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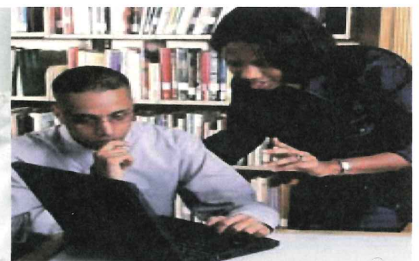
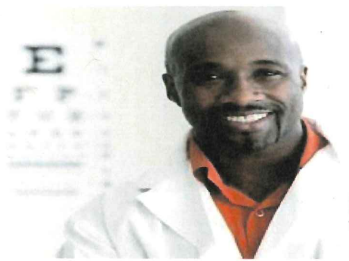
Our Students. Their Moment.

Higher Education & The Professions

Dr. John B. King, Jr.

President of the University of the State of New York and
Commissioner of Education

February 6, 2014



EngageNY.org

Student Performance Information

Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2012 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

Calculated College and Career Ready*

	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

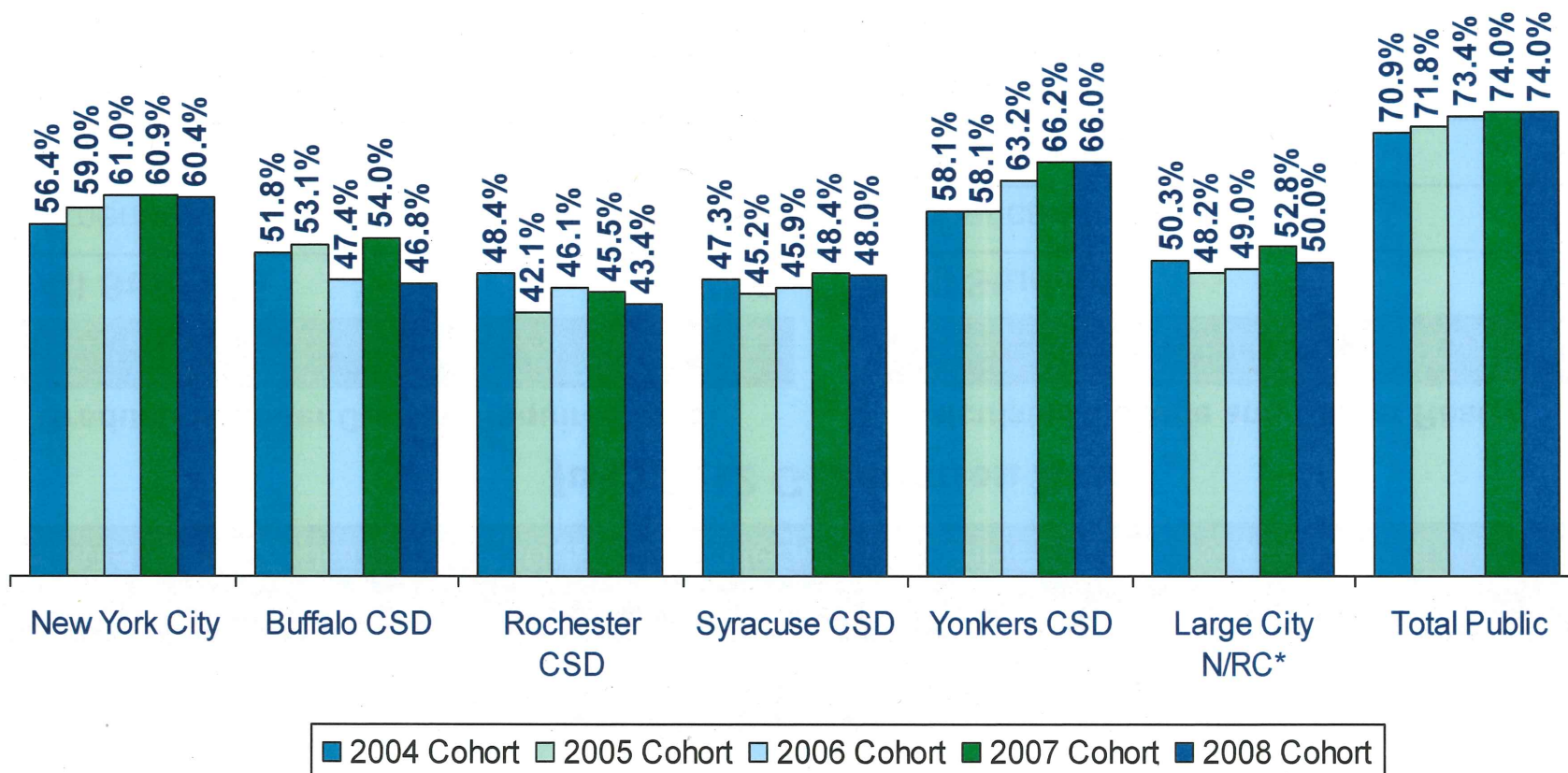
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

Statewide Graduation Rates

% Students Graduating After 4 Years

Results through June 2012, All Students

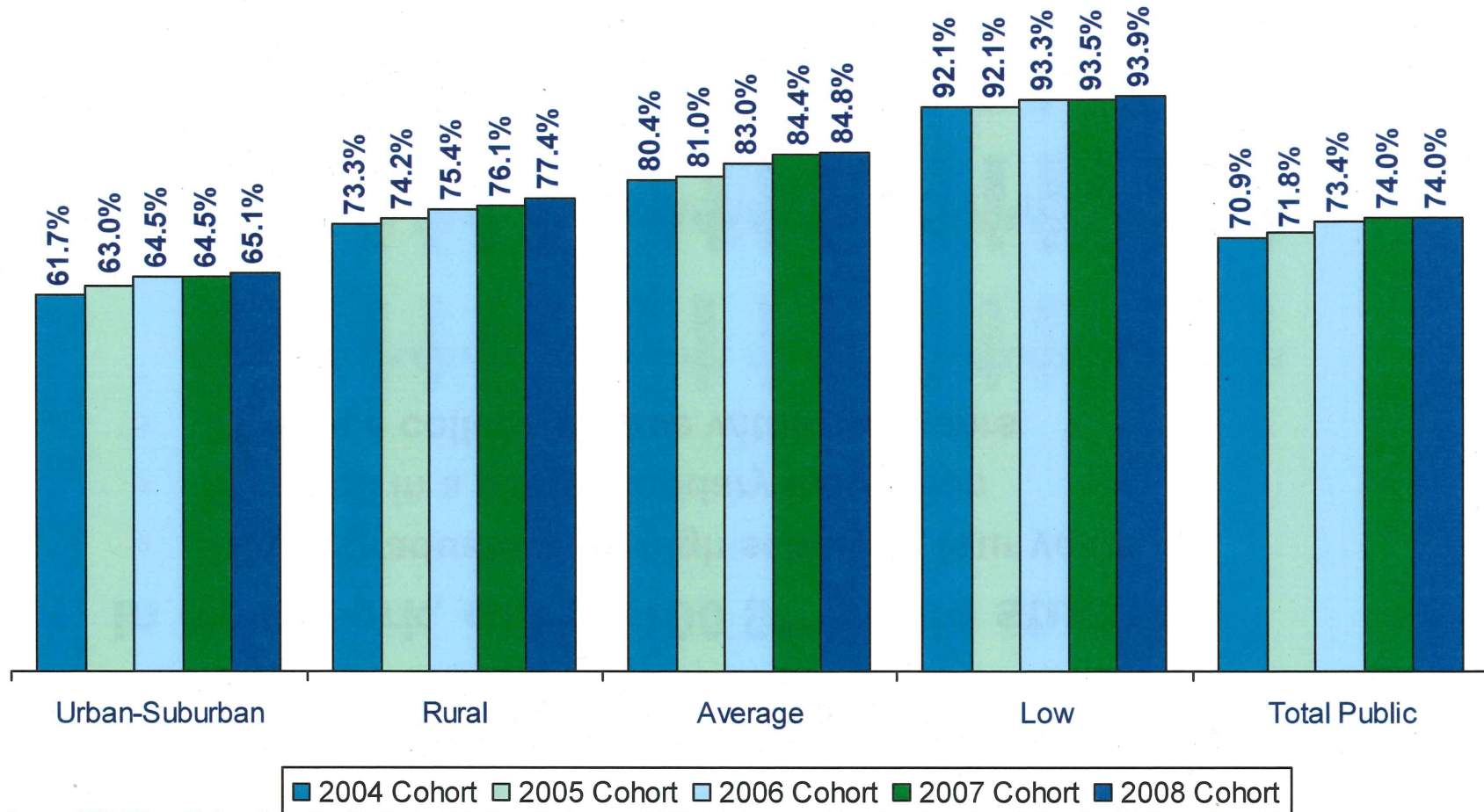


Source: SED Office of Information and Reporting Services

Statewide Graduation Rates

% Students Graduating After 4 Years

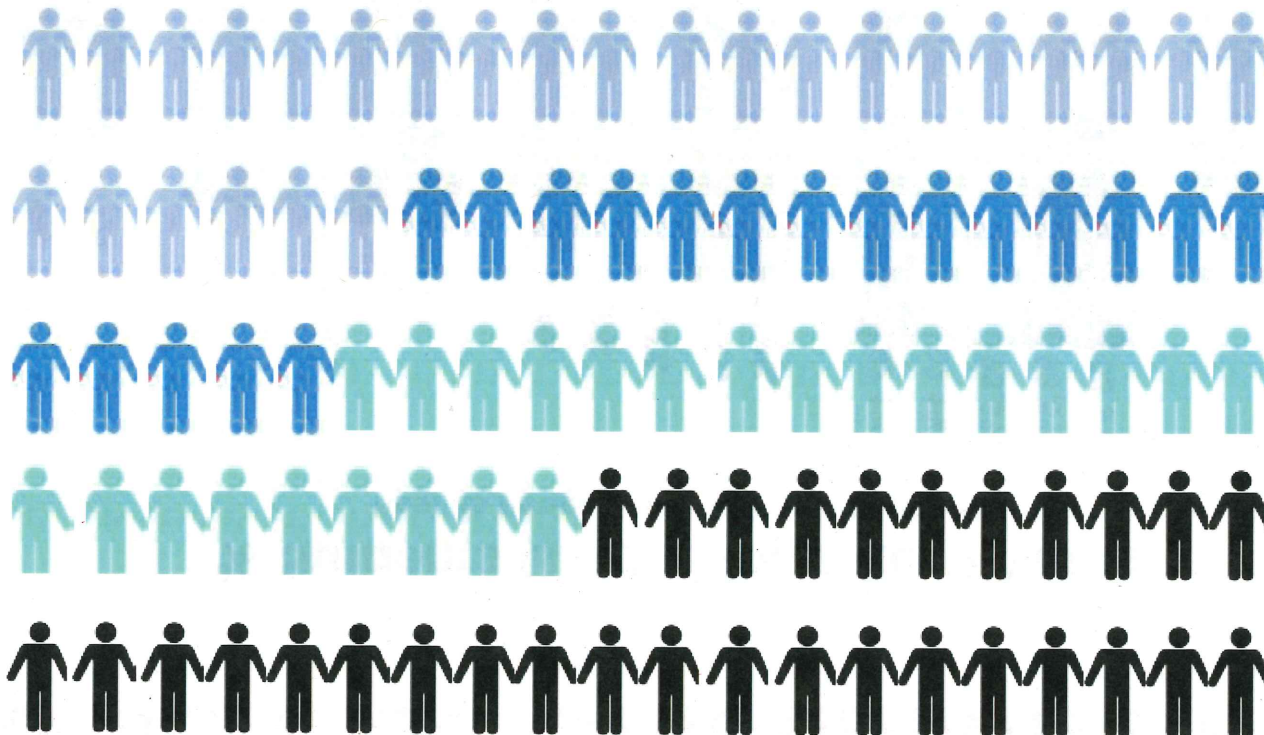
Results through June 2012, All Students



Source: SED Office of Information and Reporting Services

High School Graduation & College Completion

- In New York, out of 100 9th grade students
 - 74 will graduate from high school in four years.
 - 55 enroll in a postsecondary institution
 - 31 earn a college degree within six years

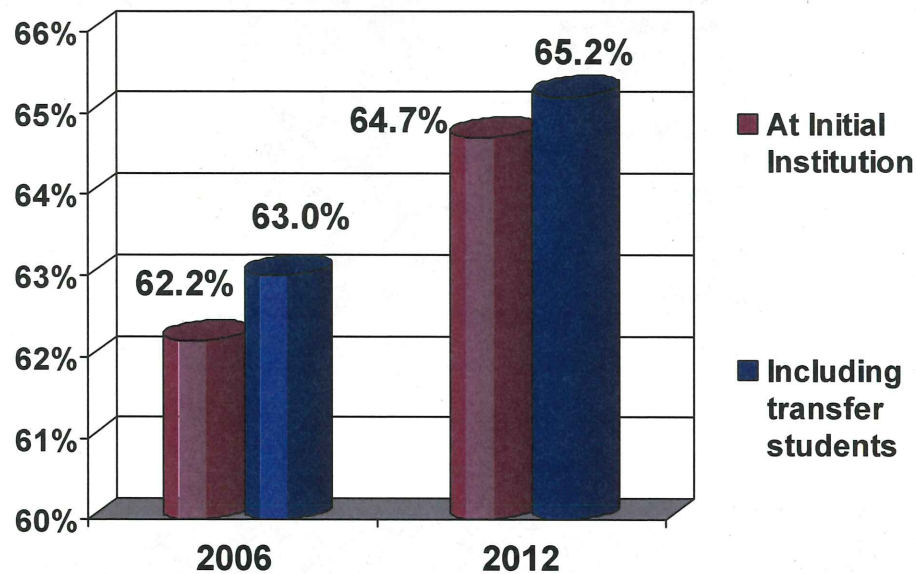


College Graduation Rates

Bachelor's degrees

Six-Year College Graduation Rate:
Percent of Full-time, First-time Entrants Earning
Baccalaureate Degrees

Rising graduation rates consistently
surpass U.S. average



2000
Entry Cohort

2006
Entry Cohort

6-Year Baccalaureate Graduation Rate At Initial Institution

	Black	Hispanic	All
2006	45.2%	53.0%	63.0%
2012	47.7%	62.3%	65.2%

Students with Disabilities Enrollment

2006: 27,065

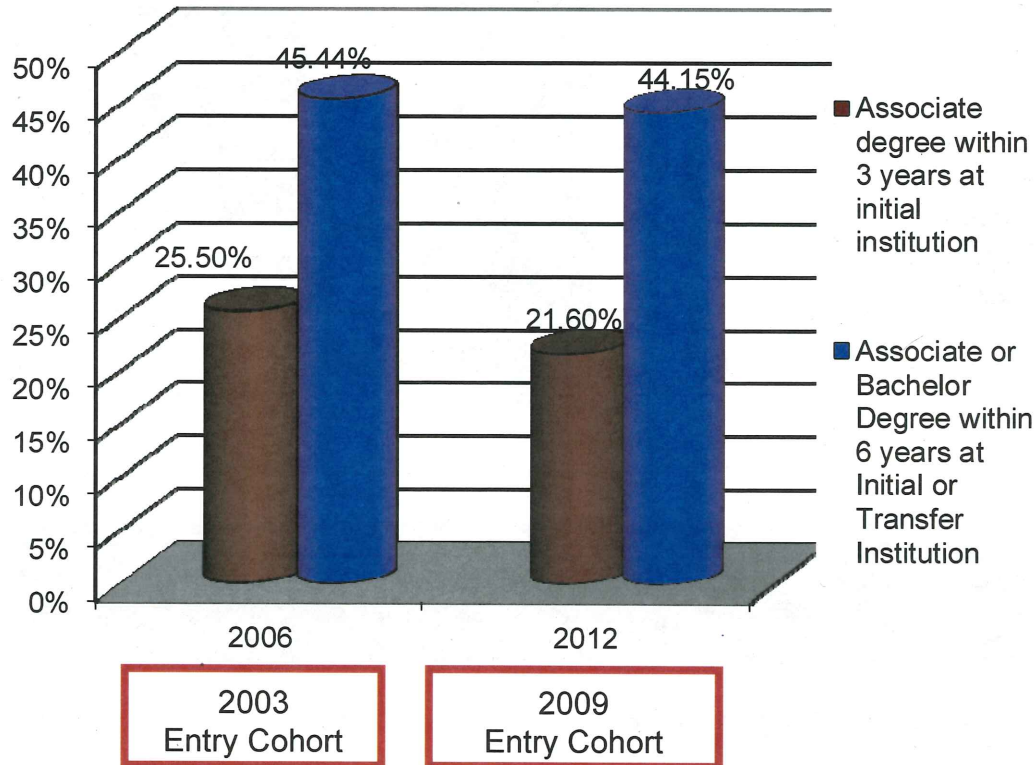
2012: 30,387

We can build on this record of success by improving college and career readiness

College Graduation Rates

Associate Degrees

College Graduation Rate of Full-time, First-time Entrants to Associate Programs



3-Year Associate Graduation Rate At Initial Institution

	Black	Hispanic	All
2006	15.0%	16.2%	25.5%
2012	15.3%	16.5%	21.6%

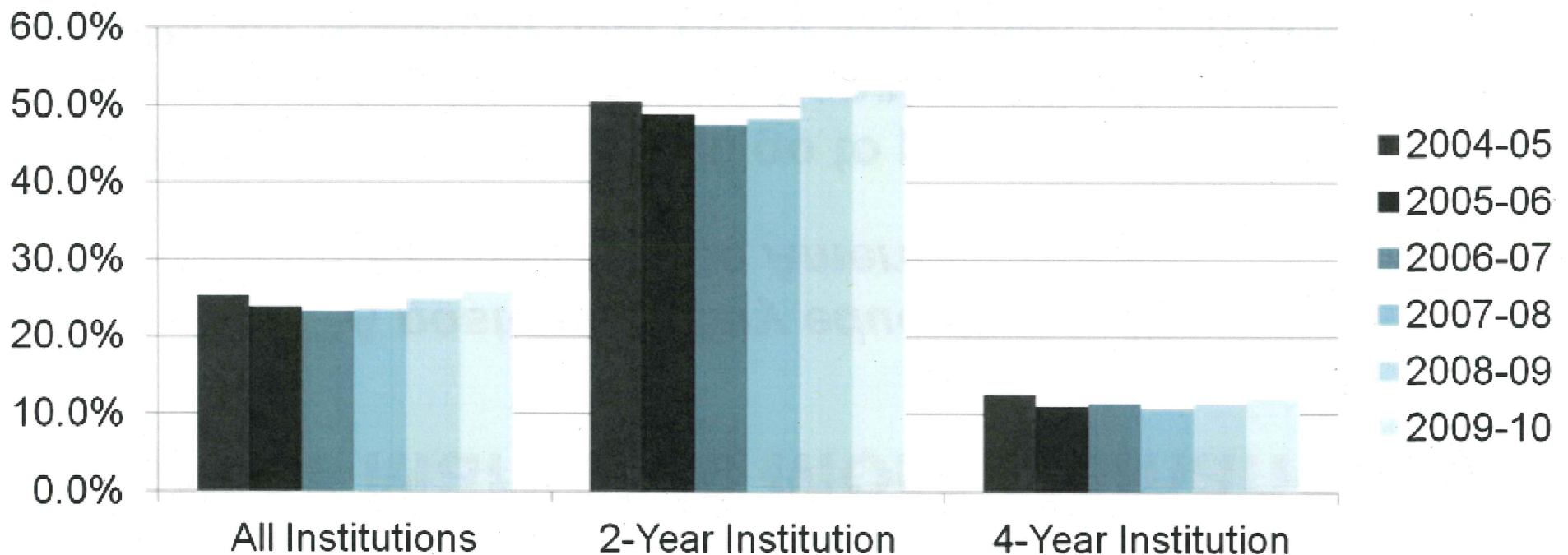
Students with Disabilities Enrollment

2006: 14,722 2012: 16,324

Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

Why Readiness Matters – Labor Market Is More Demanding

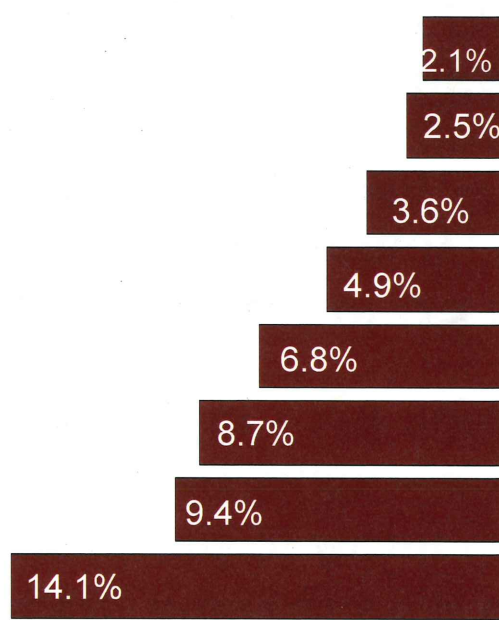
*A post-secondary education is the
“Passport to the American Dream”*

- 14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.
- Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

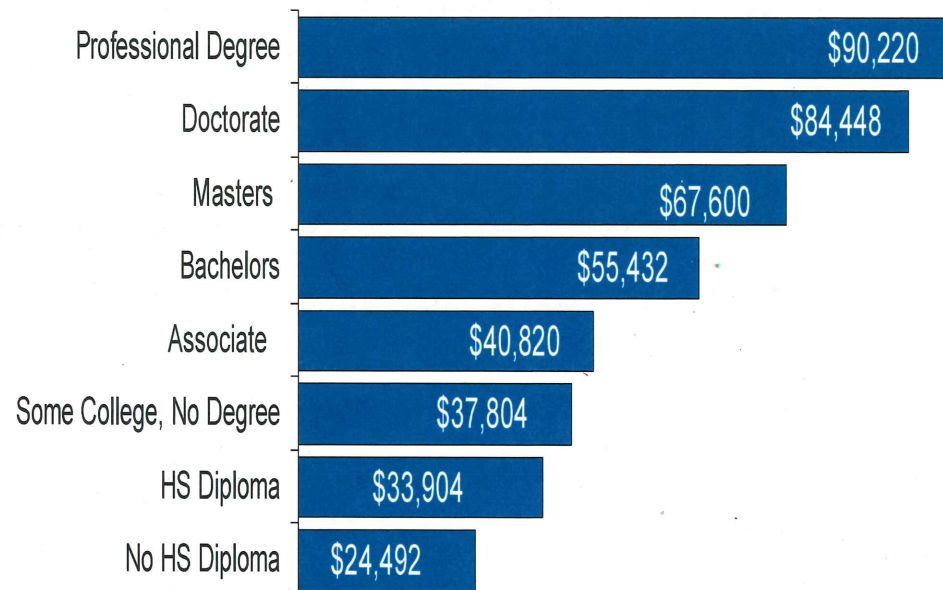
Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2012



Average 6.8%

Median Annual Earnings by Educational Degree: 2012



Average \$42,380

Education pays in higher overall earnings and lower unemployment rates.

Why Readiness Matters – US Adult Skills Lagging

- A recent international study by the Program for International Assessment of Adult Competencies (PIACC) shows that in key work-related skills – such as literacy, numeracy, and problem-solving skills – US adults scored below international averages.
- Only 12 percent of US adults scored at the highest level of proficiency in literacy, compared with 22 percent in Finland and 23 percent in Japan.
- In numeracy, US adults outscored only their peers in two countries—Italy and Spain—of the 23 in the study, with only 9 percent of adults rated at the highest proficiency level.
- Only 6 percent of US adults scored at the highest proficiency level on problem-solving.

Sources: <http://www.edweek.org/ew/articles/2013/10/16/08report-b1.h33.html>

Budget Priorities

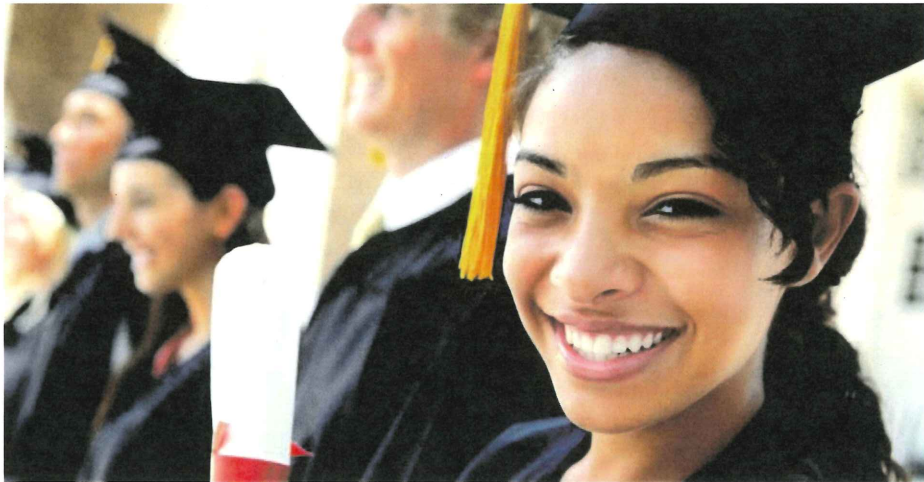
More Higher Education Opportunities

2014-15 \$4M Budget Request

Expand NY's Higher Education Opportunity Program

\$4.0 M

Provide access to quality post-secondary institutions for disadvantaged student populations.



- HEOP is currently available at 55 independent colleges and institutions.
- Currently supports over 4,600 underrepresented and disadvantaged students annually.
- A recent analysis reported a 58% HEOP college graduation rate, compared with a 12% graduation rate for low-income students nationally.

Adult Education – Workforce Preparation

2014-15 \$5M Budget Request

Keep New Yorkers competitive in the 21st Century global economy



- Approximately 2.8 million out-of-school New Yorkers age 16 or older are economically at risk because they lack a high school diploma or equivalent.
- The Department is requesting funding to provide adult education to under-educated, out-of-school youth and adults with the skills and credentials required for workforce success, including greater programming for a more rigorous high school equivalency diploma being implemented in 2014.

Support Public Library Construction

2014-15 \$1.4M 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.

Reduce Testing Time

2014-15 \$8.4M Budget Request

Modified Printing, Packaging and Distribution	\$5.1M
Increased Security Features	\$1.6M
Test Storage, Collection and Support	\$1.7M

The New York State testing program is critical to drive instructional improvement



- In order to address concerns from the public regarding the amount of testing time, the Department is requesting funds to implement state-of-the-art printing and distribution processes for the Grades 3-8 tests.
 - These upgrades will enable the Department to substantially reduce the number of questions that need to be field tested.
 - As a result, the number of schools and students that will be required to participate in stand-alone field tests will be greatly reduced.
- 5 exams required for Regents Diploma (English, Math, Science, Global History and Geography, US History and Government)
- 8 exams required for Regents Diploma with Advanced Designation.
- More than 2 million Regents exams taken annually
- Nearly 3 million grades 3-8 tests taken annually

Enhance the Achievement of English Language Learners

2014-15 \$10M Budget Request

Develop new Native Language Arts exams for Grades 3-8 and High School **\$8.0M**
Tools, resources, capacity, and professional development **\$2.0M**

Provide educational opportunities for New York's diverse student population

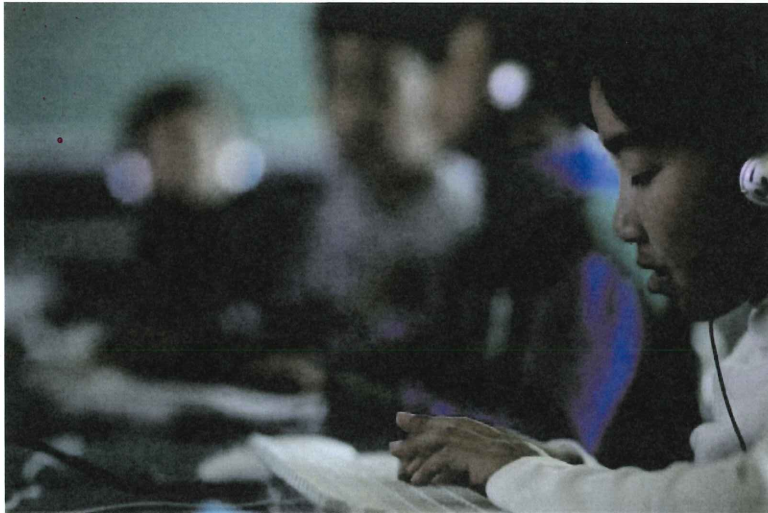


- In order to provide English language learners (ELLs) with the opportunity to demonstrate achievement of the Common Core, the Department is seeking funding to create Native Language Arts (NLA) exams to provide districts the option of providing this assessment when it would best measure the progress of Spanish-speaking ELLs.
- Spanish-speaking ELLs who have been in the U.S. for less than 3 consecutive years would have the flexibility to be tested in their native language in lieu of the ELA assessment.

Online Test Delivery Pilot Program

2014-15 \$4M Budget Request

Support local transitions to classrooms and schools
with 21st Century educational technology

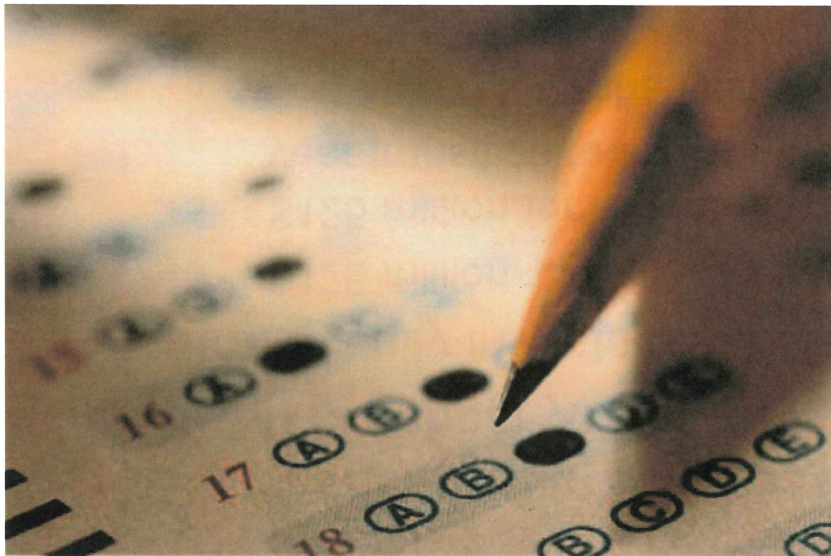


- The Department is seeking funding to pilot an online test delivery system of Regents exams to represent the first stages in the state's transition to online testing as a component of our overall strategy to use educational technology devices and connectivity to support effective teaching and learning.
- Currently, all Regents exams are offered solely in a paper and pencil format. The pilot would facilitate a readiness verification process and provide necessary training and support for schools to implement online test delivery systems.

Erasure Analysis of Test Results

2014-15 \$500,000 Budget Request

Ensure the integrity of the Assessment Program



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

State Aid to Schools

Regents 2014-15 Proposal on State Aid to Schools

- Recommends a total increase in school aid of \$1.3 billion for the 2014-15 school year
- Strategically invests \$300 million as follows:
 - \$125 million for high-quality, full-day universal prekindergarten
 - \$125 million for a Core Instructional Development Fund to facilitate the 7-year transition to the Common Core
 - \$50 million for enhanced Technology and Textbook Aid
- Provides \$719 million through a Transitional Operating Aid formula that adheres to the original principles of the Foundation Aid formula and addresses the impact of several years of Gap Elimination Adjustments
- Proposes \$281 million in aid increases for reimbursement-based programs, including Transportation Aid, Building Aid, and BOCES Aid.

Regents Propose Creation of a Core Instructional Development Fund

- The Regents 2014-15 State Aid Proposal recommends a \$125 million investment (growing to \$200 million for 2015-16 and 2016-17) to support local implementation of the seven-year (2010-2017) transition to Common Core.
- The Fund would support the capacity-building work of districts with a willingness, along with their bargaining units, to commit to systemic change - including significantly more professional development and collaborative planning time in the school day/year
 - Activities to encourage and facilitate parent learning on CCSS
 - Costs incurred as teachers engage in professional development activities
 - Summer academies
 - Extra periods/after school programming for PD purposes
 - Local share of costs for PD provided by qualified BOCES
 - Costs of payments to approved professional development vendors
 - Teacher materials and curricular guides

Expand Early Childhood Education

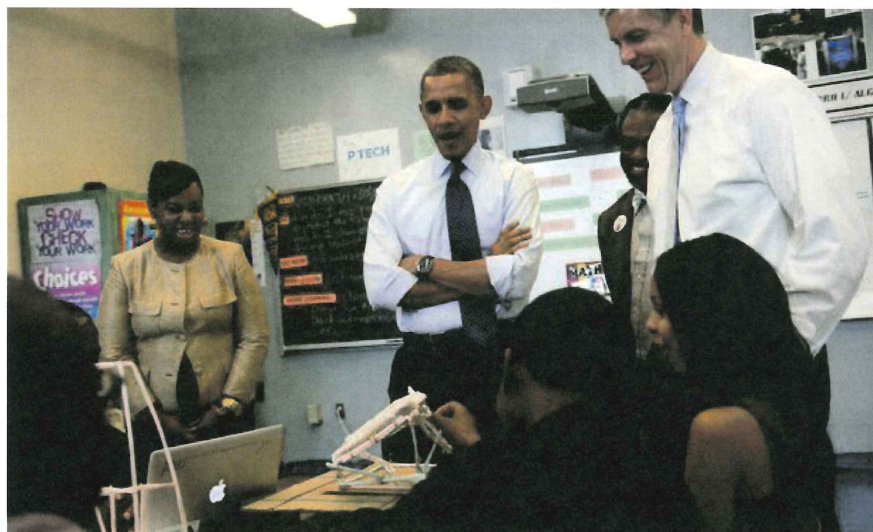
- The Regents State Aid proposal recommends dedicating \$125 million to provide high quality full-day programming.
- Every dollar invested in prekindergarten programs produces savings to taxpayers of approximately \$7 through reduction of remediation, special education, welfare and criminal justice services.
- These investments have the greatest impacts on children from disadvantaged family backgrounds.



Belfield, Clive R. (2004) *Early Education: How Important Are the Cost Savings to the School System Research Briefing*. New York, NY: Teachers College, Columbia University

Career and Technical Education

- According to Harvard's *Pathways to Prosperity* study, nearly two-thirds of job openings over the next decade will require workers to have at least some post-secondary education.*
- SED's Career and Technical Education (CTE) program approval process is a model for the nation and has raised the quality and rigor of courses that prepare students for employment and postsecondary study.
- The Regents State Aid Proposal recommends a substantial expansion in financial support for high-quality CTE programs that would be combined with longer-term curricular changes designed to enable more students to access these programs, develop the skills they need to find good jobs, and engage in rigorous academic coursework.



Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

Expand Access to Higher Education

Expand Access to Higher Education – Early College High Schools

TAP for Early College High School Students

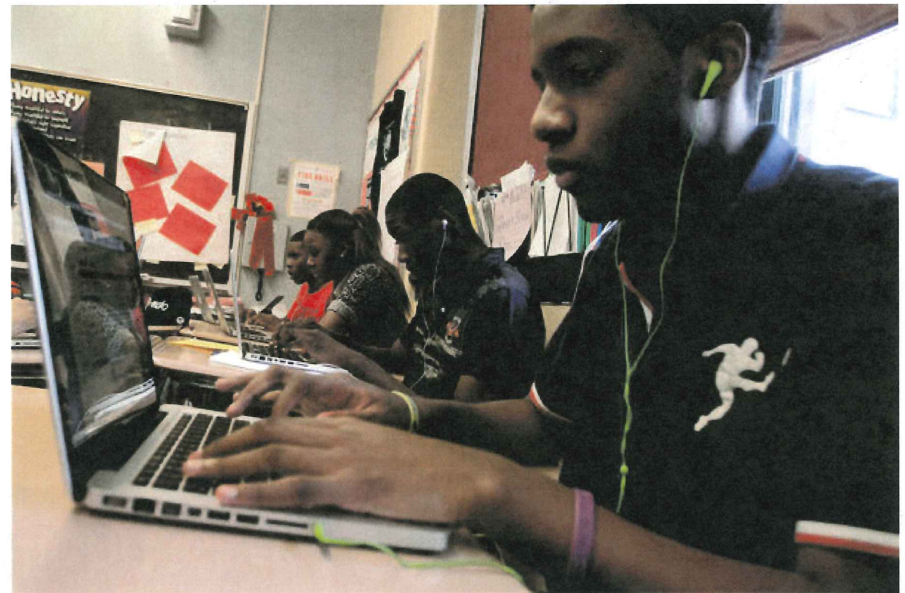
- Early College High Schools are an innovative strategy to increase access to post-secondary education for economically disadvantaged students.
 - **Accelerate completion of high school coursework while earning transferable college credits**
 - **Students attending early college high schools are more likely to attend college and graduate on time**
 - **These programs help close the achievement gap while preparing students for college and careers**



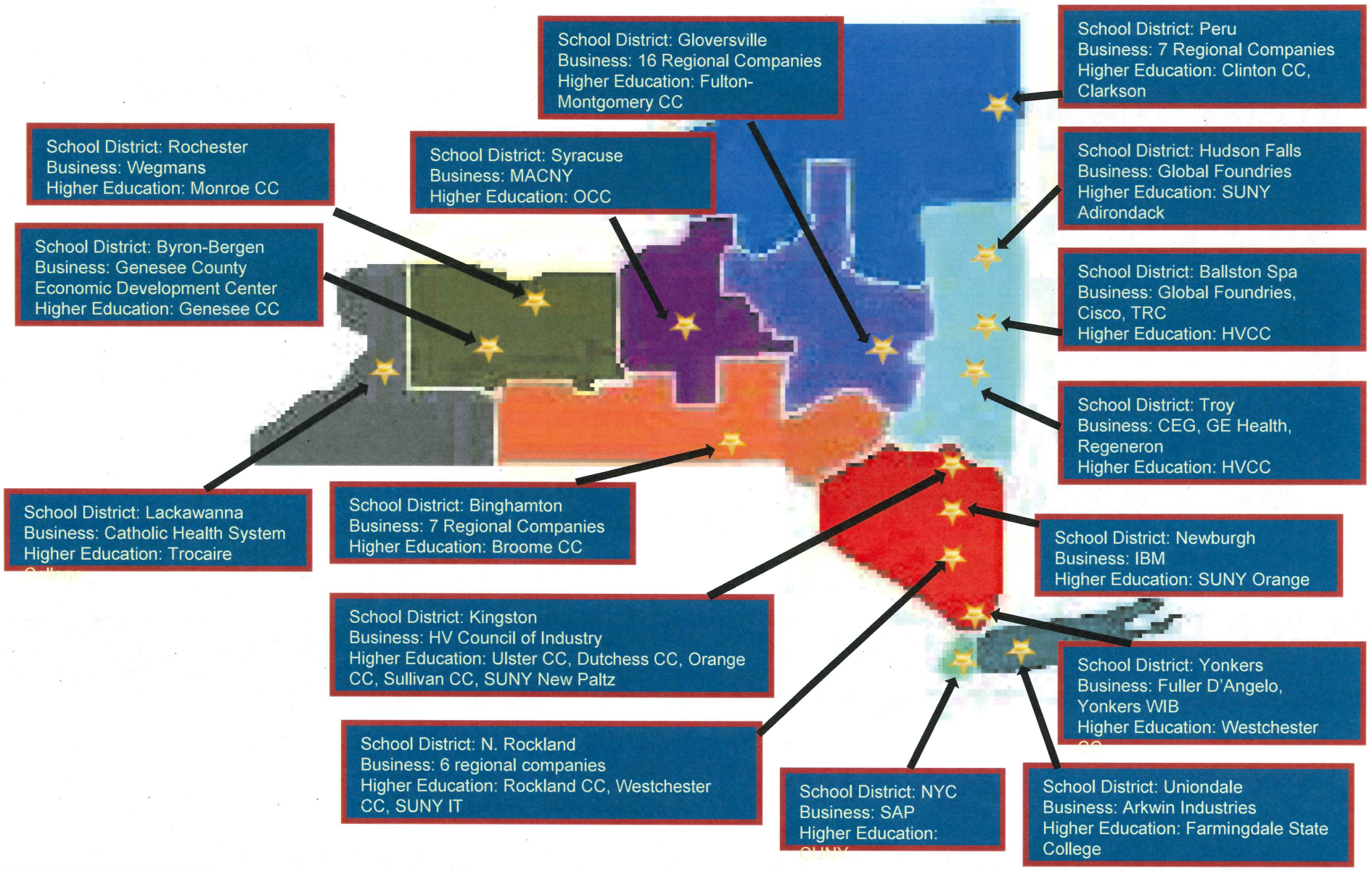
Expand Access to Higher Education – P-Tech Schools

Replicate Specialized P-Tech Schools

- The Pathways in Technology (P-Tech) model consists of an early college high school partnered with an institution of higher education and an industry partner.
 - **Students have the opportunity to earn both a high school diploma and a no-cost Associate’s Degree in 6 years while receiving work experience**
 - **Graduates are “first in line” for high-demand jobs with the school’s industry partner**
- Last year, the Department issued grants to replicate this model in 16 locations throughout the state.
 - **With additional funding, this program can be delivered to even more communities throughout the state**



P-Tech Schools



Expand Access to Higher Education – NYS DREAMers Act

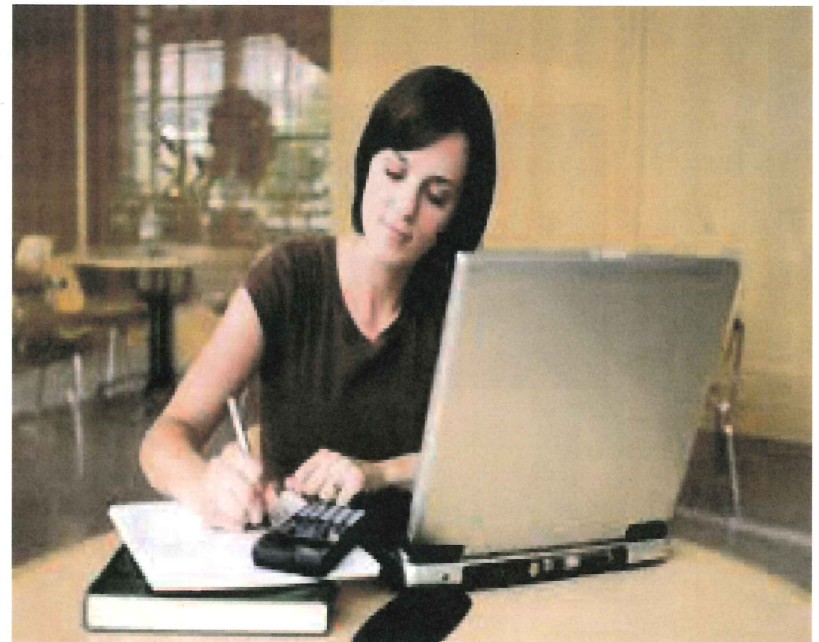
Enact the Education Equity for DREAMers Act

- In New York, thousands of undocumented students receive education through the state's P-12 public school system.
- Give undocumented students the opportunity to access higher education by making state financial aid available.
 - **Our economic growth depends on a vibrant, well-educated workforce**
 - **Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy**



Oversight of Distance Education

- Because the manner in which higher education is delivered is evolving, the Regents established a Task Force on Distance Education to examine:
 - **Distance education programs**
 - **Competency-based programs**
 - **Partnerships**
- We have engaged experts from the field to review current regulations and advise on how to strengthen oversight.



Teacher and Leader Certification

“The Commission recommends that New York establish a “bar”- like exam for entry into the teaching and principal profession...to raise the standards of entry into the teacher and principal profession.”

-New NY Education Reform Commission

“A portion of the funds appropriated herein shall be used to [create] standards for a teacher and principal bar exam certification program that would include a common set of professionally rigorous assessments to ensure the best prepared educators are entering the public school system.”

-2013-14 Enacted State Budget

Raising the Bar for Teacher and Leader Preparation, Certification and Licensure

New and Revised Assessments for Teacher Certification

Teacher Performance Assessment (edTPA)

Educating All Students

Academic Literacy Skills Test

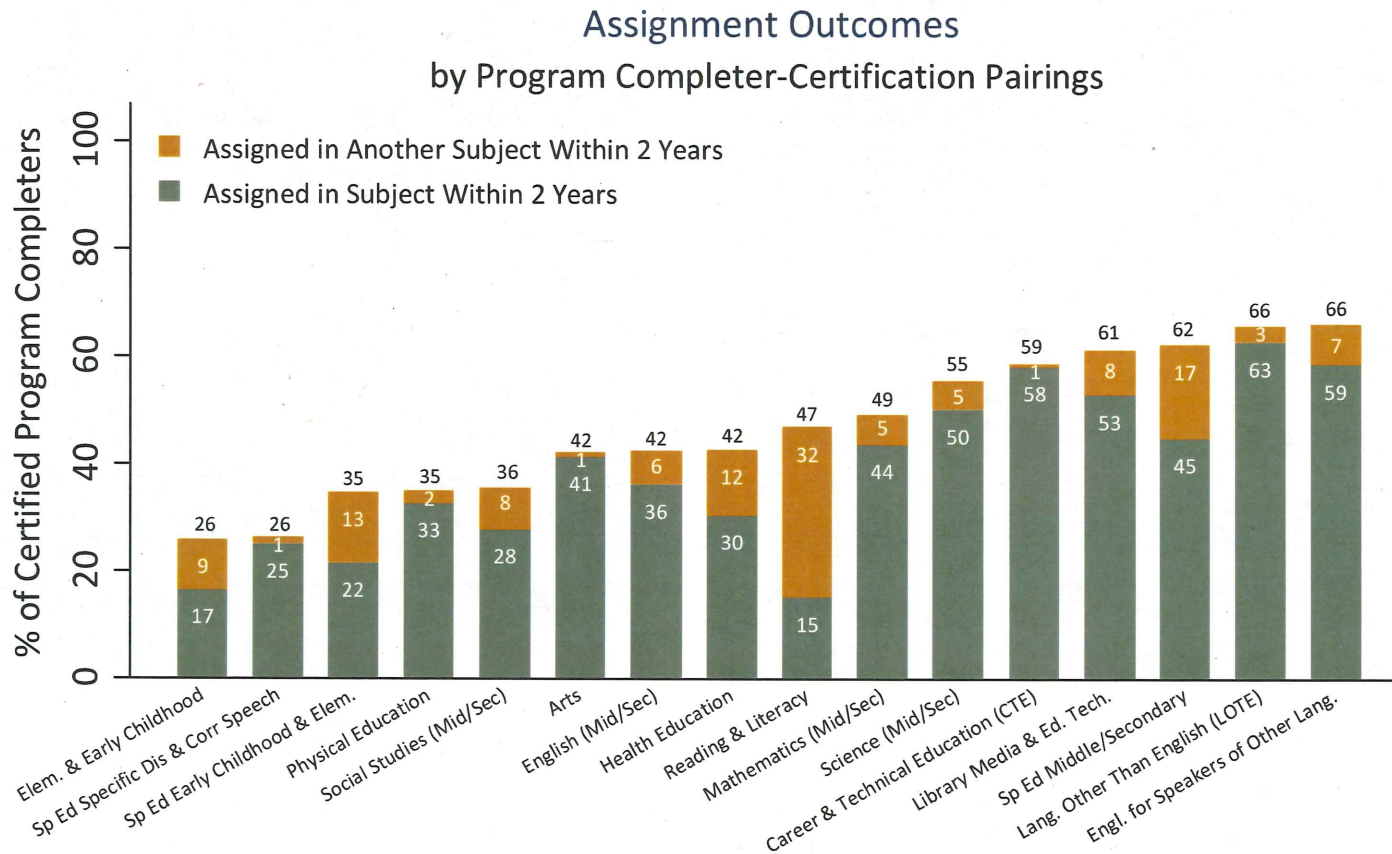
Content Specialty Test

New and Revised Assessments for School Building Leaders

School Building Leader Certification Examination – *including performance tasks and simulations*

Educating All Students

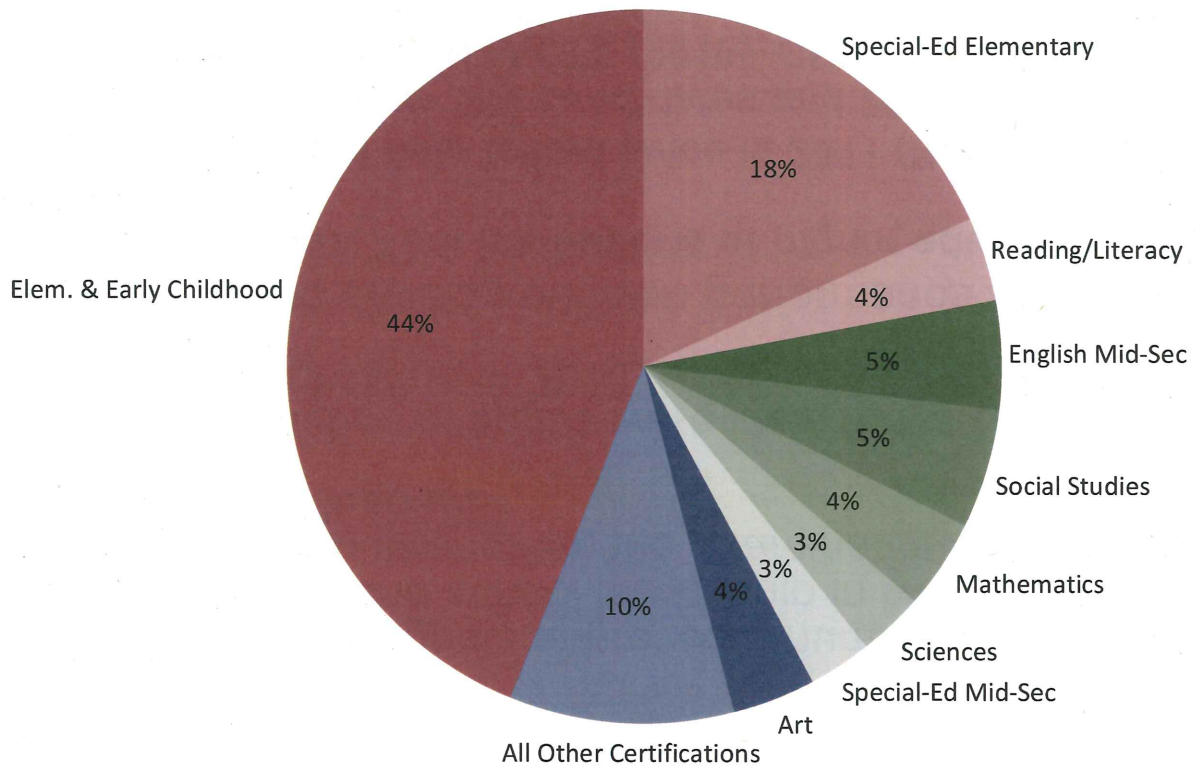
The likelihood of attaining employment varied dramatically by certification subject



Each subject category sample includes certificate-holding new teacher candidates who completed NYS teacher preparation programs in the subject in 2006-07 through 2009-10 and were not employed as NYS public or charter school teachers prior to program completion. Full sample includes 67,199 program completer-subject pairings. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

Nearly one-half of certificates granted to new teacher candidates were in elementary education

Initial Certifications Received by Program Completers
by Subject, 2007-10



Sample includes certifications received within two years of graduation by teacher preparation program completers from New York State institutions of higher education who were not employed as teachers in NYS public or charter schools prior to program completion, including 88,354 certificates and 57,428 individuals. Program completers who received Transitional B or Transitional C certificates are excluded from the analysis. Data source: New York State Education Department records.

Timeline for Implementation of Teaching Initiatives

- In 2009, the Board of Regents approved a number of initiatives to transform teaching and learning and school leadership in New York State. One of those initiatives was to strengthen the examinations for the certification of teachers and school leaders.
- Certification examination changes were included in New York's successful Race to the Top application in 2010.
- In 2010, we began to develop our own performance assessment which was:
 - **developed by New York institutions of higher education and P-12 educators**
 - **piloted in 2010 and field tested twice in 2011 (Spring and Fall)**
 - **participated in by over 500 candidates and 250 faculty**
 - **discussed at NYSATE-NYACTE (2010), CUNY Deans Meeting (2011), and SUNY Deans Meeting (2011)**
 - **fully aligned with the edTPA (New York used Stanford's assessment as the model for our exam)**
- In February 2012, the Board of Regents voted to push back the timeline to give higher education an additional year to May 2014 to prepare for the certification examinations.

Timeline for Implementation of Teaching Initiatives, cont'd

- In March 2012, the Board of Regents endorsed edTPA, developed in partnership by Stanford University and the American Association of Colleges for Teacher Education, as the NYS performance assessment.
- In April 2012, the Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities were created to assist New York's public higher education institutions with assimilating the new information on teaching and learning into their programs. Race to the Top funding was used to provide \$10 million total to SUNY, CUNY, and the Commission on Independent Colleges and Universities.
- In January 2013, the Education Reform Commission releases its preliminary report and recommended establishment of a "bar"- like exam for entry into the teaching and principal profession.
- In March 2013, the state budget is enacted with a provision requiring the creation of standards for a teacher and principal bar exam certification program.
- In November 2013, the Office of Higher Education offered the sectors an additional \$1.5 million total to continue faculty professional development using Race to the Top funding.

The Future Teacher in New York:

- Will provide instruction that reflects the shifts required by the Common Core.
- Will possess the reading and writing skills necessary to promote academic literacy in all content areas.
- Will use evidence about student learning to inform improved teaching practice.
- Will use knowledge of the diversity of student learners to provide an effective education to all students.
- Will effectively prepare students to be college and career ready



Changing Roles for Principals

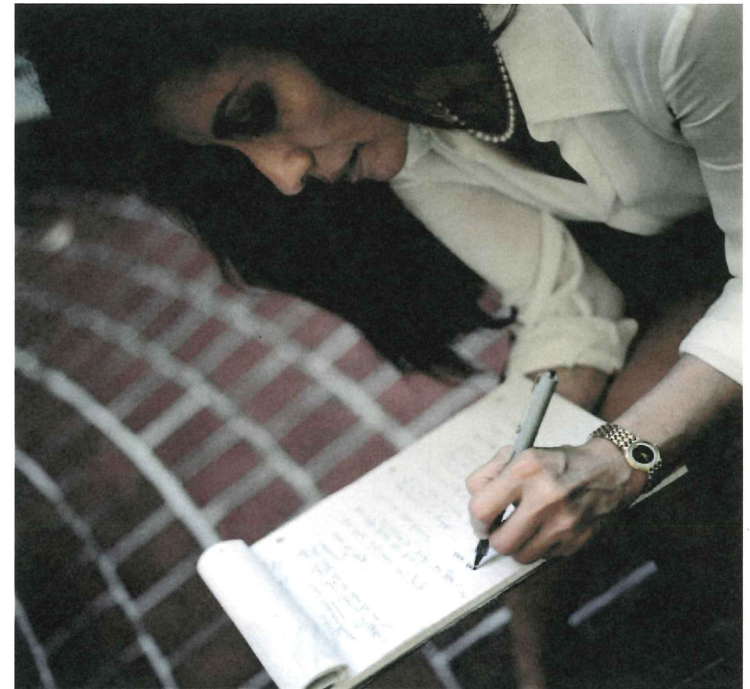
Leadership of Instructional change:

- Common Core
- Instruction informed by evidence of student learning
- Evidence-based observation and feedback to teachers

New performance-based assessment for principal certification

Shift time away from other administrative duties

- Delegation
- Time management
- Leverage district and shared service



Validation of our Certification Examinations

- Each of our teacher and leader certification examinations follows a design and development process that is consistent with the standards of:
 - American Psychological Association
 - National Council on Measurement in Education
 - American Educational Research Association
- Each certification examination has:
 - gone through the process of content validation, job relevance and construct validity
 - been field tested
 - involved K-12 and higher education representatives in the development and review

Standard Setting Process for the Certification Exams

- The Department convened panels of Higher Education and P-12 educators from across New York to serve on the standard setting committees for the teacher and leader certification exams.
- Panelists were nominated by: Deans of Schools of Education, NYSUT, and Superintendents/School Building Leaders.
- The School Building Leader committees were tasked with setting two cut scores for Part I & Part II of the Exam:
 - **Level 1-** minimum level of knowledge, skills, and abilities a school building leader needs in order to be a competent educational leader and positively contribute to student learning.
 - **Level 2-** mastery of the knowledge, skills, and abilities a school building leader needs in order to be an effective educational leader and positively contribute to student learning.
- The committees for ALST, EAS, and edTPA were tasked with setting two cut scores:
 - **Level I-** the minimum level of skills a teacher needs in order to be competent in the classroom and positively contribute to student learning.
 - **Level II-** mastery of the skills necessary for effective teaching.

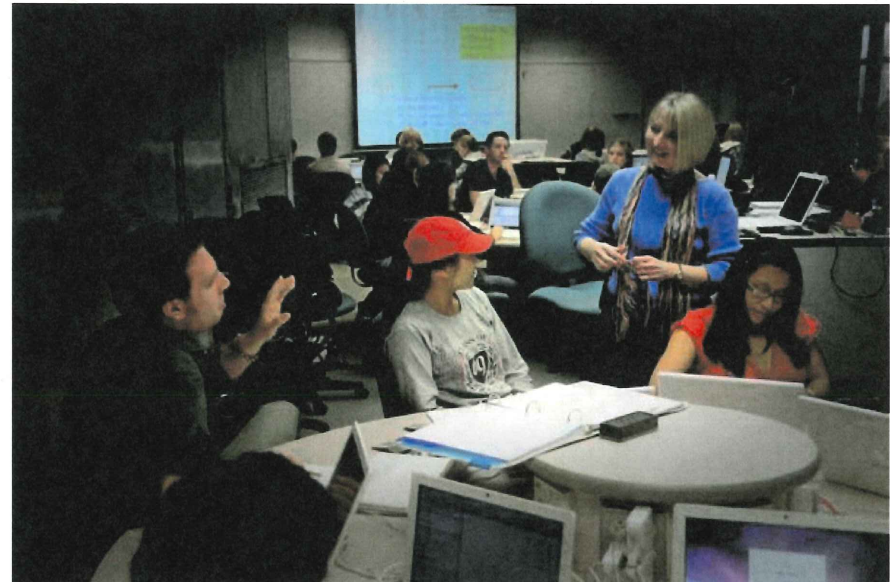
Standard Setting Process

- Process used for setting cut scores for all teacher and leader exams was research-based and in accordance with industry standards for certification exams.
- Panelists had ample opportunity to review in detail each exam and field test performance on each exam.
- Panelists had multiple rounds for their judgments and discussion.
- Cut-scores were presented to Commissioner and Board of Regents for approval, then posted to the Department's website.

SED Support for Educator Preparation Programs

\$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities

- Over 50 regional workshops with hundreds of faculty members and deans participating
- Cross training with school districts
- Courses changed
- Curricula amended
- Syllabi adopted



An additional \$1.5 million in RTTT funding has been made available to further this work through 2015

Office of the Professions

Licensed Professionals Serve and Protect the Public

Access to Competent Professional Services

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

Public Protection Through Professional Oversight And Discipline

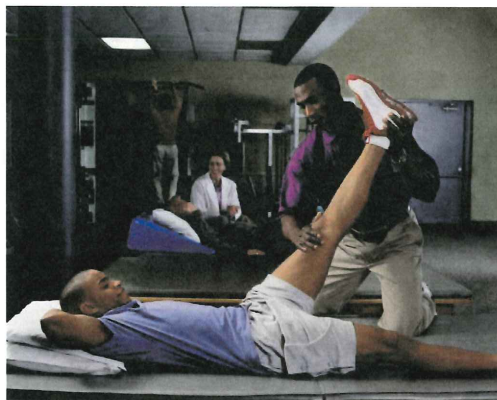
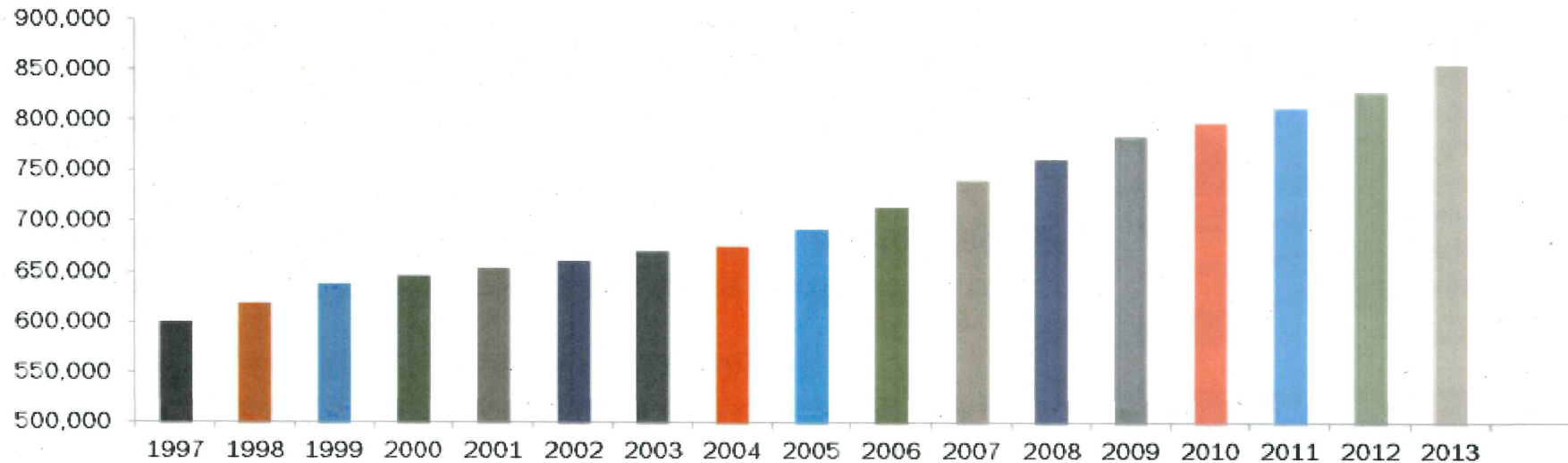
- Hundreds of thousands of practice interpretations and clarifications
- Investigations and prosecutions across the state
- Implementation of Illegal Practice enforcement:
 - 2013 Illegal Practice Cases Opened: 205
 - 2013 Compliance Agreements: 63
 - 2013 Cease & Desist Orders: 14
 - Pending Criminal Cases: 111

The number of licensed professionals registered to practice in NYS now exceeds

Professions: 2013 Results

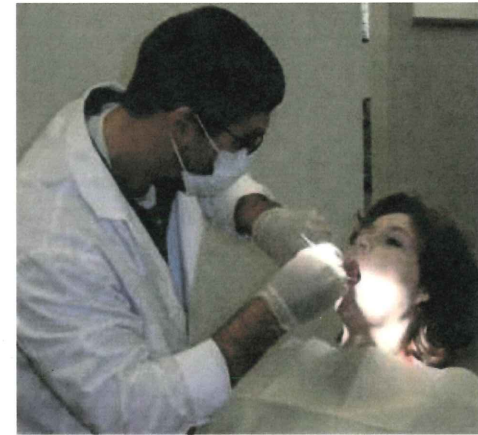
Operational Responsibility	2013
New licenses issued	47,745
Registrations processed	286,474
Pharmacies, manufacturers, re-packers & wholesalers registered	7,797
Pharmacy inspections conducted	1,172
Disciplinary investigations completed	5,314
Professional education programs reviewed	290
Individual reviews of non-traditional education	10,613
New filings for professional corporations	3,232
Candidates taking OP-developed licensing exams	2,726
Email/telephone inquiries answered	Over 1,000,000

The Number of Licensed Professionals Has Steadily Increased



Enhanced Customer Service

- As demand for licensing has grown, average **processing time** for licensure has been **reduced**. In 2013, the average processing time to issue a license was less than two weeks.
- In 2013, there were **6.14 million** individual visits to the Office of Professions website, an average of **16,830** per day.
- In 2013, the Office of Professions website received a total of **32,645,103** pageviews (89,438/day).
- Our most popular feature is the online verification of licenses: an average of **580,817** licensees are looked up each month, or **6.97 million** annually
- In 2013, customers viewed **158,890** answers under the "Find Answers" tab on our website (RightNow) and asked **2,709** questions for clarification or additional information.
- Online registration renewal rates now over **90 percent** in many professions.



Implementation of Critical New Laws

A number of new laws impacting the Professions were enacted in 2013 :

- Allows Dental Hygienists to work with a Collaborative Practice Agreement in an Article 28 facility –Ch.239 (Glick/Hannon)**
- Qualified Pharmacists and Nurse Practitioners authorized to administer meningococcal disease immunizations – Ch. 274 (O'Donnell/Hoylman)**
- Extends Clinical Laboratory Technology Limited License to 2016 – Ch. 336 (Magnarelli/DeFrancisco)**
- Clinical Nurse Specialist (CNS) Certification – Ch.364 (Lifton/Krueger)**
- Perfusionist Licensure – Ch.409 (Magnarelli/DeFrancisco)**
- Social Work (LMSW/LCSW) Continuing Education requirement – Ch.443 (Pretlow/LaValle)**
- Optometrists permitted to perform certain clinical laboratory tests– Ch.444 (Gottfried/Hannon)**
- Adjusts Duration of Limited Permits for Mental Health Practitioners – Ch. 485 (Glick/LaValle)**
- Mental Health Practitioner Continuing Education requirement – Ch. 486 (DenDekker/LaValle)**
- Behavior Analyst Licensure and Behavior Analyst Assistant Certification – Ch. 554 (Morelle/Fuschillo)**

Bureau of Proprietary Schools Supervision

Enhanced Protection for Students in Non Degree-Granting Proprietary Schools

Implementation of Proprietary School Oversight Legislation Continues

Scope of the Bureau of Proprietary School Supervision:

- More than 190,000 students
- Approximately 425 licensed schools and 115 pending schools engaged in licensing process
- Approximately \$600 million charged annually in tuition

Increase Student Protection

- Ensure sufficient resources to provide comprehensive oversight in this expanding sector
- Protect the Tuition Reimbursement Account
- Assist students when schools close - engage “teach out” schools quickly

Inform Consumers

- Enhance services to schools by providing on-line access to application processing and approvals
- Help consumers make sound educational decisions by providing on-line access to school status, teacher licensing, and curriculum information

Enhance Oversight Capacity

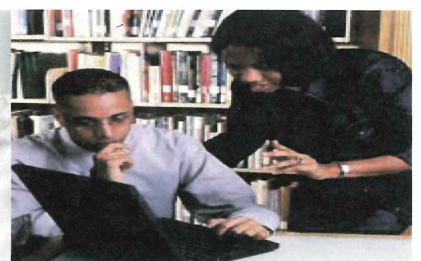
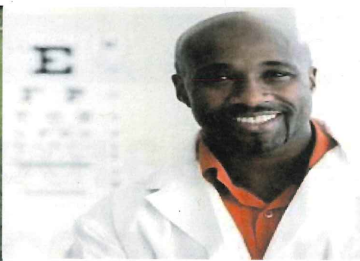
- Update 25 year-old computer system to provide better monitoring
- Permit enhanced financial reviews and expand the use of investigative tools
- Establish candidate schools status, allowing schools to operate while coming into compliance

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Our Students. Their Moment.

Thank You

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