



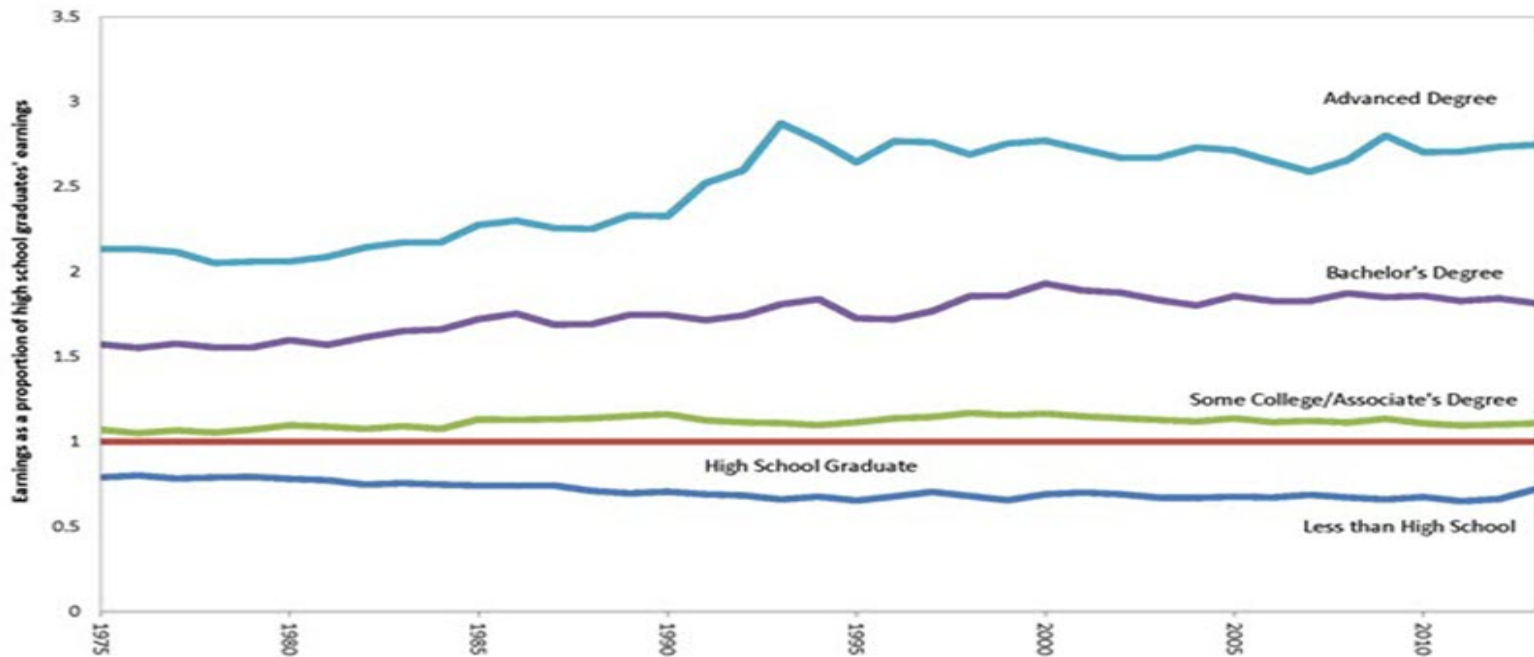
Joint Legislative Budget Hearing on Higher Education

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

January 24, 2017

Why College Access & Completion Matters – Higher Earnings

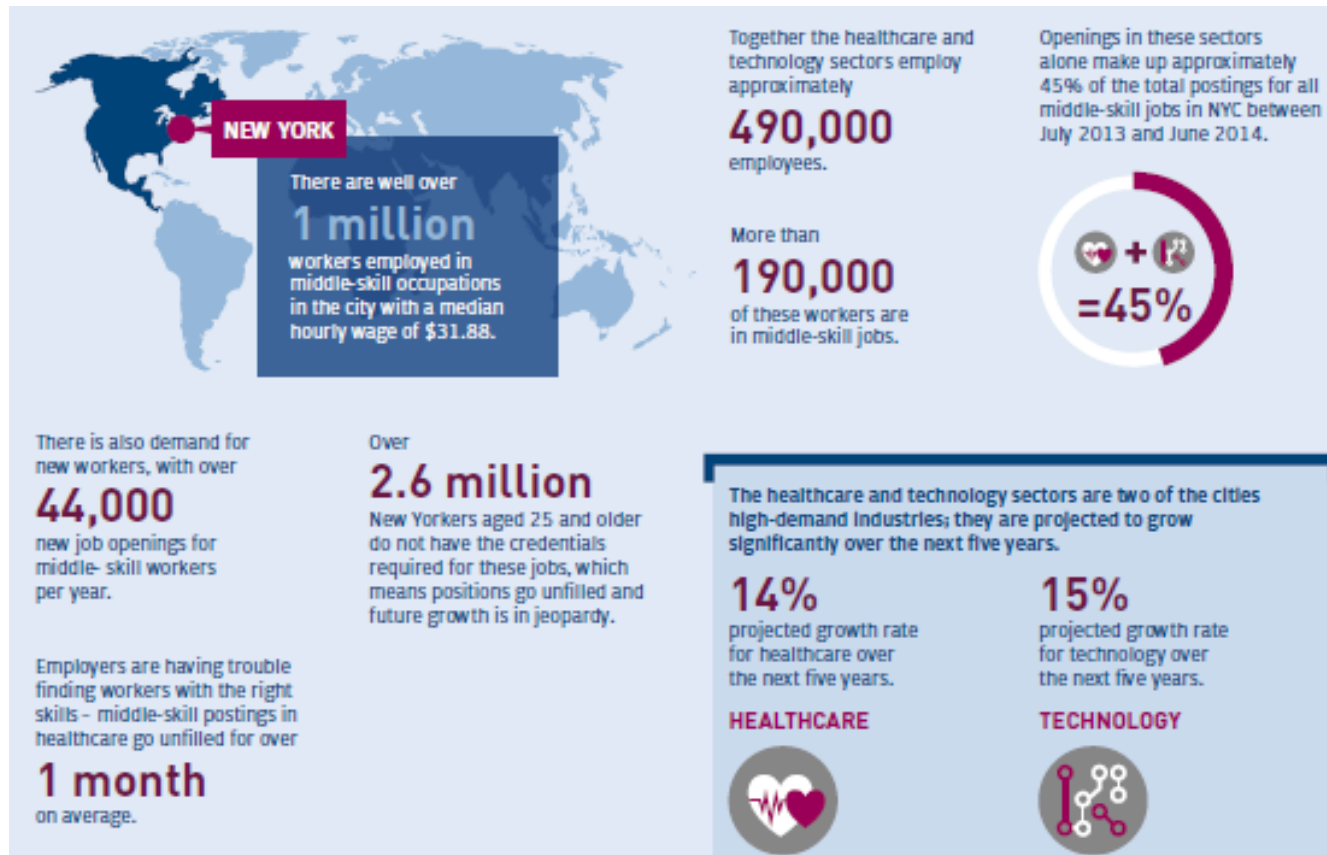
Figure 10: Average Earnings of Full-Time, Year-Round Workers as a Proportion of the Average Earnings of High School Graduates by Educational Attainment: 1975 - 2013



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



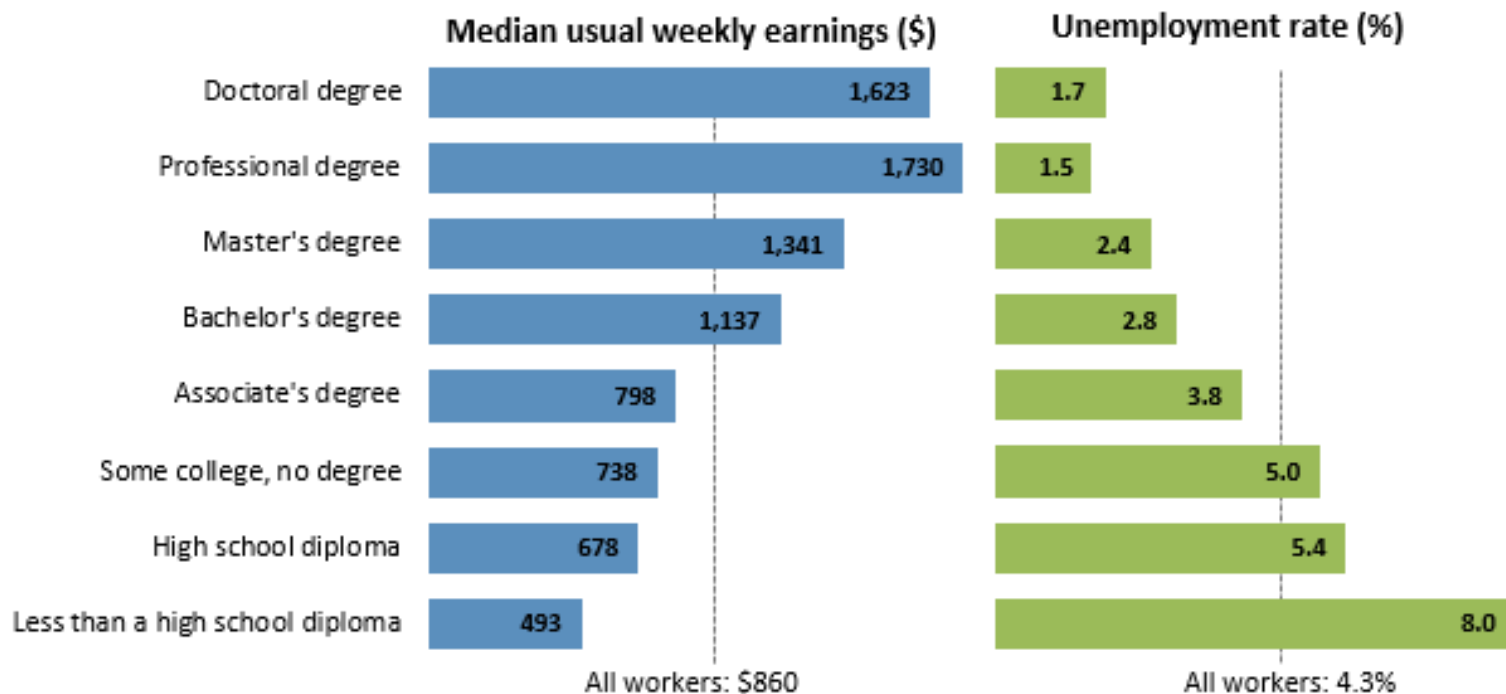
Why College Access & Completion Matters – Closing the Skills Gap



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

Why College Access & Completion Matters – Earnings and Unemployment

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

Higher Education Opportunity Programs

2017-18 \$11.67 M Budget Request

Expand Access to Higher Education for Underrepresented and Disadvantaged Students

Higher Education Opportunity Program (HEOP)	\$4.5 M
Science and Technology Entry Program (STEP)	\$1.0 M
Collegiate Science and Technology Entry Program (CSTEP)	\$2.5 M
Liberty Partnerships Program (LPP)	\$3.6 M

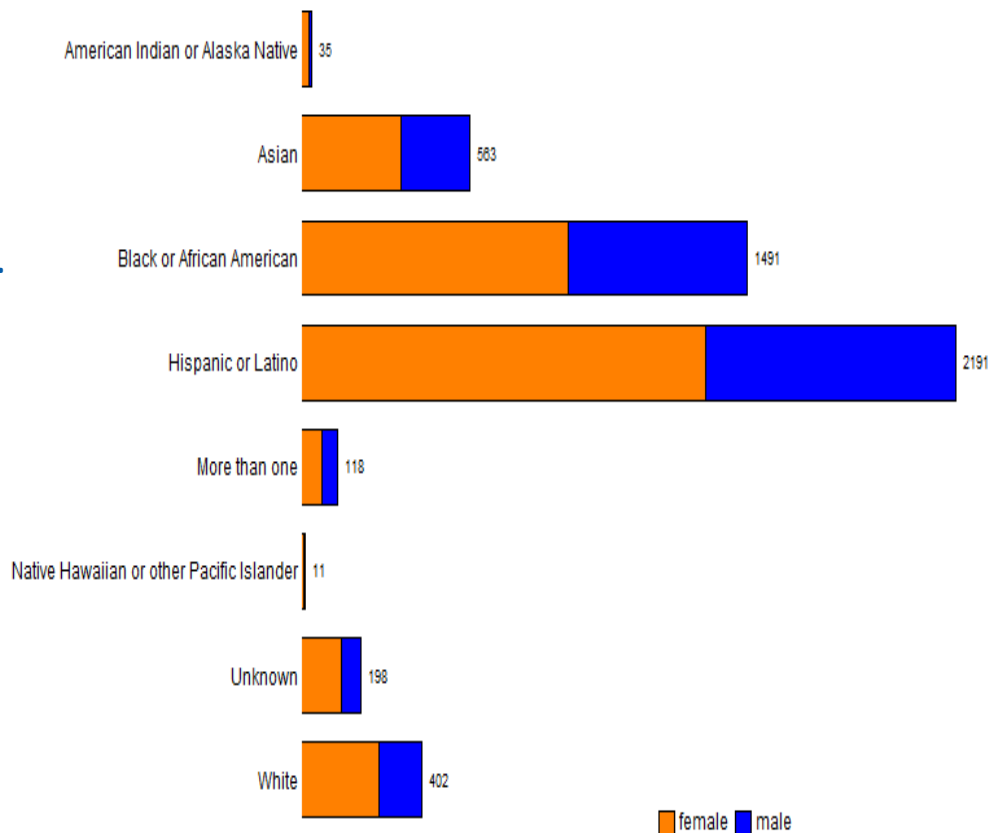


- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 36,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

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. In 2015-2016, HEOP served approximately 5,000 students through 53 programs.

- SED requests an **additional \$4.5 million**, to support and enhance current programs.



2015-16 HEOP Race and Ethnicity Distribution

Increase Access to Higher Education – *Science and Technology Entry Program (STEP)*

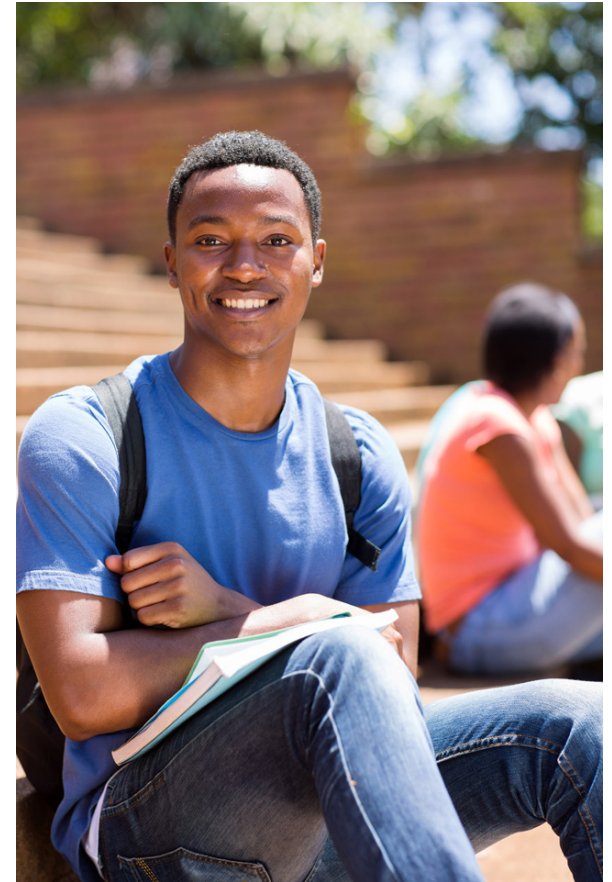
- STEP provides academic enrichment in science and mathematics with the purpose of increasing the number of historically underrepresented and economically disadvantaged middle and high school students prepared to enter college and improving their participation rate in mathematics, science, technology, health-related fields, and the licensed professions. STEP serves over 11,000 students through 59 programs.
 - SED requests an **additional \$1 million** in STEP funds to provide existing programs the opportunity to serve additional students and/or increase the number of projects supporting student participation in STEM-based research, internships, or exploratory career opportunities.



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 7,400 students through 55 programs.

- SED requests an **additional \$2.5 million** in CSTEP funds to fully fund one partially funded institution, fund an additional 6 projects, provide existing projects the opportunity to expand, and/or increase the number of projects supporting student participation in STEM-based placements.



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

- LPPs are partnerships between institutions of higher education, schools and community-based organizations that 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 13,460 students in 41 programs across New York State.
 - SED requests **an additional \$3.67 million** to begin a new 5-year funding cycle and to allow for more projects to be funded.
- With a 94% grade promotion rate as of last year 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.

In 2014-15, 94% of LPP seniors graduated. Of those graduates, 81% went on to college and 5% went on to full-time employment.

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 recommends extending funding for each of the ECHS programs covering all cohorts of students recruited through the life of the grant.

In 2014-15, approximately 6,000 students were enrolled in ECHS programs, of which 74% were FRPL eligible, 88% were students of color, and 11% were students with disabilities. Of the 980 seniors in the program, 78.5% graduated high school.

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 P-TECH programs provides school districts with flexibility in identifying a partnership that works best for their students and their unique regional needs.

- The Department recommends extending funding for each NYS P-TECH program, covering all cohorts of students recruited through the life of the grant.



In the first P-TECH cohort, there are 51 career/degree pathways being pursued. The student population includes 66% eligible for FRPL, 58% students of color, 9% students with disabilities, and 85% have earned some college credit.

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

2017-18 \$10 M 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 \$10 million in 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.

Eliminate Barriers to Teacher Certification

2017-18 \$960,000 Budget Request

- In recent years, the Regents have made significant changes to teacher certification requirements to ensure that professionals entering New York schools have appropriate pedagogical and content knowledge needed for success of their students.
- One of those initiatives included strengthening the assessments for certification, which increased costs for teacher certification candidates.
- The Regents support:
 - **Providing \$800,000 in new funding** to double the number of teacher certification exam vouchers to 10,000; and
 - **Providing an \$160,000 increase** to the Albert Shanker grant and expanding allowable expenditures.



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

The annual responsibilities of the Office of the Professions include:

- Hundreds of thousands of practice interpretations and clarifications.
- Investigations and prosecutions across the state.
- Implementation of Illegal Practice Enforcement.
 - 2016 Illegal Practice Cases Opened: 100
 - 2016 Compliance Agreements: 413
 - 2016 Cease & Desist Orders: 10
 - Pending Criminal Cases: 100

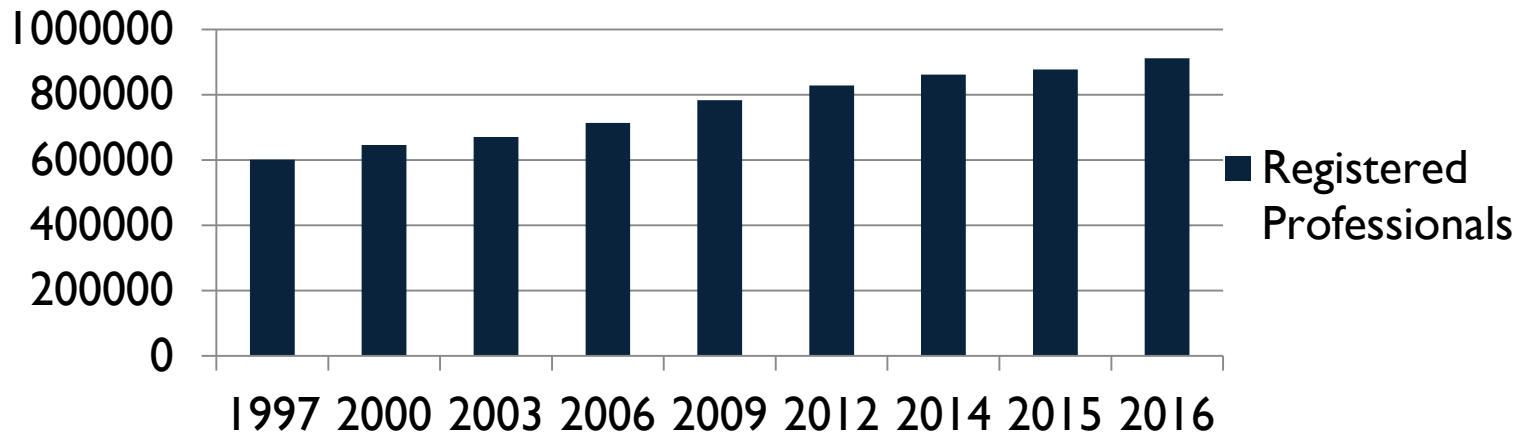
The number of licensed professionals registered to practice in New York exceeds 912,068.

Professions 2016 Results

Operational Responsibility	2016
New licenses issued	49,886
Registrations processed	284,348
Pharmacies, manufacturers, re-packers, wholesalers and outsourcing facilities registered	8,494
Pharmacy inspections conducted	1,439
Disciplinary investigations completed	5,651
Professional education programs reviewed	285
Individual reviews of non-traditional education	10,500
New filings for professional corporations	2,866
Candidates taking OP-developed licensing exams	2,666
Email/telephone inquiries answered	Over 1,000,000

Growing Numbers of Licensed & Registered Professionals

Registered Professionals



Enhanced Customer Service for Licensed Professionals

- Online applications for RN, LPN, OT and OTA applicants were rolled out in late 2016. Applicants are now able to submit documents and pay electronically for the first time.
- Applications are in development for other professions and will be available soon.
- A project plan has been developed that would enable us to replace our antiquated computer system with a robust custom-built electronic licensing system, which will include enhancements to the customer experience and improvements to back-office processes, over the next 5 years.
- We are requesting, **at no cost to the state, a \$4.3 million increase in spending authority** in order to utilize funds already collected through licensing fees to begin this important work.



Enhanced Customer Service

- As demand for licensing has grown, improvements have been made to the licensure process. In 2016, the average processing time to issue a license was **less than two weeks**.
- In 2016, there were **7.3 million** unique individual visits to the Office of Professions website.
- In 2016, the Office of Professions website received **nearly 30 million page views**.
- Our most popular feature is the online verification of licenses - more than **4 million people** used this feature (18 million views).
- In 2016, customers viewed **134,989 answers** under the “Find Answers” tab on our website and asked 2,052 questions for clarification or additional information.
- Online registration renewal rates are now **over 90 percent**.



Implementation of Critical New Laws

The Professions

New laws impacting the Professions were enacted in 2016, including:

Chapter 71 (Murphy/Rosenthal): Treatment of heroin and opioid addictions and requires coursework in pain management.

Chapter 76 (LaValle/Glick): Allows approved multidisciplinary evaluation programs to employ a certified school psychologist to conduct multidisciplinary evaluations

Chapter 124 (LaValle/Gunther): Educational requirements for occupational therapists and occupational therapy assistants

Chapter 194 (DeFrancisco/Magnarelli): Extends provisions relating to limited licenses for clinical laboratory technology

Chapter 260 (Marcellino/Englebright): Relates to the incorporation of businesses for the purpose of practicing geology

Chapter 299 (Ritchie/Ortiz): Provides for the licensing of the spouse of military personnel with out-of-state licenses

Chapter 398 (Boyle/Rosenthal): Authorizes the provision of free spaying and neutering services in lieu of self-instructional course work for continuing education requirements for veterinarians

Chapter 410 (Golden/Glick): Extends the expiration of provisions relating to a restricted dental faculty license

Chapter 468 (Martins/Schimmel): Allows pharmacies to electronically transfer prescriptions to other pharmacies

Chapter 471 (LaValle/Glick): Authorizes certain advanced home health aides to perform certain advanced tasks

Chapter 497 (LaValle/Harris): Establishes licensure of pathology assistants

Build Technical Assistance and Support Capacity at SED

5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

Like the federal government, 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 2017-18 proposed budget, the state general fund contribution to the operations of SED account for only 9.8% of the agency's budget, compared to 21% for DOH and 57% for OCFS.

Institutional Accreditation

- The State Education Department has been an institutional accreditation agency for institutions of higher education since 1787, and since 1952, that authority has been uniquely recognized by the United States Education Department.
- Currently, the Department does not charge institutions for accreditation, which is a service currently provided to 19 institutions in New York that are accredited by the Department.
 - The Department is requesting **a no-cost to the state appropriation authority** to spend any resources that would be collected through a new fee structure to support accreditation activities.
 - This action would allow currently accredited institutions, and future entities, to be accredited by the Department at lower costs than they would otherwise pay private accreditation agencies such as Middle States.

Institutions accredited by the Department include Cold Spring Harbor Laboratory, American Museum of Natural History, Rockefeller University, and the Gerstner Graduate School of Biomedical Sciences at Memorial Sloan-Kettering Cancer Center.

Absent action in the enacted budget this year to allow the Department to collect and spend resources to support accreditation work, the Department will no longer be able to provide this service.

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.

Enhancing Post-Secondary Educational Supports for Students with Disabilities – Expand access to Reader’s Aid Program materials by increasing the annual aid cap per student and expanding the definition of eligible resources.

Enhanced Discipline Authority of Licensed Professionals – Enhance the discipline authority of the Department over licensed professions by authorizing temporary suspensions of practice privileges and improving reporting of convictions.



Thank You.

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