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New York's Skills Gap

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

**Technology**

- 15% of New York employees are expected to be replaced by 2024.

**Healthcare**

- 4% of New York employees are expected to be replaced by 2024.

**On Average**

- 1 month
- New York employers need 2.6 million new employees to meet the demand for these jobs within the next 5 years for middle-skilled workers.
- $66,000 average salary for middle-skilled workers.
- New York has the second highest demand for middle-skilled workers.

**More Than**

- 1.1 million middle-skilled jobs in New York have a median salary of $51,000.
- $74,000 average salary for new employees in the highest demand job sectors.

**Together the healthcare and technology sectors employ 90,000 New York employees.**
ish or improve museum education programs.

- **Education Act** – Legislation would establish competitive grants to support cultural institutions that seek to

- **ESOL Instruction.** Consider whether the retention of a less senior teacher/assistant is necessary to provide

- **Re and Seniority Protections for Bililingual/ESOL Teachers/TA’s.** Require districts, in an event of the abo

- **Implementation.** For the Commissioner to grant 180 school day requirement waivers for school districts under certain

- **Authorization.** Legislation would authorize SED to provide districts w

- **Schools with Chronic Mismanagement.** Legislation would authorize SED to provide districts w

- **Supportive Schools.** Improve support to school districts to better ensure that all students are able to att

- **College High Schools and P-Tech Programs.** Improve for Early College High Schools and P-Tech Programs – Legislation would codify and provide support to

- **Equity for DREAMers Act.** Legislation would give eligible undocumented immigrants the opportunity to higher education through financial assistance.

- **Raising Standards Metabolism.** Legislation would create a statutory index for establishing the growth in an

- **Regional Secondary Schools.** Legislation would enable 3 or more school districts to enter into a mutual

- **Provide Relief from Reporting Requirements.** State Legislative Priorities
Changes within a sample of students.

Frequency of incorrect-to-correct answer responses, with a focus on whether there is a statistically unlikely pattern of changed responses to identify irregular patterns that involve statistical analyses of student answers.

Erasure analysis is a commonly used tool in assessment programs. Better ensure the integrity of the conduct erasure analysis of test results. The department is seeking funding to ensure the integrity of the assessment program.

Ensure the integrity of the assessment program.

2016-17 $500,000 Budget Request
Erasure Analysis of Test Results
State Aid Modeling
2016-17 $2M Budget Request

Supporting the Executive and Legislature’s role in budget-making

- The Department oversees the modeling of over $23 billion in state aid to public school districts annually, and provides estimates of school aid throughout the budget process. While effective and accurate, the system is written in the outdated COBOL system and at risk of becoming obsolete.

- The Department is seeking funding to develop a new system using a modern user interface and enhanced reporting.
and status updates. Customer service to districts through online review timeline for processing applications and increase funding for a new system would decrease the status of capital projects, and pay building aid. The ability to issue building permits, track and report on that will require approval — and that would halt our especially with the Smart Schools Bond Act projects. Unable to run the system in the near future — there is substantial risk that the Department will be 1987 and runs on an obsolete DOS platform. than 100,000 projects — was developed in-house in issue building permits — currently tracking more outdated software used to review, approve, and the distribution of building aid to school districts. The Department oversees facilities planning and improve customer service and timeliness of facility project approval.
Support Public Library Construction
2016-17 $4.2M Budget Request

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

- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.

- Despite the successes of the library construction program, there is still a need for new construction, renovation, and expansion of existing public libraries throughout the state.

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

In order to provide English Language Learner student enrollment has increased by 20 percent, and now make up percent of New York's student population. Over the past 10 years, the state's English Language Learner enrollments has increased with the opportunity and resources to demonstrate achievement of higher standards, the Department is seeking funds.

Provide educational opportunities for New York's diverse student population. 2016-17 $10M Budget Request Enhance the Achievement of English Language Learner...
Provide smarter assessment options for Students with Disabilities

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

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

These programs are effective at increasing student success for underrepresented and disadvantaged students.

These programs currently serve over 30,000 students throughout the state.

Attending public and private colleges and the state's higher education opportunity programs are available for students.

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberty Partnerships Program (LPP)</td>
<td>$750,000</td>
</tr>
<tr>
<td>Community Science and Technology Entry Program (CSTEP)</td>
<td>$4.0 M</td>
</tr>
<tr>
<td>Science and Technology Entry Program (STEP)</td>
<td>$2.5 M</td>
</tr>
<tr>
<td>Higher Education Opportunity Program (HEOP)</td>
<td>$2.5 M</td>
</tr>
</tbody>
</table>

 Lies to Higher Education for Underrepresented and Disadvantaged Students

2016-17 $9.75M Budget Request

Higher Education Opportunity Programs
Bridge programs enable out of school youth and adults to obtain critical basic skills, a high school equivalency diploma, and industry-recognized credentials.

The Department requests funding to create bridge program partnerships between adult education programs and college or training providers in each of the seven Regional Adult Education Network regions of the state.

These programs would include:

- Career exploration and career assessment;
- Relationships with employers and colleges; and
- Apprenticeships and internships.
58% for OCS, 20% for DOH and budget, compared to the agency’s operational SED budget, which was previously only 9.5%. In the 2016-17 state General Fund proposal budget, the

proper oversight of the program.

be awarded a 5% setaside from grant awards to allow for proper oversight and expertise of the Department. Various programs, they rely more and more on the technical support. As districts are faced with implementation of these programs, for which SED has received no additional state support, they have included new education and technical assistance. Since 2011, state budgets have included new education and technical assistance at the end of the race to the top programs, and allowing districts to provide districts with significant capacity to provide districts with significant capacity to provide districts with significant capacity to provide districts with significant capacity to provide districts with significant capacity. State should enact a 5% setaside within all programs for administrative oversight.

Allow for proper oversight, support and technical assistance to districts.

Build technical assistance and support capacity at 5% setaside on all new programs.
improve Outcomes for Boys and Young Men of Color

2016-17 $21M Budget Request

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

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

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

In addition to these investments, the Regents State Aid Proposal recommends $29 million in targeted investments for school districts to support improved outcomes for boys and young men of color, including expanding P-TECH, CTE, and professional development.
<table>
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<th>Priority</th>
<th>Request</th>
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<td>$2.0 M</td>
</tr>
<tr>
<td>Facilities Planning System</td>
<td>$4.0 M</td>
</tr>
<tr>
<td>Support Public Library Construction</td>
<td>$4.2 M</td>
</tr>
<tr>
<td>Enhance the Achievement of ELUs</td>
<td>$10.0 M</td>
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<tr>
<td>Improving Assessments for Students with Disabilities</td>
<td>$2.9 M</td>
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<tr>
<td>Higher Education Opportunity Programs</td>
<td>$9.75 M</td>
</tr>
<tr>
<td>Bridge to College and Careers Pilot Program</td>
<td>$10.0 M</td>
</tr>
<tr>
<td>Build Technical Assistance and Support Capacity at SED</td>
<td>5% setaside</td>
</tr>
<tr>
<td>Initiatives to Improve Outcomes for Boys and Young Men of Color</td>
<td>$21.0 M</td>
</tr>
</tbody>
</table>
sistent with the report of the Workgroup to improve Outcomes for Boys and Young Men of Color, the Regents recommendations include:

7 million to incentivize and support school districts to accept the My Brother’s Keeper Challenge and implement a coherent cradle-to-college strategy aimed at improving life outcomes for boys and young men of color.

1.5 million for additional rounds of the successful NYS P-TECH Program, specifically for expanding participation of boys and young men of color.

1.5 million to establish a new grant program to fund the expansion and development of exemplary school models and practices that demonstrate cultural and linguistic responsiveness to the needs of boys and young men of color.
Expanding Pathways to Graduation with Transformative, Project-Based Assessments.
Proposed Addition to “4 + 1” Pathway Option

4 Required Regents Examinations

Math  English  Science  Social Studies + 1

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

While these efforts would provide pathways options to all students, they would be particularly beneficial for students with

will earn a local diploma

Students who are granted 2 appeals by their district

will earn a Regents diploma

Students who are granted 1 appeal by their district

Review current attendance requirements

two Regents examinations

Permit students to appeal scores of 60-64 on up to

Proposed

The Appeal

Expansion of

Provision

Pathways to Graduation
Pathways to Graduation

In January 2015, the Regents approved new pathways to graduation including Career and Technical Education (CTE), Science, Technology, Engineering and Math (STEM), the Arts, Biliteracy, and the Humanities.

The new “4+1” option permits students to take four Regents exams and a comparably rigorous pathways assessment to count for the fifth examination required for graduation.

To support creation of high-quality multiple pathways programs in school districts, the Regents recommend a substantial expansion in financial support, including:

* **Enhanced BOCES Aid for CTE Pathways programs:** Instructional salaries eligible for BOCES Aid have remained at $30,000 since 1992. The aided salary for high-quality BOCES CTE programs should be doubled over the next five years, with 20 percent of the gap funded for services provided in 2016-2017, and 20 percent annually for four years thereafter.

* **Enhanced Special Services Aid for CTE Pathways programs operated by the Big Five and non-component school districts:** The Board recommends that for 2016-2017 services be paid at the same levels available for BOCES.
As a member of the Task Force, I urge you to provide $45 million in state funding for professional development.

However, the proposed budget provides no additional state funding to teacher centers.

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

Create ongoing professional development opportunities for teachers, teach administrators, and administrators on the revised state standards.

Recommendation 9: From the task force report:

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

Teachers and Principals deserve to have support as they work to help our students meet higher standards.

The investments recommended by the Regents would support the capacity-building work of all districts that are prepared to work in collaboration with their educators and their bargaining units, to bring about systemic change to the human capital capacity of the district workforce.
Together, let's align the existing pre-K programs to create a single

nd distinct pre-K program. The proposed budget would create a

traditional PK, targeted pre-K, priority pre-K, and universal pre-K. 3- and 4-year

different pre-K programs operate with 6 different requirements.

We currently have 6 different pre-K programs operating with a single

T 庭 untreated pre-K education. The impact of the significant investments you have

made in recent years, burdens districts with paperwork for programs with different

requirements and funding streams, and creates uncertainty due to the competitive nature

of the funds.

Farmers must be seamlessly aligned to those in Grades K – 3.

The early grades are critical to learning, and the standards and expectations for early

learning remains connected to the rest of our education system, not in a silo.

The legislative should reject further fragmentation of the state’s pre-K programs. Pre-K

 Truly Universal Pre-K Kindergarten
Truly Universal Pre-Kindergarten

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

Pre-K programs should be:
- Targeted to the districts with the neediest children and expanded to provide a full-day early education for every 4-year-old before we invest in programming for 3-year-olds;
- Flexible to permit mid-year program expansions; and
- Consistent and rigorous with streamlined data reporting methodologies.
Digital Learning

Regents State Aid Proposal:

- Teachers:
  - Provide professional development content and instruction and increase access to devices, online.

Digital Learning Resources:

Regents recommend support for learning Advisory Council, the learning recommendations of the Online Consistent with the reimbursed in 2017-18:

Digital Learning ($50 million, Support for the Transition to
Regents State Aid Proposal.
Improving Access to Specialized Coursework

College and Career Pathways ($65 million, reimbursed in 2017-18):
After the Regents voted to provide multiple Pathways, it is time to support and incentivize the creation of high-quality CTE programming by:

- Increasing the salary cap for CTE instructors in BOCES programs to expand program offerings
- Expanding Special Services Aid for non-component districts to reimburse actual expense and aid existing 9th grade programs
- Funding a new round of P-TECH programs, specifically targeted to meet the goals of the Workgroup to Improve Outcomes for Boys and Young Men of Color
Reestablish this office to serve nonpublic schools.

Nonpublic Schools. With dedicated funding from the Legislature, we would
Following years of cuts, the Department was forced to close the Office of


Outcomes for Boys and Young Men of Color:

Programming consistent with the goals of the Workgroup to improve

The Regents also call for $25 million over two years for targeted

Strategies:

Research based Family and Community Engagement

Supporting schools, the Department is seeking funding that would facilitate
in 2017-18: Recognizing the critical role families and communities play in

Family and Community Engagement

Expanding Family and Community Engagement

Regents State Aid Proposal:
Professional Development for Teachers and Principals ($45 million in 2016-17): We urge you to build upon the success of the Strengthening Teacher and Leader Effectiveness (STLE) initiative.

This professional development funding would allow for the creation of locally skilled teams of professional development experts who would provide rigorous and standards-based professional development programs, which also reflect an understanding of local teaching needs.

The proposal would expand capacity building such as mentoring new teachers, coaching and career ladders.

The proposal also includes $10 million for targeted programming consistent with the goals of the Workgroup to Improve Outcomes for Boys and Young Men of Color.
Supporting English Language Learners

Regents State Aid Proposal:

- Services to Students with Interrupted Formal Education (SIFE)
- Professional development
- Materials creation
- Family engagement
- Co-teaching

This funding would create district opportunities for investment in English language learners and other critical supports. English language learners for teachers who serve English as an additional language-appropriate materials for students who are learning and The Regents recommended increased support for age- and education of English language learners ($75 million in 2016-
Struggling Schools ($75 million in 2016-17): The Regents proposal includes a request for resources for necessary interventions in Struggling Schools. This proposal would provide $75 million for 120 struggling schools for 3 years, supporting $600,000 per school for:

- Investments in leadership strength (mentorship, cultural competency and instructional leadership);
- Resource allocation (scheduling, research-based initiatives); and
- Other opportunities as locally appropriate (chronic absenteeism, extended learning time, community schools).
of quality metrics.

- Align all existing programs with one additional methodology, high-quality program design and a uniform set of high-needs districts in the first instance in which:

- Provide funding at $70,000 per pupil for full-day programs set to expire at the end of 2015-2016.

- Continue funding for Priority Pre-K (P-Pre-K) programs that are.

- York.

- New high-quality Pre-K programs to all students in New York.

- 2017-18: We should continue to expand access to one program ($125 million) in both 2016-17 and 2017-18.

- Expand Universal Pre-K Kindergarten and Align into.
Regents State Aid Proposal.

Critical Investments

- Pre-K*
- Struggling Schools**
- ELLs
- CTE***
- Professional Development
- Community & Family Engagement

*The Proposed includes an additional $2 million for implementation of QUALITYStartsNY.
**The Proposed includes only the Community Schools funding set aside specifically for Struggling Schools to be exclusively used for Community Schools.
***The Regents proposal would authorize school districts to incur expenses in the current year, and claims would be reimbursed in the 2017-18 budget, similar to an expense-based aid.
The difference in expense-based aids is due to a minor accounting change and has no impact on aid to districts.

Regents State Aid Proposal:
State Aid to Schools

- Proposed
- Regents

Foundation Aid
- $267M

GEA Restoration
- $189M

Expense-Based*
- $433M

- $407M
- $540.1M

- $1.3B

- $0
- $200
- $400
- $600
- $800
- $1,000
- $1,200
- $1,400

millions
Regents 2016-17 Proposal on State Aid to Schools

commends a $2.4 billion total increase in school aid for the 16-17 school year to invest in the success of our students.

provides $2.1 billion in formula aids to school districts by fully restoring the Gap Elimination Adjustment and providing a significant phase-in of Foundation Aid.

provides $345 million in critical investments

- Expanding and consolidating universal prekindergarten
- Support for Struggling Schools
- Opportunities for English language learners
- Professional Development for our educators
- Family and Community Engagement

provides for new reimbursements in 2017-18 for investments in pathways programs and digital learning.
Invest in our Students' Success