



**TO:** Higher Education Committee  
**FROM:** John L. D'Agati *John L. D'Agati*  
**SUBJECT:** New Federal Regulations Concerning Teacher Preparation Programs

**DATE:** November 3, 2016

**AUTHORIZATION(S):** *Mary Ellen Elin*  
**SUMMARY**

### **Issue for Discussion**

Department staff will present information on the final federal regulations on teacher preparation which were released on October 12, 2016, and the new responsibilities given to the Department concerning collecting and reporting data and measuring quality of all state teacher preparation programs.

### **Reason(s) for Consideration**

Required by Federal regulation.

### **Proposed Handling**

This issue will come before the Regents Higher Education Committee for discussion at its November 2016 Regents meeting.

### **Procedural History**

In February 2015, the Department provided information to the Regents on the proposed federal regulations.

### **Background Information**

On October 12, 2016, the U.S. Department of Education released the final regulations regarding Titles II and IV of the Higher Education Act. These regulations add new reporting requirements for states and for institutions of higher education concerning the quality of teacher preparation programs. At the November 2016

Regents meeting, Department staff will provide information on the new regulations and the new requirements for the Department and for teacher preparation programs.

Department resources will need to be directed to the development of a data collection and reporting system and to the requirement for convening a stakeholder group to determine the quality indicators to be used in evaluating teacher preparation programs and how those indicators will be weighted. The Department will be required to collect all prescribed data, apply and calculate the quality indicators identified by the convened stakeholders and to report annually on all state preparation programs. Programs will be rated on program effectiveness using at least three levels of performance: effective, at-risk, and low-performing. Prescribed indicators include: student learning outcomes, employment outcomes, teacher and employer survey outcomes and accreditation findings. In addition, the Department will be required to provide technical assistance to any program rated as low-performing to help it improve.

Eligibility for the federal Teacher Education Assistance for College and Higher Education (TEACH) grants will be limited to those programs that are determined to be effective for at least two of the previous three years. The TEACH grant provides up to \$4,000 per year to students who agree to teach in a high need area for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families.

### **Related Regent's Items**

February 2015 <http://www.regents.nysed.gov/common/regents/files/215hed2.pdf>

February 2015 <http://www.regents.nysed.gov/common/regents/files/TitleII.pdf>

### **Recommendation**

N/A

### **Timetable for Implementation**

The federal regulations require that states, in consultation with stakeholders, design their reporting systems during the 2016-17 academic year. States may choose to use 2017-18 as a pilot year, and will be required to fully implement the new reporting systems in 2018-19. The first year for which any program might lose TEACH grant eligibility will be 2021-22.