recommended changes to future graduation measures and the implications of such changes for students.</td>
</tr>
</tbody>
</table>
Introductions

Name

Location

What motivated you to apply for the Advisory Committee?
What Does NYSED Regulate?

Legislature/Executive determine:
- Education Law
- Funding

Board of Regents and NYSED determine:
- Program requirements
  - What is required to be taught at what level
- Graduation requirements
  - What is required to earn a diploma or exiting credential
- Learning standards
- State Assessments
  - Assessments used to satisfy ESSA requirements

Schools and districts determine:
- Course offerings
  - Curriculum
  - Instructional modality and resources
- Grading policies
- Attendance policies
- Student placement
- Additional program and graduation requirements (beyond those established by NYSED)
Credit Distribution

Student Choice in Course Selection

In most disciplines, students choose the courses they want to take.

Required Courses

- Health (½ credit required)
- Global History and Geography (2 credits required)
- United States History (1 credit required)
- Participation in Government (½ credit required)
- Economics (½ credit required)

* Local schools and districts may create additional requirements for their students.

<table>
<thead>
<tr>
<th>Minimum Number of Credits</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributed as follows:</td>
<td>Distributed as follows:</td>
</tr>
<tr>
<td></td>
<td>U.S. History (1)</td>
<td>Life Science (1)</td>
</tr>
<tr>
<td></td>
<td>Global History and Geography (2)</td>
<td>Physical Science (1)</td>
</tr>
<tr>
<td></td>
<td>Participation in Government (½)</td>
<td>Life Science or Physical Science (1)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Mathematics</td>
</tr>
<tr>
<td>World Languages</td>
<td>1</td>
<td>World Languages</td>
</tr>
<tr>
<td>Visual Art, Music, Dance,</td>
<td>1</td>
<td>Visual Art, Music, Dance,</td>
</tr>
<tr>
<td>and/or Theater</td>
<td></td>
<td>and/or Theater</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Physical Education</td>
</tr>
<tr>
<td>(participation each semester)</td>
<td></td>
<td>(participation each semester)</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td>Health</td>
</tr>
<tr>
<td>Electives</td>
<td>3 ½</td>
<td>Electives</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>Total</td>
</tr>
</tbody>
</table>

For more information on: Credit Requirements
Earning Credit

- Credit by Exam
- Grade 8 Acceleration
- Independent Study (Elective Credit)
- Completing a Unit of Study
- Participation in Performance Arts
- Transfer Credit
- Summer School and Make-Up Credit

For more information on: Earning Credit
Let’s Discuss: Credit/Program Requirements

How do credit-based diploma requirements affect students’ ability to graduate? Do you think the current credit distribution needs to be adjusted? If so, how and why?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents
Assessments

Federal and State Requirements and Perspectives

NY’s Assessment Strategy – Multiple Measures
ESSA Requirements

Reading/Language Arts and Math

• Each of grades 3-8
• Once in high school

Science

• Once in each grade span: 3-5, 6-9, and 10-12
“A vision for the future is that assessments at all levels – from classroom to state – will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making.”
Multiple (+1) Pathways

All students must pass 4 required assessments (one in each discipline).

Pathways:
- STEM
- Humanities
- Arts
- World Languages
- CTE
- CDOS
- Civics
Multiple Pathways

- Passing one additional Regents Exam or NYSED-approved alternative
  - Humanities
  - STEM

- Passing a NYSED-approved pathway assessment
  - Arts
  - World Languages
  - CDOS

- Completing a NYSED-approved CTE program
  - CTE

- Earning the CDOS Commencement Credential
  - CDOS

- Earning the Seal of Civic Readiness
  - Civics

For more information on: Multiple Pathways
CTE Pathway

To earn the CTE Pathway to a diploma, students must:

- Successfully complete a NYSED-approved CTE program; and
- Earn a passing score on the program’s 3-part technical assessment.
## CDOS Commencement Credential: Option 1

<table>
<thead>
<tr>
<th>Career Plan</th>
<th>Employability Profile</th>
<th>Demonstrated Achievement of CDOS Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>216 hours of CTE coursework and/or work-based learning experiences*</td>
<td>at least 54 hours must be work-based learning experiences</td>
<td></td>
</tr>
</tbody>
</table>

For more information on: [CDOS Pathway to a Regents or Local Diploma](https://www.ed.gov), [Work-Based Learning & CDOS](https://www.ed.gov)
Let’s Discuss: Assessment Requirements/Pathways

What recommendations do you have related to future assessment requirements for graduation purposes?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents
# Traditional Appeal Options

<table>
<thead>
<tr>
<th>Regents Diploma via Traditional Appeal for All Students</th>
<th>Local Diploma via Traditional Appeal for All Students</th>
<th>Local Diploma via Appeal for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One</strong> successfully appealed Regents exam score no more than 5 points below passing (60-64)</td>
<td><strong>Two</strong> successfully appealed Regents exam scores no more than 5 points below passing (60-64)</td>
<td><strong>One</strong> successfully appealed English Language Arts Regents exam score of 55-59 may also use <strong>one</strong> successfully appealed Regents exam score no more than 5 points below passing (60-64)</td>
</tr>
</tbody>
</table>

For more information on: [NYS Diploma/Credential Requirements](#)
### Safety Net Options for Students with Disabilities

<table>
<thead>
<tr>
<th>Local Diploma via Low Pass Safety Net</th>
<th>Local Diploma via Compensatory Safety Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets assessment requirements for a local diploma by achieving a score between <strong>55</strong> and <strong>64</strong> on one or more of the required Regents exams</td>
<td>Meets assessment requirements for a local diploma by compensating Regents exam scores between <strong>45-54</strong> (on any required Regents exam except for ELA and math) with a score of <strong>65 or higher</strong> on another required Regents exam</td>
</tr>
<tr>
<td><em>May also appeal</em> up to two Regents exam scores between <strong>52-54</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Safety Net Options Available to Students with Disabilities to Graduate with a Local Diploma*
## Superintendent Determination of a Local Diploma

Eligibility requirements include:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student with a disability currently receiving special education services</td>
<td>through an Individualized Education Program (not applicable to 504 or</td>
</tr>
<tr>
<td></td>
<td>declassified students)</td>
</tr>
<tr>
<td>Student participated in and passed all relevant Regents level coursework</td>
<td></td>
</tr>
<tr>
<td>Student actively participated in all required Regents examinations</td>
<td></td>
</tr>
<tr>
<td>Student earned the appropriate 22 units of diploma credit</td>
<td></td>
</tr>
<tr>
<td>▪ If the request involves English Language Arts and/or mathematics</td>
<td>assessments, students must ALSO earn the Career Development and</td>
</tr>
<tr>
<td></td>
<td>Occupational Studies (CDOS) Commencement Credential.</td>
</tr>
<tr>
<td>Student’s parent or person in parental relation submitted a written</td>
<td></td>
</tr>
<tr>
<td></td>
<td>request to the superintendent for a determination of a local diploma</td>
</tr>
</tbody>
</table>

For more information on: [Superintendent Determination Option](#)
Special Appeal Eligibility Criteria

Regents examination taken:
• June 2022,
• August 2022,
• January 2023,
• June 2023, or
• August 2023

Earned a score of 50-64 on the Regents examination that is the subject of the appeal and was taken during one of the above administrations

Passed the course for which the appeal is being sought

For more information on: Special Appeals Memo, Special Appeals FAQ
Exemptions from Assessment Requirements

COVID-19

Out-of-State Transfer Students

Interstate Compact
Advanced Designation

Met the credit requirements

Earned passing score* on all required assessments (7 + 1)

- Additional exams required
  - +2 math
  - +1 science
  - 1 life, 1 physical

Completed a sequence

*Special appeals and exemptions can be applied to any diploma type.
Sequence Requirements

- 2 additional credits in World Languages (for a total of 3 credits) and the locally developed Checkpoint B World Languages Exam
- 5-unit sequence in the arts
- 5-unit sequence in career and technical education

For more information on: Diploma Types
Graduation Rate Over 10 Years - August

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>77.8%</td>
</tr>
<tr>
<td>2010</td>
<td>79.1%</td>
</tr>
<tr>
<td>2011</td>
<td>80.3%</td>
</tr>
<tr>
<td>2012</td>
<td>81.4%</td>
</tr>
<tr>
<td>2013</td>
<td>82.1%</td>
</tr>
<tr>
<td>2014</td>
<td>82.6%</td>
</tr>
<tr>
<td>2015</td>
<td>83.4%</td>
</tr>
<tr>
<td>2016</td>
<td>84.8%</td>
</tr>
<tr>
<td>2017</td>
<td>86.1%</td>
</tr>
<tr>
<td>2018</td>
<td>87.0%</td>
</tr>
</tbody>
</table>
2018 Cohort 4-Year Statewide Outcomes – August

2018 Cohort Size: 202,097 students
2017 Cohort Size: 208,217 students
2016 Cohort Size: 208,449 students

Superintendents’ Determination
School Year 2021-22: 128 Local Diplomas Awarded (based on school year when local diploma awarded, not tied to cohort)
2016, 2017, and 2018 4-Year Graduation Rates By Subgroups – August
## English Language Learners: 2016, 2017, and 2018 Cohorts - August

### English Language Learners in Public Schools After 4 Years

<table>
<thead>
<tr>
<th></th>
<th>2016 Total Cohort</th>
<th>2017 Total Cohort</th>
<th>2018 Total Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Graduates</strong></td>
<td>46.0%</td>
<td>60.5%</td>
<td>65.0%</td>
</tr>
<tr>
<td><strong>Local Diploma</strong></td>
<td>3.0%</td>
<td>0.8%</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Regents Diploma</strong></td>
<td>41.0%</td>
<td>51.9%</td>
<td>55.1%</td>
</tr>
<tr>
<td><strong>Regents Diploma with Advanced Designation</strong></td>
<td>2.1%</td>
<td>7.8%</td>
<td>8.4%</td>
</tr>
<tr>
<td><strong>Still Enrolled</strong></td>
<td>25.5%</td>
<td>21.1%</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Non-Diploma Credentials</strong></td>
<td>1.1%</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Dropped out</strong></td>
<td>25.5%</td>
<td>16.4%</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>Transferred to an Approved High School Equivalency Program</strong></td>
<td>1.9%</td>
<td>1.1%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
### Students with Disabilities: 2016, 2017, and 2018 Cohorts - August

<table>
<thead>
<tr>
<th>Students with Disabilities in Public Schools After 4 Years</th>
<th>2016 Total Cohort</th>
<th>2017 Total Cohort</th>
<th>2018 Total Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>62.2%</td>
<td>64.5%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Local Diploma</td>
<td>12.9%</td>
<td>6.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Regents Diploma</td>
<td>43.6%</td>
<td>50.5%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Regents Diploma with Advanced Designation</td>
<td>5.6%</td>
<td>7.5%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>25.3%</td>
<td>24.7%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Non-Diploma Credentials</td>
<td>3.1%</td>
<td>2.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Dropped out</td>
<td>8.2%</td>
<td>7.2%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Transferred to an Approved High School Equivalency Program</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Local Diplomas Awarded Through Superintendents’ Determination</td>
<td>School Year 2019-20</td>
<td>School Year 2020-21</td>
<td>School Year 2021-22</td>
</tr>
<tr>
<td></td>
<td>290</td>
<td>51</td>
<td>128</td>
</tr>
</tbody>
</table>
 Dropout Rates After 4 Years By Subgroup - August

2016 Cohort Size 208,449
2017 Cohort Size 208,217
2018 Cohort Size 202,097

[Bar chart showing dropout rates by subgroup and cohort size]
Supporting ALL Students

What recommendations do you have to ensure equitable outcomes for all students?

- We will discuss for 5 minutes
- Take 3 minutes to enter your suggestions at the Thought Exchange link
- Take 2 minutes to rate thoughts of other members
- We will look at the collective thoughts

ThoughtExchange Links: Students • Parents
In 2021, 64%* of students in NYS enrolled in an Institution of Higher Education (IHE) after high school.

<table>
<thead>
<tr>
<th>% of NYS High School Graduates By Who Enrolled in an IHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year IHE</td>
</tr>
<tr>
<td>2-Year IHE</td>
</tr>
</tbody>
</table>

58% of males enrolled in an IHE

70% of females enrolled in an IHE

% of NYS High School Graduates By Race/Ethnicity Who Enrolled in an IHE

- 58% of American Indian/Alaska Native students
- 81% of Asian/Pacific Islander students
- 54% of Black students
- 53% of Hispanic students
- 66% of Multiracial students
- 70% of White students

Source: National Student Clearinghouse (NSC)

*NSC data represents 89.6% of all graduates in NYS as some districts did not report data.
## High Growth Occupations (2020-2030)

<table>
<thead>
<tr>
<th>Occupational Groups with Highest Growth</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food Preparation and Serving Related</td>
<td>$32,730</td>
</tr>
<tr>
<td>2. Healthcare Support</td>
<td>$38,440</td>
</tr>
<tr>
<td>3. Transportation and Material Moving</td>
<td>$40,240</td>
</tr>
<tr>
<td>4. Education, Training, and Library</td>
<td>$65,050</td>
</tr>
<tr>
<td>5. Sales and Related</td>
<td>$38,980</td>
</tr>
<tr>
<td>6. Personal Care and Service</td>
<td>$35,790</td>
</tr>
<tr>
<td>7. Management</td>
<td>$140,030</td>
</tr>
<tr>
<td>8. Business and Financial Operations</td>
<td>$89,780</td>
</tr>
<tr>
<td>9. Healthcare Practitioners and Technical</td>
<td>$83,290</td>
</tr>
<tr>
<td>10. Office and Administrative Support</td>
<td>$48,890</td>
</tr>
</tbody>
</table>
Hardest to Fill Occupations

(last 30 days)

- Registered Nurse, $97,754
- Retail Sales Associate, $45,172
- Office/Administrative Assistant, $50,392
- Physician, $105,861
- Software Developer/Engineer, $125,880

Hard to Fill Positions
(All industries/statewide)

- Laborer
- Administrative
- Direct Support Professional
- Registered Nurse
- Maintenance

Why Roles are Difficult to Fill

(Statewide, All Industries)

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of qualified candidates</td>
<td>49%</td>
</tr>
<tr>
<td>Compensation</td>
<td>42%</td>
</tr>
<tr>
<td>Lack of applicants</td>
<td>23%</td>
</tr>
<tr>
<td>Shift/Schedule</td>
<td>17%</td>
</tr>
<tr>
<td>Applicants lack skills</td>
<td>16%</td>
</tr>
<tr>
<td>People aren't interested in work</td>
<td>16%</td>
</tr>
<tr>
<td>Nature of work</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of experience</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of follow-through</td>
<td>13%</td>
</tr>
</tbody>
</table>
Common **skills lacking** among job applicants and new employees

<table>
<thead>
<tr>
<th>Non-Technical Skills (Statewide, All industries)</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-motivation</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>Timeliness/attendance</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td>Communication skills</td>
<td>66%</td>
<td>52%</td>
</tr>
<tr>
<td>Attention to detail</td>
<td>58%</td>
<td>50%</td>
</tr>
<tr>
<td>Problem-solving/critical thinking</td>
<td>63%</td>
<td>48%</td>
</tr>
<tr>
<td>Time management</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>Ability to take criticism</td>
<td>40%</td>
<td>31%</td>
</tr>
<tr>
<td>Personal awareness</td>
<td>34%</td>
<td>27%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Customer service</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>English skills/grammar</td>
<td>31%</td>
<td>19%</td>
</tr>
<tr>
<td>Leadership</td>
<td>28%</td>
<td>18%</td>
</tr>
<tr>
<td>Conflict management</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Decision-making</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Basic math skills</td>
<td>30%</td>
<td>15%</td>
</tr>
</tbody>
</table>
### Common **skills lacking** among job applicants and new employees

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic computer use/computer literacy</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Software proficiency in Excel</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Mechanical technical / engineering</td>
<td>23%</td>
<td>19%</td>
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K-12 Essential Skills Recommendations

- Working Well With Others
  - Communication
  - Cooperation
  - Collaboration
  - Conflict management

- Personal Leadership
  - Take initiative
  - Self-motivation
  - Take constructive criticism

- Adaptability
  - Problem solving
  - Critical thinking

- Information Technology (IT) Literacy
  - Basic computer literacy

- Accountability
  - Manage time
  - Be organized
  - Attention to detail
Let’s Discuss: Preparing Students to Enter the Workforce

How do we best prepare individuals to learn these essential skills and prepare for future employment?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents
Dual Enrollment

- Partnership between Institutions of Higher Education (IHE) and high schools/districts
- Students earn high school diploma credit and the credit is transferrable to the IHE in the partnership
- Perceived as beneficial and valuable among K-12 and higher education leaders and teachers
- Positively impacts high school and college outcomes
College Admissions and Placement

- Admissions and placement processes vary from school to school

- Schools rely on multiple measures
  - GPA/Past performance strong indicator of future success

- Regents exams are a valuable source of data (SUNY, CUNY)
Skills for Post-Secondary Success

- Critical thinking and problem-solving skills
- Initial experiences with career exploration leading to understanding of career pathways and the knowledge, skills, and education/training needed
- Literacy
  - Computer/digital literacy and information literacy
  - Writing and editing skills
- Social-emotional skills
  - Ability to work independently and self-manage as related to time, tasks, etc. (self-motivated)
  - Ability to understand conflicting points of view
- Strong academic preparation in core subjects
  - Reading/language arts, math, history/social studies, science, and world languages
- Understanding of importance of civic engagement
  - Service to Community
Let’s Discuss: Preparing Students to Enter IHEs

In what ways can schools effectively develop students' academic and social emotional proficiency in preparation for college?

ThoughtExchange Links: Students • Parents
Let’s Discuss: Final Recommendations

Given everything you learned today, what is your number one recommendation for the Blue Ribbon Commission?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents
Thank You!

GradMeasures@nysed.gov