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# SENATE TASK FORCE ON WORKFORCE DEVELOPMENT

Preliminary Report & Forum Overview



CO-CHAIR, SENATOR JACK MARTINS  
CO-CHAIR, SENATOR GEORGE A. AMEDORE

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## **Preliminary Report & Forum Overview**

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## Table of Contents

EXECUTIVE SUMMARY: .....	3
<b>Summary of Workforce Development Task Force Forums .....</b>	<b>5</b>
NEW YORK CITY FORUM (04/17/2015):.....	5
<u>Attendees:</u> .....	5
ALBANY FORUM (05/13/2015): .....	8
<u>Attendees:</u> .....	8
ROCHESTER FORUM (10/22/15): .....	11
<u>Attendees:</u> .....	11
NEWBURGH HEARING (06/04/2015): .....	13
<u>Attendees:</u> .....	14
LONG ISLAND HEARING (01/22/16):.....	15
<u>Attendees:</u> .....	15
CURRENT NEW YORK STATE HIGHER EDUCATION WORKFORCE DEVELOPMENT INITIATIVES .....	18
<u>New York State Job Linkage Program</u> .....	18
<u>Incentive Funding</u> .....	19
<u>Career Centers</u> .....	20
<u>Career Pathways</u> .....	23
CURRENT NEW YORK STATE LOWER EDUCATION WORKFORCE DEVELOPMENT INITIATIVES.....	23
<u>P-TECH Schools</u> .....	24
<u>BOCES</u> .....	30
<u>Early College High Schools</u> .....	31
RECENT SENATE INITIATIVES: .....	33
TASK FORCE RECOMMENDATIONS:.....	34

## **EXECUTIVE SUMMARY:**

The Senate Task Force on Workforce Development was established on March 20, 2015, and charged with reviewing the state's existing programs designed to train both job seekers and existing employees for current and prospective employment opportunities. The Task Force was also charged with working to develop new initiatives that will: improve employee readiness; better meet the workforce needs of private sector employers; connect job seekers with potential employers; retrain those who have lost jobs; and help make New York State's overall economy more robust, dynamic and resilient.

Under the leadership of Co-Chairs Senator Jack Martins and Senator George Amedore, the Task Force has been seeking input from leaders in business, labor, public education, higher education and local governments, as well as workforce training and development experts. To facilitate discussion and gather valuable information from key experts and stakeholders, the Task Force has been conducting a series of public forums located in various regions across the state. These included events held in New York City, Albany, Rochester, Newburgh and on Long Island.

Among the topics being examined by the Task Force are the following:

- The overall state of the New York economy and sectors of the economy that need trained, skilled workers, today and in the future;
- The proper way to address the crisis of dislocated workers and how to reinsert them into the workforce;

- Developing a better process to connect people who are willing to be trained with the open jobs that are available;
- Analyzing the barriers and the incentives for institutions and businesses to assist students and existing employees in the acquisition of new skills;
- Reviewing state education policies to maximize opportunities for high school and college students to obtain industry certifications and take career-themed courses for jobs that are most in demand;
- Discussing how to improve the sharing of information about regional and statewide workforce trends to ensure job training programs are targeting the skills needed by employers; and
- Exploring the job training resources available to unemployed and under-employed New Yorkers to help them achieve self-sufficiency; and identify potential opportunities for additional collaboration between education and business communities.

Based on the review conducted by the Task Force, as well as the valuable input provided by those who attended the regional forums, the Senate Majority Conference will be advancing legislation to dramatically strengthen and improve New York's overall workforce development strategies and programs.

# Summary of Workforce Development Task Force Forums

## **NEW YORK CITY FORUM (04/17/2015):**

On April 17, 2015, the New York State Senate Taskforce on Workforce Development held a hearing in New York City. The Task Force believes that tens of thousands of mid-skill jobs are available, but not enough skilled workers are trained to fill these positions. Representatives from workforce groups, labor organizations, education groups, government groups participated in the hearing. The Task Force cited a study that found if Upstate New York were a separate state, it would rank 18<sup>th</sup> in the nation in job creation.

### **Attendees:**

**Mario Musolino**, Acting Chair of the New York State Department of Labor (DOL), stated the Department's goals are to train workers, funnel them to a career path, and put unemployed workers to work. The Department provides market information for trending jobs, hosts a job bank with a centralized listing of 115,000 jobs, and provides data on employment. The Department focuses on local and regional employment by using Regional Economic Development Councils (REDCs) and local workforce investment boards. DOL uses 96 career centers to give 260,000 people jobs; New York represents 25% of all people using career centers nationally. Career centers offer classes, workshops, job fairs and other informal sessions for those looking for jobs, and assist employers by acting as recruiters. DOL uses skills matching and referral technology to match job seekers with open positions, based on the person's skills. DOL also has a youth-specific referral technology, starting in middle school. DOL works with the education community to match skills training with education programs. The Department has turned to SUNY and other agencies to cover the withdrawal of federal funding, including the apprenticeship grant program for a five-year, \$5 million grant, resulting in 1,000 jobs. Additionally, DOL identified a \$14.6 million program at community colleges for training programs, and hosts career centers on five community college campuses.

Musolino stated that there are informal contacts between DOL and similar agencies about issues and areas for improvement. He also stated that DOL has authority to issue certificate programs. The Task Force inquired how DOL cuts through the layers of linked agencies to get people to jobs, to which Musolino responded that DOL acts as a broker for communication, and the business community, not education providers, drives communication. To be effective, DOL wants the business community to define the skills they need, but businesses may have problems providing this information, so DOL tries to give the education programs the information they need to format these programs. Musolino also stated that there is an emerging contingent of jobs that are not matching education programs with skills needed for the jobs.

The Task Force recommends that DOL develop an expedited system of certifications that provide training to workers and satisfy the needs of employers seeking a skilled labor force.

The Task Force also recommends that DOL link job seekers to open jobs using the job placement data it collects.

**Johanna Duncan-Poitier**, Senior Vice-Chancellor for Community Colleges and the Education Pipeline, stated that 63% of the fastest growing occupations require some form of higher education, and yet 60% of New York residents between ages 24-64 have less than a four-year degree. She stated that New York's 30 community colleges provide education opportunities to 239,000 students and offer 39,000 certificate and associates degrees. Of these students, up to 40% of community college students are returning adults. She believes that non-credit courses can help get to people into jobs quickly. To aid in the training of advanced manufacturing, all of the community colleges worked to train for advanced manufacturing by establishing 150 business partners, with the goal of securing 3,000 jobs, secured \$14.6 million in federal grants, and met this goal in 18 months. Further, the community colleges provide over 40 advanced manufacturing certificate programs.

She also stated that 23 Early College High Schools programs operate in New York, and there are 26 P-Tech schools. She views P-Tech as an advanced option compared to ECHS, and she stated that 9,000 students are slated to benefit from P-Tech programs.

The Task Force inquired into the necessary components to create a certificate program to quickly train workers who have lost their jobs. Poitier believes that SUNY can be more nimble in the area of creating a certificate program that would assist in getting mid-skills jobs, and how quickly can SUNY create that program.

The Task Force recommends SUNY work with private companies to develop certificate programs while SUNY covers the costs of developing the programs and requires the businesses to commit to hiring or guarantee employment to trained students.

**Ed Murphy**, Executive Director of Workforce Development Institute, advocated a strengthening of workforce, communities, and businesses and a focus on manufacturing and infrastructure initiatives, including the energy field. He also called for a statewide pre-apprenticeship program and all bidding for publicly funded programs to require workforce development impact components in the bids. He believes the Task Force can address the middle skills gap by supporting apprenticeship programs. He found that available workforce data is rear-facing and is limited in use because it is not current.

**Nicole Bertram**, representing the Edward Malloy Initiative for Construction Skills, advocated pre-apprentice programs that lead to building trade apprenticeships. She stated that the New York construction industry is poised to reach \$35 billion in 2016 and will provide over 127,000 jobs. She believes using apprenticeships to fill these job openings will help because there are 8,000 apprentices in New York City. The Malloy Initiative has provided over 1,600 placements to date, with 1,100 former apprentices electing the field of their apprenticeships as their careers.

**Kimberly Kendall**, Executive Director of Continuing Programs at LaGuardia Community College stated that she oversees 32,000 enrollments in non-credit adult and continuing education programs, the largest on the East Coast. She stated that there are 20,000 people in LaGuardia's associates programs and 11,000 adults in workforce-related training. She called for a focus on employer commitment paired with holistic training emphasizing technical skills and career talents like interpersonal communication.



She stated that the program lacks the administrative resources and technology to track the long-term employment placements of former students. In response to the Task Force's concern for the length of time required to evaluate a workforce development-gearred education program, Kendall stated that the college builds the training with the credits in mind to make the process occur quicker, and that the approval occurs internally, at the Department chair level, to expedite the process.

**Kevin Douglas**, Co-Director of Policy and Advocacy, United Neighborhood Houses, stated that the network of settlement houses provides services to low-income residents, including education and workforce training. He claimed that for the 32,000 people in the network's education and training programs, one of the most crucial areas of development is adult literacy skills.

### **ALBANY FORUM (05/13/2015):**

On May 13, 2015, the New York State Senate Taskforce on Workforce Development held a forum in Albany. The Task Force stated its desire to have the forum address the general state of economy, which sectors of New York's economy need workers, how to develop a connection between workers seeking training and the jobs workers can fill, how to eliminate the middle skills job gap by providing the labor pool with relevant skills training, and fostering a climate where people can find employment.

#### **Attendees:**

**Mark Eagan**, President and CEO of Capital Region Chamber of Commerce, stated that New York had 110,000 open jobs, with 10,000 of those in the Capital Region. For learning initiatives, he referenced Tech Valley High's project-based learning and the area P-Tech programs, which he claimed were working well and encourage the Task Force to commit to it. The Task Force called for employers to engage students at a young age by entering schools and show them that student debt might not be the best course and emphasize the opportunities of entering the workforce compared to entering high education degree programs directly out of high school. The Task Force underscored the challenges plaguing BOCES: a hindsight perspective on areas of employment that limit expansion into fields that need employees, and the limitations of funding for BOCES programs.

**Jim Cahill**, President of NYS Building and Construction Trades Council, emphasized the shortages in skilled workers for the construction trades industry and stated that the construction trades often offer a series of temporary jobs for workers, which renders it difficult for apprentices to gain knowledge when the market does not provide stable work. The Task Force stated that while higher education provides opportunities for advancement in careers, not all high school students should focus on college, and many overlook pathways, such as apprenticeships, which allow for lifelong careers without the costs or time associated with a higher education degree.

**Vincent Guzzalino**, speaking for the advanced manufacturing and solar industries, cited SUNY IT's recently developed certificate program, and stated that SUNY or the Department of Labor can issue certificates, but the Task Force expressed a desire to minimize bureaucratic hurdles that slow the approval and implementation of these programs; the Task Force believes that such delays fail to provide skilled workers until crucial needs for such workers have subsided, and Guzzalino believed that the certificate system complements market pressure by training employees quickly.

The Task Force recommends a retooling of the community college system and more efficient use of the state's funding for community colleges to accomplish this goal.

The Task Force also recommends the private sector provide a link to train people who have been out of school for long periods, such as adults and veterans.

**Linda Barrington**, Executive Director of the Institute for Compensation Studies at Cornell University's School of Industrial Labor Relations, discussed the importance of framing displaced workers and their workforce development needs in an inclusive manner. She believes in using the unemployment rate as a marker of workforce vitality and showcasing variations in local economies. She also advocated a broad expansion of the Department of Labor's definition of displaced workers to include veterans returning from active service, individuals transitioning from care-giving for their families, and formerly incarcerated individuals with criminal records. She highlighted the difficulties that the formerly incarcerated face in returning to the workforce. Turning to methods that industries can use to secure skilled workers, she emphasized apprenticeships and mentoring programs, especially for linking subsets of workers like veterans

or the disabled with job opportunities. She concluded by calling for further study into the role of technology in presenting job opportunities to potential employees and helping individuals seeking jobs to understand the tasks they would handle in such jobs, especially in emerging technologies.

The Task Force recommends that the education sector, through programs like ILR, analyze workforce development trends, review DOL data, and extrapolate conclusions from it to determine what areas need trained workers.

**Randy Wolken and Bruce Ham**, representing the Manufacturers Association of New York, emphasized the role of business partners in education programs like P-Tech schools. They stated that New York ranks in the top 10 manufacturing states, and currently provides 450,000 manufacturing jobs, with an average annual salary of \$60,000. They claimed that the skills gap will result in two million manufacturing jobs going unfilled in the next decade. They advocated incorporating the business community in curriculum development, especially community colleges, for meeting the immediate needs of the employers. Further, they believed that a statewide approach allows for recruitment of trained employees from other regions of the state. Highlighting the problem that the credentialing process can delay implementation of training programs in schools, they advocated the use of prior learning to get workers credentialed more quickly. They also called for early exposure to manufacturing careers in 9<sup>th</sup> grade and emphasize the value of STEM classes for these jobs. They believe P-Tech programs align primary and secondary education programs with business partners to build degree programs and credentialing systems. The Task Force stated an interest in expediting the credentialing of programs to address immediate employer needs and using pre-existing credentialed programs instead of creating new programs that require an elongated start-up time.

**Melinda Mack**, representing the New York Association of Training and Employment Professionals, called for the infusion of local employer input into workforce development, and a speeding up of the approval process for education programs that train workers for high-need employment fields.

**Jenn O'Connor**, the New York State Director of Ready Nation, called for funding of the 4+1 program and increased BOCES teacher funding.

**Matt Grattan**, Executive Director of Schenectady County Community College's Workforce Development Program, advocated for non-credit classes that provide the best flexibility for responding to employer training needs because these programs do not require approval from the State Education Department or SUNY, but instead just need enough student interest to fund the services, such as the teacher and lab fees. Grattan mentioned while each community college has a non-credit program, these programs do not get state or federal aid.

The Task Force proposes development of a state funding stream for non-credit programs, and the use of Department of Labor statistics to determine in-demand fields and then fund non-credit programs in those fields.

### **ROCHESTER FORUM (10/22/15):**

On October 22, 2015, the Workforce Development Task Force held a hearing in Rochester. The Task Force stated that there are many open high-and-mid skills jobs, but not enough employees to fill these jobs. Also, the Task Force is looking to train workers for in-demand jobs and matching employees with employers. The Task Force examined the state of New York's workforce, and training methods for New Yorker's. The Task Force noted that the State funds workforce development through DOL and SUNY, but many groups duplicate similar tasks without coordinating their efforts. Also, the Task Force stated the importance of strong workforce training and employment opportunities to lift New Yorkers out of poverty.

#### Attendees:

**Robert Duffy**, CEO of the Rochester Business Alliance, highlighted the plethora of well-paying jobs in the area that are going unfilled. He is concerned that companies looking at New York for a locale for economic development may be concerned that candidates for employment may not have sufficient training to meet the requirements for employment. He also spoke of how poor, urban school districts could benefit from altering coursework to contain more job-readiness programs, and such intervention can deter such students in these schools from bad choices and instead make the right choices and select open career opportunities. He emphasized soft skills,

such as bringing back driver's education courses, so young people can get to jobs and training, workforce exposure, and connecting real life concepts with careers, such as showing the role of photonics in cell phone technology. The Task Force reinforced the notion that not all students need to choose college for employment opportunities and may be better served by using existing programs for job training. The Task Force also expressed concerns with the DOL figures on job projections and using this data to direct resources to training programs and assist such programs to connect students with available jobs.

**Dave Young** (IBEW Business Manager, President of Rochester Construction Trades), **Bob Trouskie** (Director of Field Services for Workforce Development Institute), **Dan Kuntz** (Laborer's Local 435), **Paul Speranza, Jr.** (Vice-Chairman, Wegmans), Joseph Westley (Wegmans), and **Erin Young** (Labor Council) talked about benefits of apprenticeship programs as a means of providing career pathways. Also, the group mentioned MAP, Multi-Apprenticeship Program, that actively recruits from low-income, minority neighborhoods and exposes apprentices to a variety of careers in metropolitan areas to give them better options in career choices. The group also focused on the increasing number of retiring employees in local companies, and the desire of such employers to seek new employees who have a cache of soft skills to complement the training in those careers. The WDI representative expressed concerns with the growing skills gap and the over-reliance on skills sector jobs; he believed that training programs could attract individuals to manufacturing careers. The WDI representative also stated the DOL data does not capture the reality of New York's workforce needs.

The Wegman's Executive noted childcare as a workforce development tool. He believes that some workforce development programs are successful, but they are not as effective as they could be in improving the lives of local residents.

The Task Force recommends efforts to change the mindset of the public to accept middle-skills training and jobs by fostering awareness of current workforce development programs, especially in inner-city and economically depressed communities.

The Task Force raised questions about coordination among the various interested groups, and the representatives stated that the encouragement for career pathways can start in schools and even

within family units and as well as with advertising to make these programs more well known, especially with incentives to select pathways training when that track better serves students as an alternative to traditional college routes.

The Task Force recommends enhancing the role of schools in assisting students with career pathways, such as apprentice programs.

**Peter Pecor** of Rochester Works stated that pre-existing services, such as local Department of Social Services offices, can serve as a conduit for providing career information from employers to potential employees. **Ted Oldham** of Monroe Community College focused on using workforce data to target gaps in the middle skills careers. Also, he called for middle skills bridge programs that would remediate students within the community to accelerate training of students and placement in careers.

**Dan White** of BOCES called for enhancements of 4+1 programs to better assist students in entering employment pathways. He also asked the Task Force to increase aid for programming in BOCES CTE programs. The Task Force inquired into student interest for BOCES programs, and White stated that there has been an increased interest in BOCES because of messaging that these programs can provide career opportunities, but the current degree system may prevent a student from progressing in the school system and not reach the BOCES program.

The Task Force recommends BOCES programs should continue a messaging campaign to show students the benefits of BOCES program as well as the role BOCES places in securing careers for students, and BOCES should endeavor to create curricula that assist students to succeed in a BOCES programs.

The Task Force also recommends that BOCES programs should combine mid-skills training with business classes to equip students with related skills.

### **NEWBURGH HEARING (06/04/2015):**

On June 4, 2015, the New York State Senate Task Force on Workforce Development held a hearing in Newburgh. The Task Force stated a desire to have input from the public on what workforce development reforms the public seeks.

**Attendees:**

**Mary Jane Bertram**, the Hudson Valley Regional Director of the Workforce Development Institute, stated that many manufacturing companies are medium to small sized and this creates the perception that manufacturing jobs aren't available, but looked at as a whole, there are far more than people perceive. Ms. Bertram stated that medium sized employers could benefit from cluster training, where multiple employers work together to train workers for different types of jobs. She also believes apprenticeship programs can adapt to workforce trends and provide training for employment areas that will be in need of a skilled workforce. She believes that the Legislature can foster coordination between different industry participants to provide workers, and tools for daily life, such as driver's license access, can assist employees in securing and retaining employment.

**Angelo Rivera**, Director, and **Saloni Sethi**, Manager of Operations, of the Families Economic Empower Program, focused on domestic violence as it pertains to workforce development. Mr. Rivera believes that support services for domestic violence victims, including employment assistance, can provide these victims with the means of removing themselves from harmful situations.

**William Hecht and Elizabeth Hader**, BOCES representatives, described the Career and Technology Education programs (CTE programs), which are 1-or 2-year programs, and Adult Education programs, which are certificate programs, and noted the BOCES programs can accept as many students as possible to the certification programs, but school districts are facing fiscal constraints that impair their ability to send individuals to these programs. They also stated that BOCES puts students in career-and employer-facing opportunities, which enhances the ability to secure employment once they complete the BOCES programs. Also, BOCES can provide training in soft skills, such as time management, to ensure that former students who secure employment can retain and advance their careers. CTE programs are approved by academic and industry professionals, and these programs must enter articulation agreements with local colleges as well as provide workplace learning components. The Task Force noted that BOCES provides a pathway to successful careers, and expressed a desire to see more students take advantage of BOCES programs to secure training and employment. Also, Hecht noted that the P-Tech schools are highly effective in making students college-ready. The Task Force also noted that BOCES

often has a stigma associated with it, but believes that BOCES provides students who may not be interested in college with an alternative that provides a pathway to employment, which students should consider. The Task Force also mentioned that DOL has the opportunity to introduce program bills to ensure that programs like BOCES remain open or expand.

**Maureen Hallihan**, President of Orange County Partnership, discussed challenges in fostering and retaining employment opportunities, but highlighted new economic development initiatives that require a skilled workforce. The Task Force noted that a skilled workforce would incentivize employers looking for new locations for their companies, and a training system that focuses on giving students skills could spur economic development.

**Audra Gurtey and Frank Castella, Jr** of the Dutchess County Chamber of Commerce and **Lorraine Katz** of the Dutchess County Workforce Investment Board discussed mentoring programs geared to employment opportunities. For long-term unemployed individuals, the Chamber advocated assistance with employers to develop plans to hire such individuals and build on foundational skills the individuals can bring to the job. The Task Force expressed a desire to see local private companies, hosted by Chambers of Commerce, hold career fairs for students relating to workforce development to expose the students to employment opportunities in their communities, which the Chamber of Commerce members also support.

### **LONG ISLAND HEARING (01/22/16):**

On January 22, 2016, the New York State Senate Task Force on Workforce Development held a hearing on Long Island. The Task Force stated a desire to create an environment where workers can be trained and linked to careers.

#### **Attendees:**

**John Lombardo** of Suffolk County Community College focused on the need to provide manufacturing students with a skill set that primes them for career opportunities and the value of partnering with industry to foster a mutually beneficial relationship between students and



employers. The Task Force inquired into the role of DOL in providing data to educational institutions.

The Task Force recommends having DOL and SUNY foster an affordable certificate program where students can be trained for a career pathway.

**Roger Clayman** of the Long Island Federation of Labor spoke in favor of Opportunities Long Island, an 8-10 week course that helps individuals sharpen the possibility of acceptance to an apprenticeship program. He echoed the notion that trade-supported programs are more attractive options financially instead of higher education that may not provide career training. He also desires training programs to prepare workers for careers in emerging markets, such as offshore wind energy, and having such programs train new workers and re-train the workforce displaced by the increasing closure of traditional power plants.

**Rosalie Drago**, the Long Island Director of the Workforce Development Institute, spoke about the need of changing public perception that middle skills jobs are “low skill” and “low pay” from the early exposure of students to these notions despite the skills and training needed for these careers. She alluded to the fact that guidance counselors aren’t encouraging students to pursue middle skills career paths because parents are overwhelmingly urging schools to get as many kids to go to college as possible. There are three different DOL programs covering different parts of LI. Drago recommended that they should all be aligned as one LI program. She advocated creating a one-stop process rather than the program “silos” of services where programs compete against each other for funding rather than working together. She also highlighted local P-Tech programs and the value of fostering career interest in earlier levels of education and carrying through the interest to bring students to rewarding careers. The Task Force was interested in the role of community colleges and schools referring students to employers and not using DOL, and Drago emphasized the role of these employers using the most effective tools to recruit skilled candidates for employment, especially when the funding streams for some programs may be inconsistent or not sustainable. The Task Force was concerned with barriers to getting candidates connected with employers, and Drago stated that reducing government interference and regulations can assist with this issue.

**Michael Johnston** of the Concorde Hotel Group and **Dr. Gail Lamberta** of St. Joseph's College discussed the hospitality industry and its role in workforce development programs. Mr. Johnston cited a concern with millennials rapidly leaving Long Island, yet there are scores of open jobs that could be filled by workers in this group. He also called for the infusion of cutting edge technology into training students for employment so candidates for employment can serve customers and navigate new career paths. Dr. Lamberta stated that liberal arts colleges have been adapting to skill sets desired by employers by interfacing with industry leaders, which can prime students for career placement. Also, she advocated the use of internships and workplace training to expose students to career paths.

**Jamie Moore**, the President of ADDAPT, an aerospace and defense and trade association, stated that cyber-Security, IT, machinists, chemical and pharmaceutical companies are in need of skilled workers, but he estimates around 80% of Long Island manufacturers are unaware of state-sponsored training programs or training grants that are currently available. He also called for cooperation of entities involved in workforce development to foster efficiencies.

The Task Force recommends a collaborative process to increase awareness of state-sponsored training programs and grants by the state entities responsible for such programs.

**Jean Silverman**, the Executive Director of Nassau BOCES, stated that BOCES can reassure New Yorkers that students in their families can use BOCES programs to further their careers and seek better lives. She advocated ensuring that BOCES services more closely follow students who use these services to ensure the greatest benefits to these individuals and student-centered workforce programs. To ensure such continuum of services, she called for a career pathways model to be employed by the BOCES system that would make information on career resources more visible to students and employers. She also believes that BOCES can attract students of various educational skill levels and provide them with connections to industry for successful careers.

The Task Force recommends BOCES contact students at an earlier age, including through the use of guidance counselors, to help them make a decision on choosing a technical career and also enhance the perception of technical education programs.

The Task Force also recommends that BOCES inquire into the feasibility of collaborating with community colleges and public higher education systems to provide additional opportunities to BOCES students.

**Bridgette Senior**, Vice President of Alken Industries, discussed her concern with the aging of the manufacturing workforce. She also called for the need to shift public perception that manufacturing jobs are low-skill and low-pay.

**Brian Beedenbender**, Vice President of Teq, advocated the infusion of emerging technology into education programs to assist training, allow students to be more engaged in learning, and allow educators to become more efficient.

## **CURRENT NEW YORK STATE HIGHER EDUCATION WORKFORCE DEVELOPMENT INITIATIVES**

### **New York State Job Linkage Program**

The 2013-2014 enacted budget established the New York State Job Linkage Program and provided \$5 million in incentive funding for schools that meet certain requirements. In 2014, an additional \$5 million was proposed to be awarded to SUNY and CUNY in the amounts of \$3 million and \$2 million respectively.

- Beginning in year 2013-2014 and thereafter, a community college that confers a credit-bearing certificate, an associate of occupational studies (AOS), or an associate of applied science (AAS) degree shall demonstrate that it is preparing students for the job market by partnering its programs with employers;

- Such program partnerships shall exist as follows:
  - The program is a partnership between the community college and one or more employers to train and employ students in a specific occupation;
  - The program has an advisory committee comprised of employers in the occupation or sector, or is advised by employers in the occupation or sector that employs or will employ workers in the region where the community college is located;
  - The program is in a high-tech sector and is in demand for current or projected job growth and is advised by current or potential future employers in the occupation or sector.
  
- On or before January 1, 2014 and on November 1<sup>st</sup> of each community college fiscal year thereafter, the SUNY and CUNY Trustees shall submit a Job Linkage report to DOB and the Legislature which includes an accounting of FTE enrollment in credit bearing certificate programs, AOS, and AAS degree programs in a manner that allows DOB to verify compliance with the employer partnership provisions.

### **Incentive Funding**

- Pursuant to appropriation, SUNY and CUNY shall award community colleges from the Next Generation New York Job Linkage program incentive fund based on measures of student success for all students enrolled in credit bearing certificate programs, OAS and AAS degree programs ;

- Incentive funding is currently appropriated at \$5 million dollars, \$3 million available for SUNY and \$2 million available for CUNY;
- Measures of success shall be weighted as follows:
  - The number of students employed upon certificate or degree completion and their wage gains if any as determined by DOL;
  - The number of certificate or degree completions and student transfers;
  - The number of certificate or degree completions and student transfers by students considered at-risk due to economic disadvantage or under-representation within a field of study; or students who are veterans or disabled;
  - The number of students who make adequate progress toward completion including accelerated completion of a developmental education program;
  - The number of degree completions in innovative programs designed to help students balance school, work and life responsibilities;
  - The number of students engaged in career and employment opportunities.
- Awards shall be made on a pro-rata basis pursuant to a methodology developed by DOB in consultation with SUNY and CUNY.
- On or before December first of each year, SUNY and CUNY shall submit a plan to DOB for approval and allocation of the funds.

**Career Centers**

Last year, funds were appropriated to SUNY and CUNY at \$1 million and \$750,000 respectively, for the purposes of integrating the resources and capacity of career centers at community colleges in coordination with the Department of Labor. The following is a list of the New York State Department of Labor Career Centers organized by county and town:

<u>New York State Department of Labor Career Centers</u>		
<u>County</u>	<u>Title</u>	<u>Town/City</u>
Albany	Career Central	Albany
Allegany	Allegany County Employment and Training Center	Belmont
Bronx	Bronx Workforce 1 Career Center	Bronx
Bronx	Hunts Point Workforce 1 Career Center	Bronx
Broome	Broome-Tioga Workforce New York	Binghamton
Cattaraugus	Cattaraugus Career Center	Olean
Cayuga	Cayuga Works Career Center	Auburn
Chautauqua	Chautauqua Works	Dunkirk
Chautauqua	Jamestown Career Center	Jamestown
Chemung	Elmira Career Center	Elmira
Chenango	CDO Workforce	Norwich
Clinton	OneWorkSource	Plattsburgh
Columbia	Columbia/Greene Community College	Hudson
Cortland	Cortland	Cortland
Delaware	CDO Workforce	Delhi
Delaware	CDO Workforce	Sidney
Dutchess	Dutchess Career Center	Poughkeepsie
Erie	Buffalo Employment & Training Center	Buffalo
Erie	Erie Community College Career Center	Williamsville
Erie	Buffalo Career Center	Buffalo
Erie	Williamsville Career Center	Williamsville
Essex	Elizabethtown One Work Source Center	Elizabethtown
Franklin	Malone One Work Source Center	Malone
Franklin	Saranac Lake Career Center	Saranac Lake
Fulton	Gloversville Workforce Solutions	Gloversville
Genesee	Genesee County Career Center	Batavia
Herkimer	Working Solutions Career Center	Herkimer
Jefferson	The Work Place	Watertown
Kings	Brooklyn Workforce 1 Career Center	Brooklyn
Kings	NYS Department of Labor-Workforce 1	Brooklyn
Lewis	The Work Place	Lowville
Livingston	Livingston County Office of Workforce	Geneseo

	Development	
Madison	Working Solutions Career Center	Wampsville
Monroe	Rochester Works! Career Center	Rochester
Monroe	Rochester Works! Center	Rochester
Monroe	Rochester Works! Welfare-to-Work Center	Rochester
Montgomery	Amsterdam Workforce Solutions	Amsterdam
Nassau	Hempstead Works Career Center	Hempstead
Nassau	Hicksville Career Center	Hicksville
Nassau	Massapequa Employment Center	Massapequa
New York	Midtown Workforce 1 Career Center	New York
New York	Rockaway Workforce 1 Career Center	New York
New York	NYS Department of Labor	New York
New York	NYC Workforce 1 Career Center	New York
New York	Sandy Recovery Workforce 1	Brooklyn
New York	Workforce 1 Healthcare Career Center	New York
Niagara	Niagara's WorkSourceOne One Stop Career Center	Niagara Falls
Niagara	Lockport WorksourceOne Center	Lockport
Oneida	Working Solutions One-Stop Career Center	Utica
Oneida	Rome Working Solutions	Rome
Onondaga	CNY Works	Syracuse
Ontario	Finger Lakes Works-Geneva	Geneva
Ontario	Finger Lakes Works-Ontario	Canandaigua
Orange	Orange Works Career Center	Newburgh
Orange	Orange Works Career Center	Middletown
Orleans	Orleans Center for Workforce Development	Albion
Oswego	Oswego Workforce New York	Fulton
Otsego	Chenango/Delaware/Otsego Local Workforce Investment Area	Oneonta
Putnam	Westchester/Putnam Career Center	Carmel
Queens	Queens Career Center	Jamaica
Queens	Flushing Workforce 1 Career Center	Flushing
Queens	Workforce 1 Industrial & Transportation Career Center	Jamaica
Queens	Long Island City Workforce 1 Career Center	Long Island City
Queens	Flushing Workforce 1 Career Center	Flushing
Rensselaer	Rensselaer County Career Center	Troy
Richmond	Staten Island Workforce 1 Career Center	Staten Island
Richmond	Staten Island South Shore Workforce 1	Staten Island
Rockland	Rockland County Career Center	Haverstraw
St. Lawrence	St. Lawrence Career Center	Canton
St. Lawrence	St. Lawrence Career Center	Massena
St. Lawrence	St. Lawrence Career Center	Ogdensburg
Saratoga	Saratoga County Employment & Training	Ballston Spa
Schenectady	Schenectady Job Training Agency	Schenectady
Schoharie	Cobleskill Workforce Solutions	Cobleskill
Schuyler	Montour Falls Career Center	Montour Falls

Seneca	Finger Lakes Works- Seneca	Waterloo
Steuben	Corning Career Center	Corning
Steuben	Hornell Career Center	Hornell
Steuben	Bath Career Center	Bath
Suffolk	The Employment Career Center	Hauppauge
Suffolk	Workforce New York Career Center	Patchogue
Sullivan	Sullivan Works Career Center	Monticello
Tioga	Tioga Employment Center	Owego
Tompkins	Tompkins Workforce N.Y. Career Center	Ithaca
Ulster	Ulster County Career Center	Kingston
Warren	Warren County Career Center	Glens Falls
Washington	Career Center of Washington County	Fort Edward
Wayne	Finger Lakes Works Career Center	Lyons
Westchester	Westchester County Employment Center	White Plains
Westchester	Peekskill Employment Center	Peekskill
Westchester	Yonkers Employment Center	Yonkers
Westchester	Mt. Vernon Employment Center	Mt. Vernon
Wyoming	Warsaw Career Center	Warsaw
Wyoming	Wyoming County Community Action	Perry
Yates	Finger Lakes Works- Yates	Penn Yan

**Career Pathways**

The Boards of Trustees are directed to consult with BOCES to identify new or existing programs offered to students that would allow a student to pursue an associate of occupational studies (AOS) degree from a community college upon high school graduation. Once identified, BOCES in collaboration with the community college Boards of Trustees shall make such path, identified programs, and AOS degree options known to ensure that students are aware they exist. Such information is to be given to students beginning in eighth grade.



## **CURRENT NEW YORK STATE LOWER EDUCATION WORKFORCE DEVELOPMENT INITIATIVES**

### **P-TECH Schools**

In 2011, New York took an historic step toward bridging the gaps between high school, higher education, and job placement with the creation of P-TECH- Brooklyn. This school took the unprecedented step of partnering with IBM to provide students with an accelerated traditional high school education, while also placing a strong emphasis on Science, Technology, and Mathematics (STEM) learning areas. This public-private partnership approach was also complimented by adding two years to the high school program, opening the doors for students to receive associates degrees. After receiving national praise and demonstrating results, New York took this successful model and is now attempting to replicate its achievements in other areas of the State. During the Workforce Development Task Force's forum in New York City, Johanna Duncan-Poitier, Senior Vice-Chancellor for Community Colleges and the Education Pipeline, stated that 63% of the fastest growing occupations require some form of higher education, and yet 60% of New York residents between ages 24-64 have less than a four-year degree. She stated that New York's 30 community colleges provide education opportunities to 239,000 students and offer 39,000 certificate and associates degrees.

The New York State Pathways in Technology Schools, more commonly referred to as P-TECH, are unique programs that allow students to obtain high school diplomas, while also earning a cost-free associates degree. Utilizing workforce projections from the Bureau of Labor Statistics, these programs partner with local businesses to provide students with the marketable skills

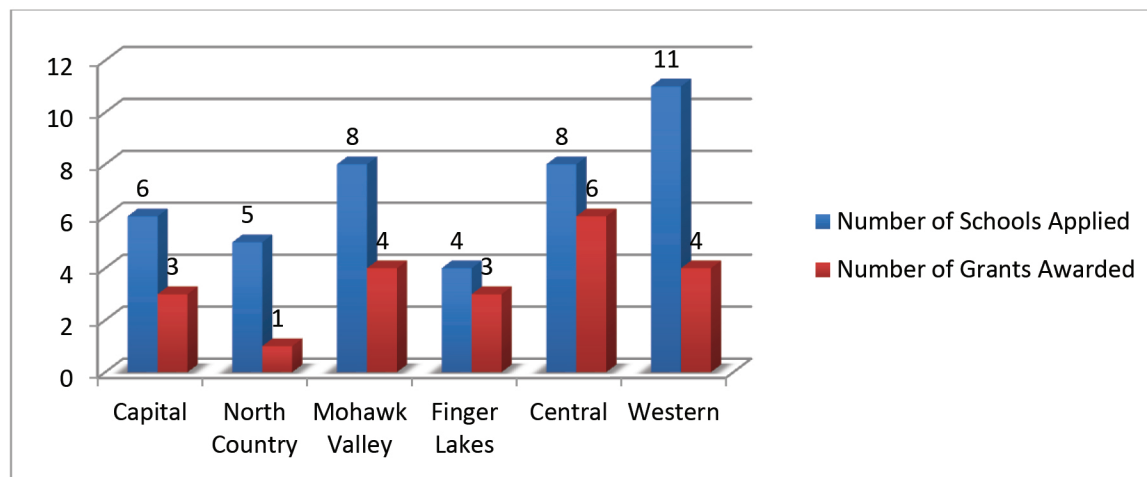
needed to fill high-demand positions that cannot currently be filled due to lack of capable candidates. Students attend these schools for six years and gain valuable internship and other workplace experiences, ultimately culminating in preferential hiring for graduates with the business partner of the school. At the Albany forum, Vice-Chancellor Duncan-Poitier stated that 23 Early College High Schools programs operate in New York, and there are 26 P-Tech schools. She views P-Tech as an expanded option compared to ECHS, and she stated that 9,000 students are slated to benefit from P-Tech programs.

Statewide, these P-TECH programs are funded through seven-year grants, with the first year of the grant acting as a planning year to get these schools up and running. Each year from 2013 to 2015, New York established a new cohort of schools to phase in access to these schools in different areas of the State. Programs are selected through a competitive RFP with an emphasis on attracting at-risk students. There are currently 33 P-TECH schools throughout the State serving an extremely diverse student population. Within these schools, 57% of students are eligible for free and reduced price lunch and 56% are students of color. They are able to maintain attendance rates between 93% and 97%, thereby demonstrating a level of success and interest with students that could otherwise be at risk of not finishing high school, let alone attaining an associate's degree with prime job expectations. During the Workforce Development Task Force's forum in Albany, Randy Wolken and Bruce Ham, representing the Manufacturers Association of New York, emphasized the role of business partners in education programs like P-Tech schools. They stated that New York ranks in the top 10 manufacturing states, and currently provides 450,000 manufacturing jobs, with an average annual salary of \$60,000. They claimed that the skills gap will result in two million manufacturing jobs going unfilled in the next

decade. They advocated incorporating the business community in curriculum development, especially community colleges, for meeting the immediate needs of the employers. Further, they believed that a statewide approach allows for recruitment of trained employees from other regions of the state. They also called for early exposure to manufacturing careers in 9<sup>th</sup> grade and emphasize the value of STEM classes for these jobs. They believe P-Tech programs align primary and secondary education programs with business partners to build degree programs and credentialing systems.

The following is a breakdown of the responses to the three cohorts of RFP’s offered by SED from 2013 to 2015:

Figure 1. Regional RFP's Offered by SED



NYS P-TECH Grant Funding Requirements for 2016-2022

District	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ballston Spa	\$384,362	\$508,166	\$631,970	\$765,274		
Troy	\$292,978	\$400,927	\$583,006	\$817,470		
Hudson Falls	\$354,118	\$359,362	\$360,685	\$328,105		
Syracuse	\$443,304	\$461,590	\$475,386	\$484,532		
Byron Bergen	\$328,035	\$319,960	\$375,535	\$423,225		
Rochester	\$388,281	\$403,455	\$448,006	\$453,533		
Haverstraw-Stony Point	\$376,705	\$379,373	\$379,946	\$379,982		

SENATE TASK FORCE ON WORKFORCE DEVELOPMENT

Kingston	\$441,741	\$451,629	\$457,403	\$461,417		
Newburgh	\$340,465	\$443,172	\$647,466	\$896,128		
Yonkers	\$380,000	\$380,000	\$380,000	\$380,000		
Uniondale	\$322,061	\$381,869	\$485,041	\$576,089		
Gloversville	\$382,618	\$392,118	\$415,867	\$416,542		
NYCDOE	\$413,156	\$403,751	\$373,134	\$343,567		
Peru	\$423,409	\$425,264	\$436,905	\$438,993		
Binghamton	\$364,762	\$395,982	\$587,246	\$743,285		
Lackawanna	\$307,994	\$416,051	\$660,241	\$586,233		
Auburn CSD	\$262,524	\$395,166	\$425,224	\$514,505	\$546,886	
Buffalo CSD	\$372,398	\$415,755	\$456,224	\$473,368	\$539,442	
Dunkirk CSD	\$250,000	\$450,000	\$550,000	\$550,000	\$550,000	
Geneva CSD	\$418,222	\$415,286	\$428,233	\$444,719	\$445,111	
Herkimer CSD	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	
Norwood-Norfolk CSD	\$376,616	\$400,145	\$385,053	\$533,886	\$537,184	
NYCDOE	\$521,521	\$423,480	\$352,725	\$335,353	\$283,341	
Poughkeepsie CSD	\$307,534	\$456,990	\$422,951	\$491,190	\$516,190	
Utica CSD	\$350,849	\$355,942	\$358,746	\$361,550	\$379,354	
Yonkers CSD	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	
Syracuse CSD	\$250,000	\$350,000	\$450,000	\$550,000	\$625,000	\$625,000
Elmira CSD	\$250,000	\$350,000	\$450,000	\$550,000	\$625,000	\$625,000
Buffalo CSD	\$250,000	\$302,707	\$324,897	\$367,802	\$387,798	\$442,796
Altmar-Parish- Williamstown CSD	\$243,437	\$259,345	\$348,655	\$516,988	\$595,029	\$547,570
Salmon River CSD	\$250,000	\$350,000	\$450,000	\$514,351	\$578,529	\$598,911
Hempstead UFSD	\$250,000	\$350,000	\$450,000	\$550,000	\$625,000	\$625,000
Canajoharie CSD	\$250,000	\$350,000	\$450,000	\$550,000	\$625,000	\$625,000
TOTAL	\$11,347,090	\$12,947,485	\$14,800,544	\$16,598,087	\$8,658,864	\$4,089,277

NYS P-TECH Grant Applicants/Recipients  
COHORT 1 2013-2020 (32 applicants/16  
awards)

Applicant District	Region
Peru CSD	North Country
Ballston Spa CSD	Capital
Troy CSD	Capital
Hudson Falls CSD	Capital
Gloversville CSD	Mohawk Valley
Byron Bergen CSD	Finger Lakes
Rochester CSD	Finger Lakes
Syracuse CSD	Central
Lackawanna CSD	Western Hudson
Haverstraw-Stony Point (North Rockland) CSD	Valley Hudson
Kingston CSD	Valley
Newburgh CSD	Hudson

Yonkers CSD	Valley
Binghamton CSD	Hudson Valley
	Southern Tier
	New York City
NYCDOE	City
Uniondale UFSD	Long Island

Not Awarded Cohort I Grants:

Salmon River CSD	North Country
Gouverneur CSD	North Country
Schenectady CSD	Capital Mohawk Valley
Rome CSD	Mohawk Valley
Milford CSD	Mohawk Valley
Central Valley CSD	Mohawk Valley
Tully CSD	Central
Central Square CSD	Central
Dunkirk CSD	Western
Kenmore-Tonawanda CSD	Western
Buffalo CSD	Western Hudson Valley
White Plains CSD	Valley
Delhi CSD	Southern Tier
Unadilla Valley CSD	Southern Tier
South Huntington UFSD	Long Island
Longwood UFSD	Long Island
Westbury UFSD	Long Island

COHORT II 2014-2021 (18 applicants/10 awards)

Applicant District	Region
Norwood-Norfolk CSD	North Country
Herkimer CSD	Mohawk Valley
Utica CSD	Mohawk Valley
Geneva CSD	Finger Lakes
Syracuse CSD	Central
Altmar-Parish-Williamstown CSD	Central
Auburn CSD	Central
Buffalo CSD	Western
Dunkirk CSD	Western
Poughkeepsie CSD	Hudson Valley
Yonkers CSD	Hudson Valley
NYCDOE	New York City

Not Awarded Cohort II Grants:

Rome CSD	Mohawk Valley
Sidney CSD	Southern Tier
Greece CSD	Finger Lakes

Cheektowaga CSD	Western
South Huntington UFSD	Long Island
Sewanhaka CHSD	Long Island

COHORT III 2015-2022 (21 applicants/7 awards)

Applicant District	Region
Salmon River CSD	North Country
Canajoharie CSD	Mohawk Valley
Altmar-Parish-Williamstown CSD	Central
Syracuse CSD	Central
Buffalo CSD	Western
Elmira CSD	Southern Tier
Hempstead UFSD	Long Island

Not Awarded Cohort III Grants:

Hudson CSD	Capital
Rotterdam-Mohonasen CSD	Capital
Central Valley CSD	Mohawk Valley
Rome CSD	Mohawk Valley
Cattaraugus-Allegany BOCES	Western
Orchard Park CSD	Western
Niagara Falls CSD	Western
Newburgh CSD	Hudson Valley
Fallsburg CSD	Hudson Valley
Yonkers CSD	Hudson Valley
Trumansburg CSD	Southern Tier
NYCDOE	New York City
South Huntington UFSD	Long Island

As illustrated in the chart above, there is more demand for these types of programs than current funding streams can meet. Existing programs are currently funded at \$9 million. In order to increase the amount of programs, there would be a required increase in this appropriation. However, there is a potentially greater challenge threatening the sustainability of existing programs through the guarantee of funding after the seven-year grants expire. Schools receiving grants are guaranteed funding for seven years, which only ensures that the first class of freshman will graduate with a cost-free associate’s degree. After this initial freshman class, all future freshman classes are participating with the expectation that the six-year program will remain in

place, but the funding mechanisms are not guaranteed to be there. Proponents of the P-TECH schools have said that this uncertainty has the potential to curtail enrollment and stymie growth in the current programs. If P-TECH is to have a promising future in this State, these funding issues will need to be addressed.

## **BOCES**

Most people have a cursory familiarity with BOCES (boards of cooperative educational services), but many do not realize the breadth of services that these entities provide to students across the State. There are 37 BOCES in New York serving all but nine school districts. BOCES allows districts to share services, thereby utilizing economies of scale to expand programs available for students. There are hundreds of services that BOCES can provide ranging from teaching courses in aircraft maintenance to transportation for disabled students to health services provided by nurses. As school districts have placed more of a focus on career and technical education (CTE), so too have BOCES. Allowing districts to identify specific areas of need enables BOCES to offer courses in unique areas that school districts would not be able to do on their own.

Impacting BOCES' ability to expand its CTE offerings is the statutory salary cap placed on career and tech teachers. The maximum allowable salary for these teachers is set at thirty thousand dollars, a figure that has not been increased since 1994. This low salary makes it challenging for BOCES to recruit teachers well-versed enough in the areas to teach these career and tech classes. If a serious investment in CTE is to be made, this salary must be increased to ensure BOCES

remains a vital partner for school districts. During the Albany forum, Jenn O'Connor, the New York State Director of Ready Nation, called for increased BOCES teacher funding.

An additional struggle for BOCES is an issue of stigma related to its name. Many people believe BOCES services are only for at-risk students or those removed from the mainstream, but this is simply not the case. This inaccurate connotation causes some parents to question whether BOCES is the best provider of services for their children. All advocates within the education community must look at this issue of branding for ways it can be removed and overcome.

### **Early College High Schools**

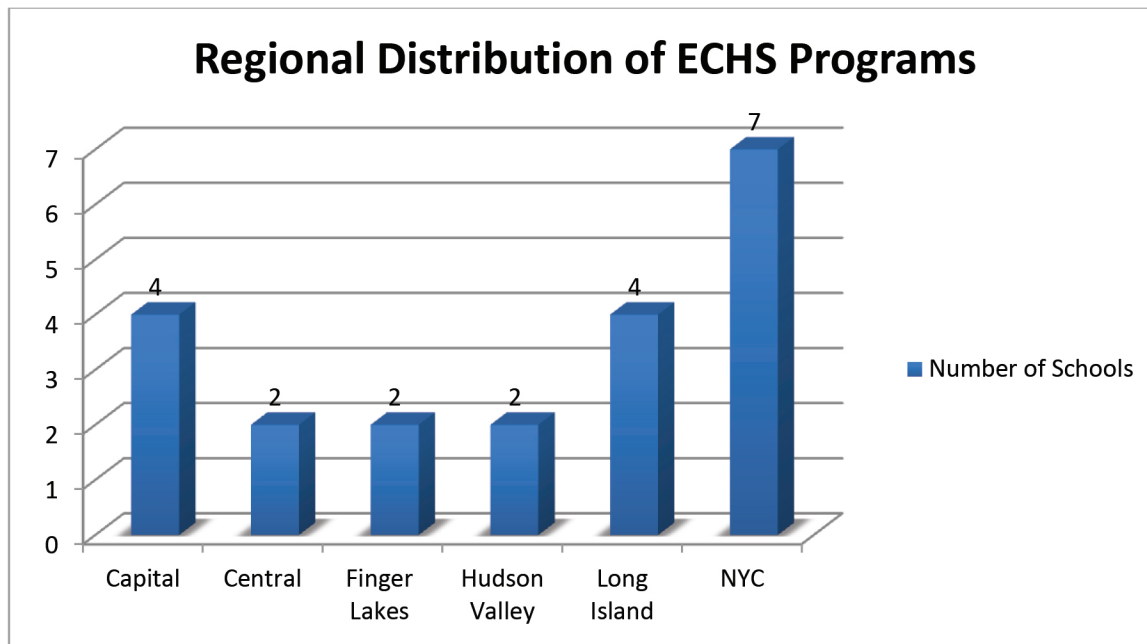
The costs of college remediation in New York, and across the country, are a constant source of financial frustration. Exposing students to college level classes while in still in high school has a strong history of demonstrated success against the need for remediation, as well as helping to increase graduation rates. One step New York is taking toward furthering these successes is its investment in Early College High Schools.

Early College High Schools (ECHS) are made possible through partnerships between high schools and institutions of higher education, and allow students to obtain high school diplomas while also earning transferable college credits. These programs allow students to earn a minimum of 24 and up to 60 college credits while still in high school, at no cost to the student or their family. Since 2010, when these schools began, over 2,400 students have graduated from the ECHS programs with over 45,650 college credits provided to them. Not only do these programs help with remediation, they also help students save on tuition by allowing these credits earned in high school to be transferred into college to cover electives and other entry-level



courses. These programs also serve a very diverse set of students amounting to a population of 89% students of color and 76% free and reduced price eligible.

Figure 2. Regional Distribution of ECHS Programs



Currently, there are twenty-four ECHS programs operating on a grant of \$3.5 million. The grant funding supporting these valuable programs is set to expire in August 2016, but without a continued investment these schools will cease operations. Maintaining current funding levels, however, will not allow these programs to grow and serve an even broader base of students. The State Education Department has called for a \$3.5 million increase over current funding levels which will allow for more students to be served, increased professional development, and increased cross-curriculum development between the secondary and post-secondary schools involved in the partnership.

## **RECENT SENATE INITIATIVES:**

Ensuring that all New Yorkers have the opportunity to pursue a good job and rewarding career path has always been a top priority for the Senate Republican Conference. To help achieve this goal, the 2016-17 State Budget makes smart investments in job training and workforce development initiatives to help New Yorkers enhance their job skills -- opening the door to new opportunities, financial security and career success.

Specific highlights of the State Budget include:

- **Next Generation Job Linkage Program:** The budget provides \$5 million for this important program that works with employers to help identify potential jobs, define the skills necessary for those jobs, and provide the appropriate training to employees;
- **SUNY/CUNY Apprentices Initiative:** This initiative provides \$5 million for targeted training to help employers refine the skills of their new hires, and enables more experienced employees to upgrade their skills;
- **Workforce Development Institute (WDI):** The budget includes \$7.9 million for WDI – a highly successful not-for-profit that works with businesses and the AFL-CIO to provide focused training for workers, and workforce transition support to help prevent jobs from being outsourced to other states; and
- **Community Colleges:** Community colleges play a key role in helping young people gain the skills and education that will increase their employment opportunities. The new

budget increases full-time equivalent (FTE) funding by \$100. Base aid will be \$2,697 per FTE for the 2016-17 Fiscal Year. This represents a nearly \$20 million increase for SUNY and CUNY community colleges combined.

## **TASK FORCE RECOMMENDATIONS:**

Based upon the ongoing work of the Task Force, and the valuable input provided by the participants in the statewide series of Task Force public forums, a series of legislative initiatives will be advanced for consideration during the 2016 Legislative Session. These include:

**Recommendation 1: Cultivate Forward-Facing Employment Data from the Department of Labor.** A method where DOL data can be projected to provide forward-facing estimates that government entities and industry can use to focus resources on employment opportunities that will need skilled training in future years. While DOL data underscores the reality of New York's employment opportunities, this data is rear-facing, and it can provide more tangible benefits to the industries in need of trained employees and job seekers in educational or training settings by highlighting the areas that will be in need of trained employees in coming years. Creating a mechanism that translates up-to-date employment data into information linking jobs seekers to arising employment opportunities, with a breakdown based on factors such as geographical location or required training and experience, would assist both employers in recruiting the right candidates and employees in discovering employment opportunities that match their training and experience. The Task Force recommends an expansion of Department of Labor data to include forward-facing job data that can be used by employers and educators to accurately predict need

in coming years so the workforce can properly prepare for career opportunities. This data could provide job seekers with more accurate information and assist those seeking jobs, those providing training programs, and those seeking skilled candidates for employment.

**Recommendation 2: Expand P-Tech Schools.** College and career readiness is the new gauge used by education experts and advocates to show whether graduating students will be able to enter college without remediation and how likely a student will be to compete in the workforce and attain gainful employment. P-Tech schools represent unique programs that prepare students for both the college and career ready sides of the spectrum. Students successfully completing these programs are the prime position of choosing a career with the business partner of their school or continuing to build upon their Associate's Degree by enrolling in a four year college, how many high school seniors can say they have those competing options? There are two problems slowing the expansion and long-term extension of these programs. The first is the lack of certainty around the funding stream. Programs are awarded seven year grants, but it is difficult to fill future cohorts when a student entering the program in the fourth year of the grant does not know with certainty the program will be funded for the full six years of their involvement. The second problem is also intertwined with the funding. As illustrated by the chart on page 26, the current funding levels are not meeting demand for these programs. The State Education Department has advocated for a \$18 million investment in P-Tech for supporting current programs and allowing for the establishment of more schools, the taskforce views this figure as the beginning of the conversation. The Task Force recommends an appropriation of \$23 million for support and expansion of current programs and to expand P-Tech programs to other areas of the State. The taskforce also recommends codifying P-Tech programs in statute in

order to provide them with a steady and reliable funding stream. This additional funding and codification will give these schools the certainty and reliability of funding necessary to continue to succeed in changing the lives of students attending their schools.

**Recommendation 3: Increase Access to Career and Tech Programs at BOCES.** The Task Force recognizes the important role that BOCES plays in allowing districts to share services and access career and tech programs that districts would not be able to develop in their individual capacities. A critical first step in moving this recommendation forward involves the State Education Department working with districts to remove some of the stigma associated with taking classes through BOCES. Districts themselves, through guidance counselors and other staff, must work to encourage students to take advantage of the career and technical education services BOCES offers. In order for BOCES to be able to attract and retain qualified and skilled teachers for career and tech programs the current salary cap of \$30,000 must be increased. For the past two years, the Senate Majority has advocated for an increase in the reimbursable salaries for CTE teachers at BOCES in the Senate's one-house education budget. It has been over two decades since this figure has been increased and with the new demand for a career ready workforce now is the time to act. The Task Force recommends increasing the salary cap from \$30,000 to \$50,000 over a five year period. This increase will represent an historic investment in Career and Technical Education that will allow these important programs to grow with demand.

**Recommendation 4: Increase Access to Continuing Adult Education Programs at BOCES.** Training students for future careers through career and technical education is an important step towards ensuring New York has the infrastructure in place to have a workforce that can meet the growing demands of the State's economy. There is however the issue of the workforce the State

currently has and its inability to fill jobs in new fields and meet the demands of new specialized careers. BOCES can also help on this front through its continued provision of adult education. The Taskforce recommends increasing funding for continuing adult education at BOCES, in order to expand current programming and access to such programs. Serving both sides of the workforce, through career and technical education and continuing education for adults, BOCES has the ability to lead the way in shaping a competitive workforce for our growing State.

**Recommendation 5: Continue and Expand Early College High Schools.** The costs of higher education, coupled with the demand for remediation has made college unaffordable for many students. Early College High Schools offer a solution to both problems. These schools offer students unprecedented access to college credit bearing courses in high school, while challenging students to take these classes thereby dramatically reducing the need for remediation amongst their graduates. Like P-Tech these schools struggle without a reliable funding structure that inhibits these schools from growing and expanding. An investment of \$7 million has been advocated for by the State Education Department, but the taskforce believes the success of these programs dictates a larger investment. The Task Force recommends an appropriation of \$12 million for growth and expansion of these programs. The Task Force also recommends codifying Early College High Schools in statute to ensure they are consistently and properly funded. This investment will demonstrate that New York State is serious about curbing college remediation and setting students up for one time high school and college graduation.

**Recommendation 6: Require Guidance Counselors to consult with their local Building Trades Councils to encourage participation in apprenticeships.** Guidance counselors are on

the front lines when it comes to determining the readiness of students for college or a career. The Task Force recommends assisting guidance counselors in coordinating services with local building trades councils by requiring the State Education Department to issue guidelines to encourage and maximize utilization of valuable apprenticeship programs. The State Education Department, in consultation with the Department of Labor, is best suited to give guidance counselors the tools they need to present to students the full complement of options available to them after high school. An apprenticeship program allows students to immediately begin earning a paycheck, while undergoing classroom learning under the supervision of a professional tradesman. A central searchable list, organized by region, on the State Education Department website would be a useful tool for guidance counselors to consult when advising students on their choices for the future. In the future, with forward-facing job data supplied by the Department of Labor, guidance counselors will be equipped with a multitude of apprenticeship opportunities to share with students for an immediate path to employment.

**Recommendation 7: Increase Funding for the Job Linkage Program and Enact the HIRE Program.** The Help Individuals Reach Employment (HIRE) program was proposed in the 2015 Senate One-house budget. This proposal would authorize a qualified applicant who had graduated from the State University of New York (SUNY) or the City University of New York (CUNY) but could not find full-time employment, to apply for a certificate program to enhance such application's employment marketability. Such certificate programs would be tailored to job market needs and be made available to all eligible applicants free of charge, either on campus or on-line. The Trustees of each sector would consult with the Department of Labor to ensure such

programs were aligned with job market and industry needs. The Task Force recommends increasing the funding for the Job Linkage Program and enacting the HIRE Program.

**Recommendation 8: Require Regional Community College Councils to use Department of Labor Data that Predicts Future Workforce Needs to Establish New Degree or Certificate Programs based on Future Regional Industry Needs.** The Task Force recommends requiring the Councils to consult with and make recommendations to the community college boards of trustees on ways to create new degree or certificate programs, or restructure current programs, in order to increase successful job placement for future students. The Councils should also use such data to consult with regional businesses to ensure their recommendations reflect actual need and shall facilitate each campus with the placement of their students within those businesses. For each student placed, the state shall reimburse the community college a certain percentage of the cost associated with the creation or restructuring of such program. If a community college fails to fulfill the requirements of this proposal, such community college would be subject to a decrease in state funds.





CO-CHAIR, SENATOR JACK MARTINS  
CO-CHAIR, SENATOR GEORGE A. AMEDORE