

Early Childhood – Key Issues to Close the Performance Gap

Critical window for cognitive development and socialization

- Research documents that critical development takes place between birth and age 8

Parent supports and parent education

- Parental involvement and support in a child's education leads to improved student achievement and higher program quality

Access to and affordability of high quality learning environments

- Universal pre-K has had level funding since 2001 and serves less than 25% of 4-year-olds
- Many pre-K and daycare programs do not have highly qualified teachers

Outreach: role of medical personnel and community based organizations (CBO)

- Pediatricians, CBOs and faith-based organizations must be well informed and serve as referral agents to and providers of services and educational opportunities

Lack of assessment tools and data collection mechanisms

- Additional research based assessment tools are needed to measure developmental levels and track the impact of intervention

Early Childhood – What the Regents Have Said

- **1992 Early childhood policy paper**
- **Part 117 Screening regulations**
- **Pre-K State learning standards and performance indicators**
- **Revised teacher certification requirements**
- **Regents support for Universal Pre-K funding**
- **Least Restrictive Environment policy**
- **Regional stakeholder meetings on policy revisions**

Improving High Schools – Key Issues to Close the Performance Gap

1. High School Completion Rate

- Rigorous curriculum and quality instruction are not available to all students
- Many students come to high school under-prepared and do poorly in coursework and on Regents exams
- High school completion rate after four years is too low (67.5%); English language learners and students with disabilities have the lowest rates

2. Improving Instructional Programs and Opportunities

- Has been limited success with programs to help students recover from failure
- More opportunities are needed for students to apply knowledge and skill
- Better strategies are needed to improve instruction for English language learners and students with disabilities in to ensure high school success

3. Safe Schools

- Too many high schools do not have a school climate and safe conditions to support student learning

4. Adequate College Preparation

- Many students do not take challenging coursework in high school and are under-prepared for success in college

Improving High School – What the Regents Have Said

Set a Graduation Standard Requiring All Students to Pass Five Regents Exams

- Nearly all students now take Regents courses and the pass rate is the same as when only 50-60% of students took the exams

Adopted a Phase-In Schedule for the Passing Score on the Required Regents to be 65

- Fewer students score 55-64, making the move to 65 standard for all students possible

Established a Policy on Career and Technical Education that Integrates Academics and Technical Coursework

- Students enrolled in new CTE program pass Regents exams and graduate at high rates

Directed the SED Staff to Support those High Schools with Less than 70% Completion Rate

- 136 high schools are now participating in a learning community to improve completion
- Made strengthening preparation of incoming college students a priority in the Higher Education Statewide Plan

Support for Other High Schools

- District Superintendents will organize regional activities for high schools with greater than 70% completion rates based on SED's high school initiative

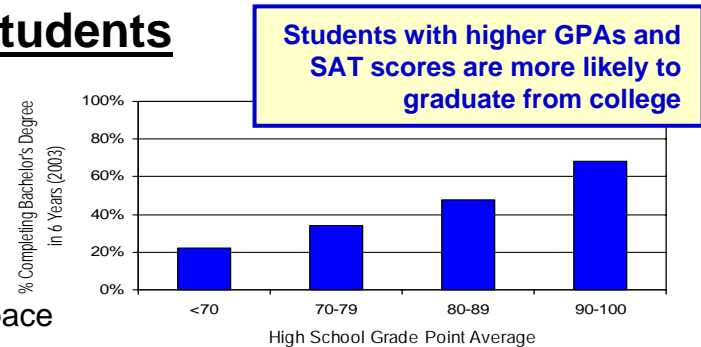
Higher Education and the Professions – Key Issues to Close the Performance Gaps

Improve College Readiness of Incoming Students

- K-12 preparation is directly linked to success in college, yet more graduating students need to be better prepared

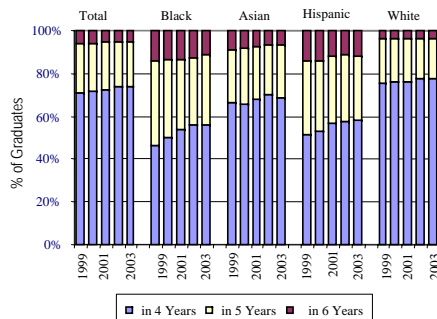
Greater Access and Affordability

- College is less affordable for low and middle income students
- The percent of costs supported by TAP and Pell is not keeping pace with the under-supported operating costs of higher education
- More students with disabilities are going to college but necessary supports have not kept pace



More Resources Needed to Support Student Retention and Graduation

First-time full-time baccalaureate students in New York State who have completed their degree - by ethnicity



* As of 2003, 74.1% of graduates from the 1997 cohort completed their degree within four years.

- NY's Baccalaureate students graduate at a higher rate than students nationally, but we must do better
- Only 43% of Baccalaureate degree-seeking Black and Hispanic students complete their degrees in six years as compared to 65% of White students

Ability to Meet Workforce Demands of a Changing World

Challenges:

- Nursing shortage and greater demand for pharmacists
- Changing demand for professional engineers
- Teachers needed in certain subjects
- 21st century complexities in health, business, design professions
- Enforcement challenges must be addressed (e.g., illegal practice)

Continue Performance-driven Accountability

- Support high academic standards and accountability in a regulatory environment that is performance-driven and consistent with the priorities in the Regents Statewide Plan

Higher Education and the Professions – What the Regents Have Said

Regents Statewide Plan for Higher Education developed in collaboration with CUNY, independent colleges and universities, proprietary colleges, and SUNY – 13 priorities in 5 categories:

- Maximize Success for all Higher Education Students
- Ensure a Smooth Transition from Pre-K to Higher Education
- Meeting New York’s Needs Through Graduate Programs and Research
- Ensure Qualified Professionals for Every Community in the State
- A Balanced and Flexible Regulatory Environment to Support Excellence

Regents Policy to Improve Teaching

- Eliminated temporary licenses
- All colleges with teacher education programs modified curricula to meet Regents standards and must be accredited
- Overhauled teacher certification requirements and strengthened preparation of school leaders
- Created additional pathways to encourage career changers and others to enter teaching
- Put in place professional development requirements for 225,000+ existing teachers

Regents Task Force on the Future of Nursing – six recommendations to address shortages

Legislative and Budgetary Proposals to Support Students with Disabilities

Support State and Federal Financial Assistance to Make College More Affordable and Accessible for all Students

Regents Adopted 21st Century Issues* in Professional Regulation to Better Protect the Public

- | | | |
|--------------------------------|---------------------------------------|---------------------------------|
| ✓ Expansion of the Professions | ✓ Rising Consumer Needs | ✓ Cross-jurisdictional Practice |
| ✓ Continuing Competence | ✓ Technology and Telepractice | ✓ Expanding Scopes of Practice |
| ✓ Workforce Shortages | ✓ Corporate Practice and Managed Care | ✓ Unlicensed Practice |
- * Horizon Issues

USNY Partners in Success

Community Based Organizations

- Community based organizations are primary providers of Universal Pre-K, Head Start and other local preschool and daycare experiences
- All CBO's that touch a family need the same information on how to access social, health and educational services.
- Community based organizations provide support services to higher education students to help ensure success, persistence, and graduation.

Cultural Institutions

- Public broadcasting should play a significant role in marketing and informing parents of available resources as well as providing high quality educational programs for young children
- Library programs expand literacy opportunities for parents and children
- Need ways to bring some of these resources to the families' neighborhoods and to provide transportation and free access to all cultural resources.
- Libraries, museums and archives provide opportunities for students to apply their knowledge and skills learned in the classroom.
- Library resources are an essential foundation for creating new knowledge through research in higher education; all students need access.

USNY Partners in Success

Political

- Government support is necessary at the State and local level to provide the funding needed to ensure access to preschool programs for all students.
- Government uses laws to set standards for facilities and to ensure the protection of young children from neglect and abuse in a variety of settings.
- Counties have a significant role at both the fiscal and program level for young children with disabilities.
- State and federal funding and support is necessary to make higher education accessible and affordable for all students and to ensure students receive academic supports they need to succeed and graduate

Business

- Businesses adopt parent friendly policies and practices such as family leave and office-based daycare facilities.
- Need business support for community-based services and to advocate for universal pre-K and full day Kindergarten.
- Business provides opportunities for hands-on learning for students, such as internships.
- Businesses identify workplace trends and expectations, and work with the higher education community to ensure that college graduates have the skills necessary for success in the workforce and in the professions.

USNY Partners in Success

Professions

- Licensed healthcare and other professionals are the first line of education for parents and of high quality pre-natal and pediatric health services. They should also be the first line of providing parents information on, and access to, the educational and social services available in their community.
- Licensed professionals and professional associations collaborate with colleges and universities to recruit a diverse array of students into licensure-qualifying programs and to ensure that programs are preparing future professionals who are qualified to work in the 21st century practice environments.

Higher Education

- Institutions of Higher Education (IHE) programs provide both pre-service and in-service education for school personnel and other licensed professionals
- IHE's conduct critical research on education and need to broadly disseminate the latest research and clinical results to practitioners.
- Colleges and universities partner with K-12 schools to ensure alignment of K-12 standards and college entrance standards.

USNY Partners in Success

PreK-12 Education

- Organized preschool programs are the most important mechanism for ensuring access of young children to the pre-literacy activities and social experiences that lead to success in later years.
- District screening of young children as they enter school systems serve as an early identifier of developmental lags that place students at risk and should lead to targeted interventions to address those developmental areas.
- Develop strategies to bring in other USNY partners into instructional programs in high schools and create more opportunities for students to apply classroom learning.
- Given the strong correlation between success in K-12 and success in college, K-12 institutions must prepare high school graduates so that they have the skills necessary to succeed in college.

Other Agencies

- Interagency collaborations including the sharing of data with the Department of Health on children with disabilities ages 0 – 2 receiving Early Intervention services
- Families often need a range of services provided by agencies such as OMH and OMRDD to deal with the many stresses that accompany having a child with a disability.
- Provide support for students who have health, mental health and family problems.
- College students with disabilities need access to a variety of services to help them enter college and to succeed and graduate.