New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Higher Education & The Professions

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

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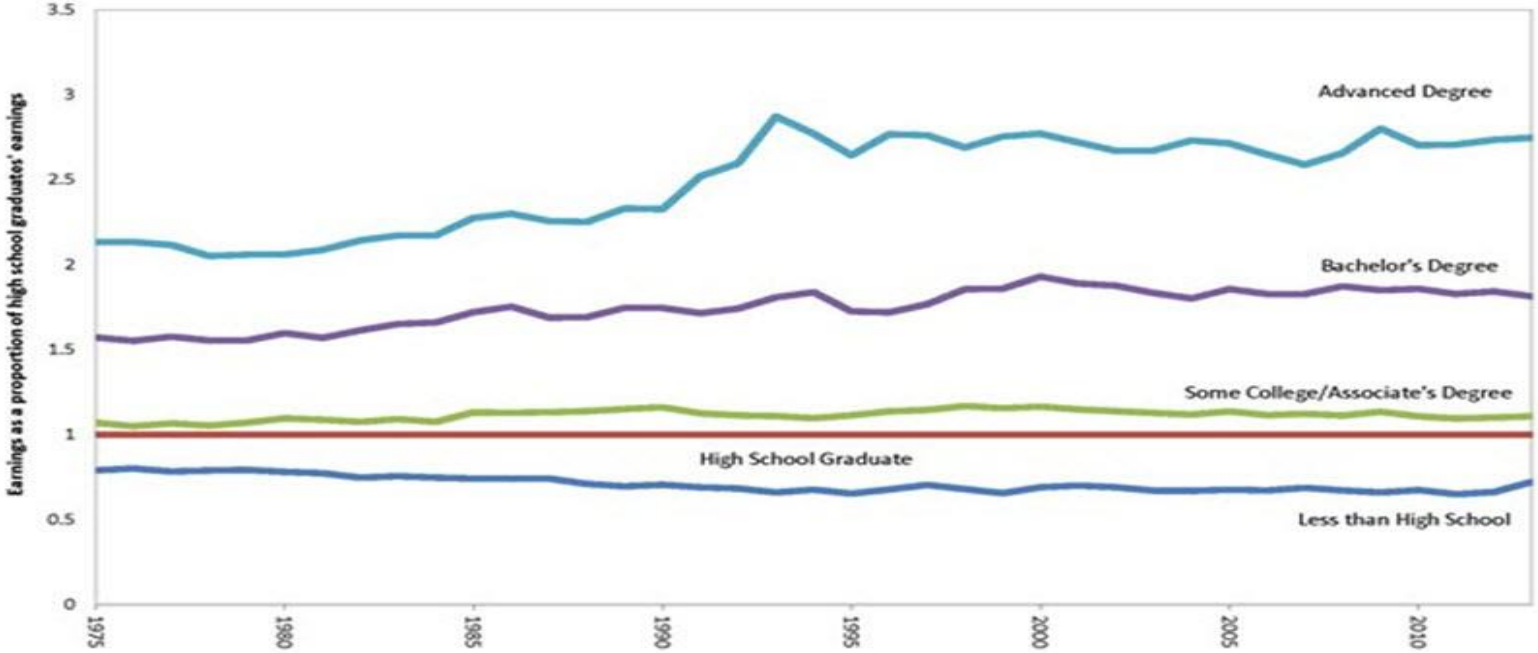
Why College Access & Completion Matters – Higher Earnings

Figure 10: Average Earnings of Full-Time, Year-Round Workers as a Proportion of the Average Earnings of High School Graduates by Educational Attainment: 1975 - 2013



Sources: U.S. Census Bureau. 1975-2002 March Current Population Survey; 2003-2014 Annual Social and Economic Supplement to the Current Population Survey.

United States Census Bureau

Why College Access & Completion Matters – Labor Market Is More Demanding

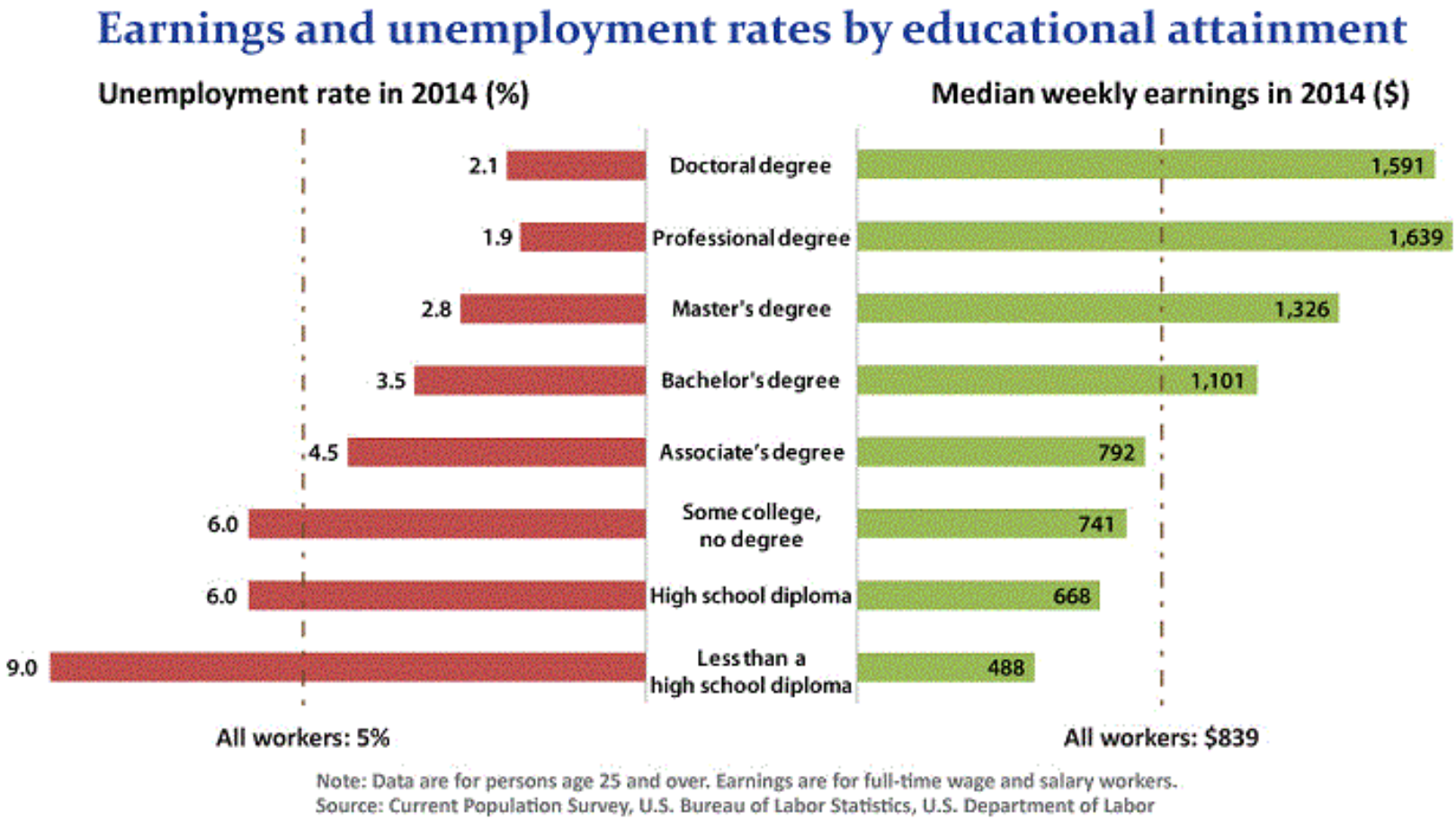
- 14 million job openings will go to people with an associate's degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

- 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.

- Education is an economic driver. Occupations typically requiring postsecondary education for entry generally had higher median wages ($57,770) and are projected to grow faster (14.0 percent) between 2012 and 2022 than occupations that typically require a high school diploma or less ($27,670 and 9.1 percent).

Source: 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; and Bureau of Labor Statistics, USDL 2393.

Why College Access & Completion Matters – Earnings and Unemployment



Source: US Department of Labor

Higher Education Opportunity Programs

2016-17 $9.75M Budget Request

Expand Access to Higher Education for Underrepresented and Disadvantaged Students

Higher Education Opportunity Program (HEOP)	$2.5 M
Science and Technology Entry Program (STEP)	$2.5 M
Collegiate Science and Technology Entry Program (CSTEP)	$4.0 M
Liberty Partnerships Program (LPP)	$750,000

- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 30,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

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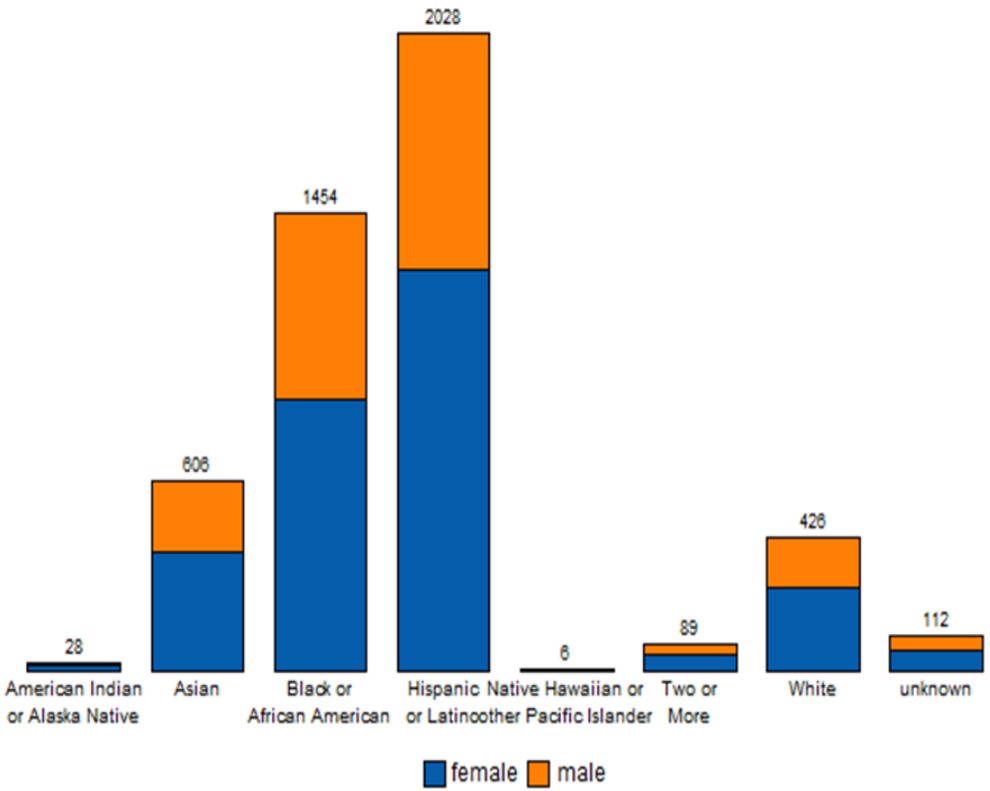
Increase Access to Higher Education –

Arthur O. Eve Higher Education Opportunity Program (HEOP)

- HEOP provides financial assistance, pre-freshman summer programs, remedial coursework, tutoring and counseling to students attending independent colleges. Students in this program do not meet traditional academic criteria when admitted to college, however, they typically earn degrees at rates that equal or exceed general admission students. HEOP currently serve over 4,600 students through 53 programs.
  - Based upon the increase in college costs just since 1985, in order to keep pace with the leve of HEOP funds in 1985, the current HEOP appropriation should be $58.6 million or approximately double of the current amount.
  - HEOP currently provides $5,600 per student. It the state provided the same proportion of support per student as in 1985, the HEOP per student award would be $12,000.
  - SED requests an additional $2.5 million, to increase support to $6,500 per student for current programs.



2014-15 HEOP Race and Ethnicity Distribution

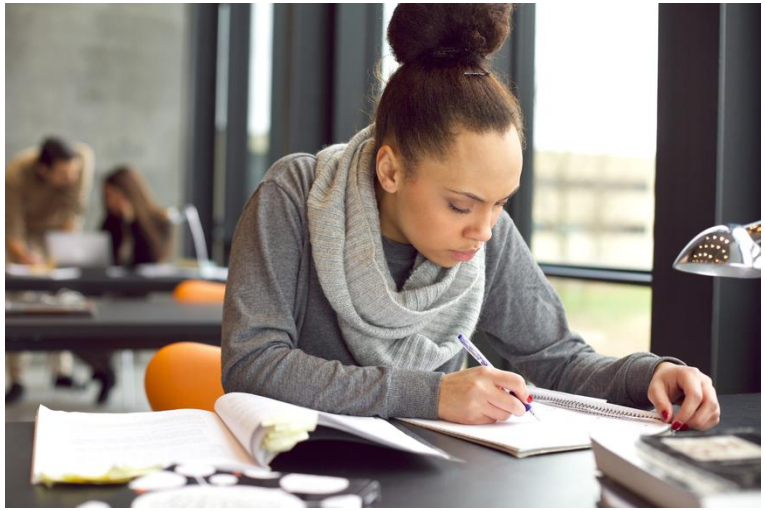
Source: HEOP program office http://inflationdata.com/Inflation/Inflation_Articles/Education_Inflation.asp

Increase Access to Higher Education –

Science and Technology Entry Program (STEP)

- STEP provides academic enrichment in science and mathematics with the purpose of increasing the number of historically underrepresented and economically disadvantaged middle and high school students prepared to enter college, and improving their participation rate in mathematics, science, technology, health-related fields, and the licensed professions. STEP serves over 7,900 students through 54 programs.

  - SED requests an additional $2.5 million in STEP funds to provide these academic enrichment opportunities to an additional 5 programs serving 2,500 more NYS secondary school students. These programs had received passing scores on the most recent Request for Proposals (RFP) but, despite the Legislature's successful increase, additional dollars are still needed in order to meet the demand.



Increase Access to Higher Education –

Collegiate Science and Technology Entry Program (CSTEP)

- CSTEP provides academic enrichment and research experience in STEM content areas in order to increase the number of historically underrepresented and economically disadvantaged undergraduate and graduate students who complete programs of study that lead to professional licensure and to careers in mathematics, science, technology, and health-related careers. CSTEP currently serves over 6,300 students through 44 programs.

  - SED requests an additional $4 million in CSTEP funds to provide these academic enrichment opportunities to an additional 17 programs serving 1,900 more NYS college students. These programs had received passing scores on the most recent Request for Proposals (RFP) but, despite the Legislature's successful increase, additional dollars are still needed in order to meet the demand.

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

- LPPs are partnerships between institutions of higher education, schools and community based organizations in order to offer comprehensive pre-collegiate/dropout prevention programs to middle and high school students. LPPs provide tutoring, counseling, college and career exploration, crisis intervention and other supportive services to over 11,500 students in 40 programs across New York State.
  - SED requests $750,000 (or a 2.5% increase) to existing programs in order to support enhanced student outreach from partner middle and high schools.
- With a 94% grade promotion rate across all locations, there are positive relationships between LPP, attendance and classroom outcomes (grades, attendance, Regents exams).
- LPP has demonstrated value in positively impacting youth at risk of dropping out of school.
- The program's enrollment has grown from over 10,800 students in 2013-14 to over 11,500 in 2014-15. LPP currently partners with 511 NYS middle and high schools.
- Over 460,000 hours of service were provided by Liberty Partnership Programs statewide.
- 92% of LPP seniors graduated in 2014-15. Of these graduates, 81% went on to college and 5% went on to full time employment.

Expanding Pathways for Boys and Young Men of Color

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

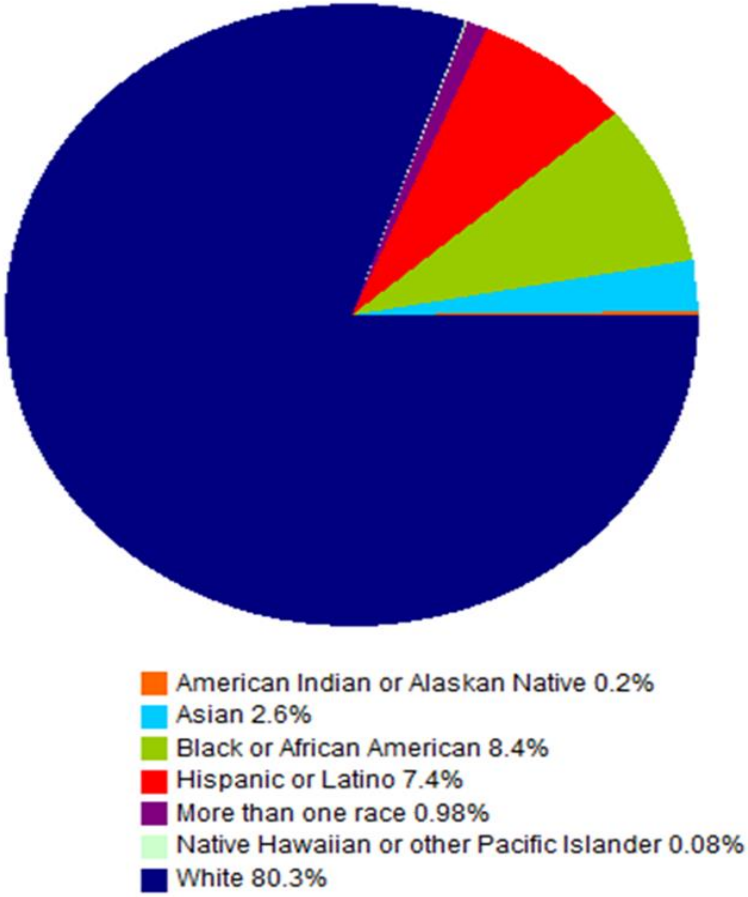
Consistent with the report of the Workgroup to Improve Outcomes for Boys and Young Men of Color, the Regents recommendations include:

- **$8 million** to support new programs and the expansion of existing programs, target efforts to recruit and retain teachers of color, provide supplemental financial assistance to participants and support the incorporation of innovative best practices in teacher preparation programs such as successful Clinically Rich Teacher Preparation Pilot Programs.
- **$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 the life outcomes for boys and young men of color.
- **$6.5 million** for additional rounds of the successful NYS P-TECH Program, specifically for expanding participation rates of boys and young men of color.
- **$5.5 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.

Increase Access to Higher Education –

Teacher Opportunity Corps (TOC)

- TOC enhances the preparation of teachers in addressing the needs of students at risk for truancy, academic failure, or dropping out of school, as well as increases the participation rate of teachers of color.
- TOC projects report 95 percent teacher retention in high needs districts after 5 years.
- Despite its proven and continued success in bringing teachers of color into the classroom, the program sustained significant funding cuts over the last several years and is currently funded at $450,000.
  - The Department is requesting an additional $8 million to support new programs and the expansion of existing programs, target efforts to recruit and retain teachers of color, provide supplemental financial assistance to participants and support the incorporation of innovative best practices in teacher preparation programs such as successful Clinically Rich Teacher Preparation Pilot Programs.



Demographics of Current Teachers in New York State - 2015

Increase Access to Higher Education –

Early College High Schools (ECHS)

Support for Early College High School Students

- Early College High Schools (ECHS) are partnerships between high schools and institutions of higher education that allow students to simultaneously obtain their high school diploma and earn up to 60 transferable college credits (and a minimum of 24 credits) as part of an organized rigorous 4-year course of study toward a postsecondary degree or credential at no cost to the student or the student's family.
- There are currently 24 ECHS programs to which the Department administers funding.
  - The Department supports establishing these programs in statute and is requesting $7 million (or a $3.5 million increase) for the purpose of providing a sustainable funding stream to support and scale up current programs, as well as money for new programs, based upon key program components and performance.

Without funding in the upcoming budget, this successful grant program will end in August 2016.

Increase Access to Higher Education –
Early College High Schools (ECHS)

- Rigorous research studies demonstrate that, ECHS students are significantly more likely to:
  - Graduate high school on time; and
  - Enroll in college and complete college on time or early.

- In the 2014-15 school year:
  - 88.5% of 1,055 ECHS students graduated high school on time;
  - 81% graduated with college credit, earning an average of 19 college credits; and
  - 87% of the 2015 graduates planned to enroll in college.

Between 2010 and 2015, over 2,400 ECHS students graduated with over 45,650 college credits.

Source: The American Institutes for Research, 2014; The Metis Associates, 2015; CUNY Office of Research, Evaluation & Program Support, 2015)

Increase Access to Higher Education –

NYS P-TECH Schools

Support NYS P-TECH Schools

- NYS Pathways in Technology (NYS P-TECH) schools are partnerships between high schools, institutions of higher education, and businesses that create individual pathways for students to simultaneously obtain their high school diploma, earn a cost-free associate's degree, obtain workplace learning/experience as well as be first in line for a job with the program's Science, Technology, Engineering and Math (STEM) related industry partner.

- The implementation model of NYS PTECH programs provide school districts with the flexibility in identifying a partnership that works best for their students and their unique regional needs.

  - The Department supports establishing these programs in statute and is requesting $18 million (or a $7 million increase) for the purpose of providing a sustainable funding stream to support and scale up current programs, as well as money for new programs, based upon key program components and performance.

At the HFM BOCES P-TECH school, the grade 11 ELA passing rate was 92%, including 80% for students with disabilities – in a student population where 75% of students are eligible for free and reduced price lunch.

Increase Access to Higher Education –

NYS P-TECH Schools

- All 16 of the NYS P-TECH Cohort 1 projects completed their first implementation year (2014-15) with approximately 800 students and have begun their second year with both freshmen and sophomore students
- 51 Degree/Career Pathways being pursued
- Demographics of Year 1 Students:
- 57% free and reduced meals eligible
- 56% students of color
- 64% male; 46% female
- 7% have IEPs; 5% ELL
- Attendance high - 93-97%
- Disciplinary actions - minimal

Increase 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 our undocumented students the opportunity to access higher education by making state financial aid available to them.
  - Our economic growth depends on a vibrant, well-educated workforce
  - Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy

Bridge to College and Careers Pilot Program

2016-17 $10M Budget Request

Enable Out of School Youth and Adults to Prepare for Postsecondary Study and Careers

- Bridge programs enable out of school youth and adults to obtain critical basic skills, a high school equivalency diploma, and industry-recognized credentials.
- The Department requests 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.

Build Technical Assistance and Support Capacity at SED

5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

The state should enact a 5% setaside within all new programs for administrative oversight and technical assistance.

- Following the end of the Race to the Top program, and following years of agency funding constraints, the Department has lost significant capacity to provide districts with implementation support and technical assistance.
- Since 2011, state budgets have included new education programs for which SED has received no additional state support. As districts are faced with implementation of these various programs, they rely more and more on the technical support and expertise of the Department.
- It is common in federal programs for the administering agency to be allowed a 5% setaside from grant awards to allow for proper oversight of the program.

In the 2016-17 proposed budget, the state general fund contribution to the operations of SED account for only 9.5% of the agency's budget, compared to 20% for DOH and 58% for OCFS.

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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.
  - 2015 Illegal Practice Cases Opened: 184
  - 2015 Compliance Agreements: 56
  - 2015 Cease & Desist Orders: 12
  - Pending Criminal Cases: 105

The number of licensed professionals registered to practice in New York exceeds 877,000.

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Professions 2015 Results

Operational Responsibility	2015
New licenses issued	48,944
Registrations processed	284,348
Pharmacies, manufacturers, re-packers, wholesalers and outsourcing facilities registered	8,494
Pharmacy inspections conducted	1,457
Disciplinary investigations completed	5,910
Professional education programs reviewed	286
Individual reviews of non-traditional education	11,302
New filings for professional corporations	3,361
Candidates taking OP-developed licensing exams	2,728
Email/telephone inquiries answered	Over 1,000,000

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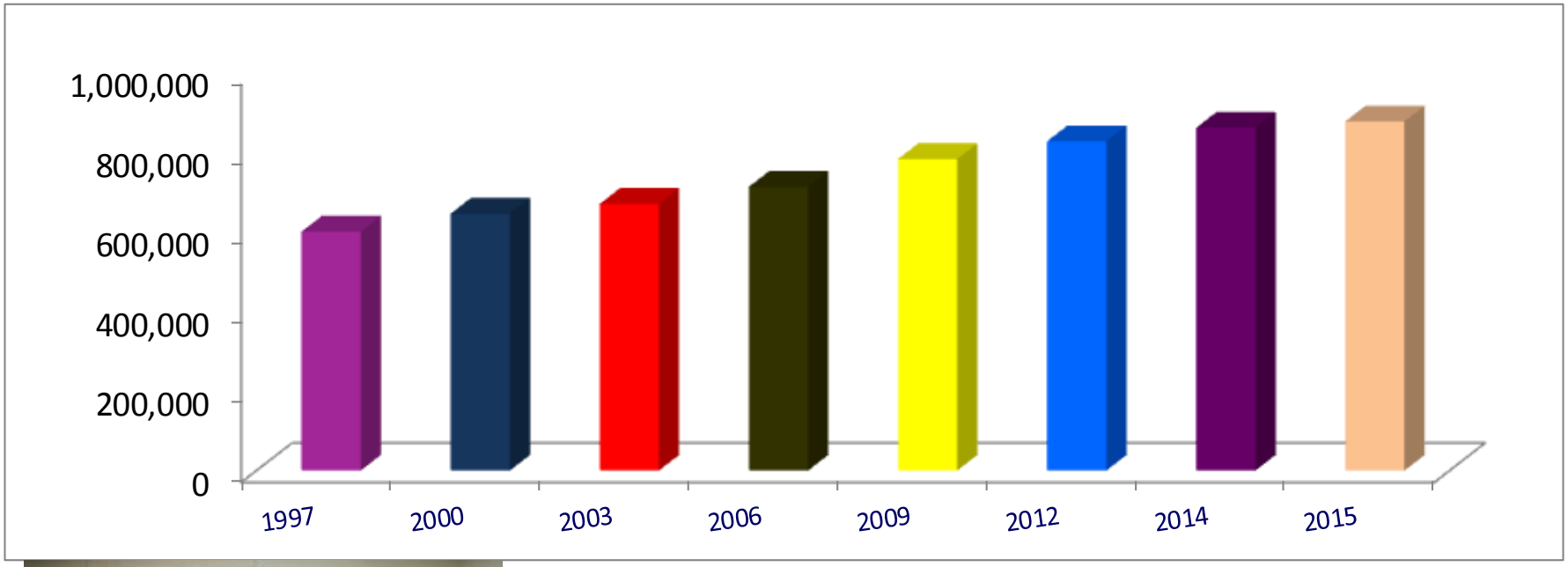
Growing numbers of Licensed & Registered Professionals



Enhanced Customer Service

- As demand for licensing has grown, average processing time for licensure has been **reduced**. In 2015, the average processing time to issue a license was **less than two weeks**.
- In 2014, there were **8.38 million** individual visits to the Office of Professions website, an average of 22,966 per day.
- In 2014, the Office of Professions website received a total of **32,645,103 page views** (89,438 per day).
- Our most popular feature is the online verification of licenses: an average of **647,925 licensees are looked up each month**, or 7.7 million annually.
- In 2015, customers viewed **129,542 answers** under the "Find Answers" tab on our website and asked 2,256 questions for clarification or additional information.
- Online registration renewal rates are now **over 90 percent** in most professions.

Enhanced Customer Service

- An on-line license application is currently in development, and will be rolled out beginning this summer. Applicants will be able to submit documents and pay electronically for the first time.
- A project plan has been developed that would enable us to custom-build a robust eLicensing system, including enhancements to the customer experience and improvements to back-office processes, over the next 5 years.
- We are requesting an increase of $4.3 million in spending authority in order to utilize funds already collected through licensing fees to begin this important work.

State Legislative Priorities –

Higher Education and The Professions

Education Equity for DREAMers Act – Legislation would give eligible undocumented immigrants the opportunity and access to higher education through financial assistance.

Funding for Early College High Schools and PTECH Programs – Legislation would codify and provide support to Early College High Schools and PTECH programs.

Professional Licensure for DACA recipients – Allow eligible DACA recipients to obtain professional licensure to ensure equal access to workplace opportunities.

Institutional Accreditation – Provide an appropriation for fees related to accreditation services to provide much needed capacity to the Office of College and University Evaluation.

Implementation of Critical New Laws

The Professions

New laws impacting the Professions were enacted in 2015, including:

Chapter 27 (LaValle/Persaud): Extends for 5 years the law which allows physical therapy assistants to provide services in schools without direct on-site supervision

Chapter 46 (Hannon/Paulin): Makes certain provisions permanent and authorizes licensed pharmacists to administer certain immunizations pursuant to a patient or non-patient specific regimen

Chapter 119 (Funke/Glick): Makes necessary amendments to limited residence and limited fellowship permits in the area of podiatric medicine.

Chapter 127(Venditto/Schimminger): Exempts CPAs and CPA firms from the licensure requirements of private investigators.

Chapter 217 (LaValle/Glick): Allows approved multidisciplinary evaluation programs to employ a certified school psychologist to conduct a multidisciplinary evaluation.

Chapter 238 (LaValle/McDonald): Extends and expands the authority for pharmacists to perform collaborative drug therapy management (CDTM).

Chapter 374 (Valesky/Lavine): Exempts certain persons who administer and score objective psychological tests from provisions of law relating to the practice of psychology.

Chapter 444 (LaValle/Glick): Enacts the veterinary emergency response and mobility act of 2015.

Chapter 464 (Hoylman/Glick): Allows RNs to administer tests to detect or screen for tuberculosis infections.

Chapter 470 (LaValle/Gunther): Regulates occupational therapy assistants

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Implementation of Critical New Laws

Higher Education

New laws impacting Higher Education were enacted in 2015, including:

Chapter 56 (Budget): Requires the Department to establish and monitor standards for continuing education of teachers

Chapter 56 (Budget): Requires the Department to establish and monitor standards for the registration and re-registration of teachers

Chapter 76 (LaValle/Glick): Relates to the implementation by colleges and universities of sexual assault, dating violence, domestic violence and stalking prevention and response policies and procedures

Chapter 220 (LaValle/Glick): Authorizes the Department to enter into interstate reciprocity agreements and/or regional compacts for post-secondary distance education programs

Thank You.

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