TO: P-12 Education Committee
                    Higher Education Committee

FROM: Elizabeth R. Berlin

SUBJECT: 2017-2018 State Budget Priorities- Chart

DATE: November 10, 2016

AUTHORIZATION(S):
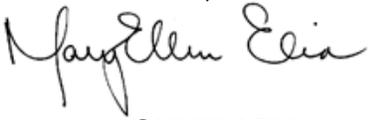
SUMMARY

Issue for Discussion

The Regents advance state budget priorities every year. At the October meeting, the relevant committees of the Board reviewed and discussed proposals to be advanced during the 2017-2018 budget cycle, other than State Aid to school districts and other Aid to Localities programs, which are handled separately through the Regents Subcommittee on State Aid. Pursuant to this discussion, proposals have been modified and added accordingly. At the November meeting, the relevant committees of the Board will continue to review the modified and new proposals. The proposals will come before the full Board in December for approval.

Reason(s) for Consideration

Review and update of the Regent's budget priorities.

Recommendation

It is recommended that the Regents discuss support for last year's proposals as well as amended and new budget proposals for the 2017 budget cycle.

Discussion of Potential State Budget Initiatives

P-12 Education			
Category	**Concept**	**Approx. Cost**	**History/Notes**
Internal Capacity	5% Setaside to Support Implementation of Key Education Programs	TBD based on new programs	*History: This was first requested by the Regents in 2016. It was not acted upon by the governor or legislature* Following years of agency funding constraints, the Department has lost significant capacity to provide districts with implementation support and technical assistance. During the past several budget cycles, the enacted state budget has created or expanded several significant education programs, including pre-kindergarten, P-TECH, community schools, and receivership. As districts are faced with implementation of these various programs, they rely more and more on the expertise and support of the Department. However, there have been no new administrative resources provided to the Department to perform any of this work.
	Modernized IT Systems to Improve Services to Districts and Stakeholders, including: • State Aid Modeling ($2M) • Facilities Planning ($4M) • Special Education and Related Services Oversight and Reporting System ($700,000)	Approximately $6.7M	*History: The Regents have requested funding for State Aid Modeling since 2014, and since 2016 for Facilities Planning. The Special Education System would be a new request.* These budget priorities reflect critical infrastructure development in key areas of Department functions: • Over $23 billion in state aid to public schools districts is distributed annually using an outdated COBOL system at risk of becoming obsolete • The Department oversees facilities planning and distribution of building aid to school districts, and tracks more than 100,000 projects on DOS platform developed in 1987; and • The Department collects extensive data directly from placing school districts, special education providers, and municipalities, much of which is collected and stored in paper form and none of which is consolidated or easily accessible to the public.

P-12 Education			
Category	**Concept**	**Approx. Cost**	**History/Notes**
Internal Capacity, continued	Enhanced Department Support and Oversight in Targeted School Districts, including: • Continued monitors in East Ramapo ($225,000) • State Capacity to Address Emerging Issues ($450,000)	$675,000	*History: These would be new budget requests for the Regents. Last year, the state budget provided funding to support the appointment of monitors in East Ramapo.* Last year, the Department worked with the local representatives of the East Ramapo school district to secure funding for continued appointment of monitors to the school district. The appointment of monitors to the district has resulted in gains in public trust and the appropriation of funding to restore critical programming in the public schools. However, the funding was limited to a one-time appropriation and would expire if it is not extended in next year's budget. In addition, it is recommended that the Regents consider a budget initiative for a new appropriation to support internal capacity to address emerging issues in other districts within the state. This would allow the Department to have available resources to dispatch support to any district where a crisis may emerge.
	Charter School Office	$1.5M	*History: This would be a new budget request.* The Regents are one of two state charter entities in the state, however, we are the only entity which does not receive direct state support to oversee, monitor and support charter schools. It is recommended that the Regents consider a budget initiative for dedicated state resources to operate a charter schools office, much like the SUNY Charter Schools Institute is funded directly by the state.
Rate Setting	Expand the Excessive Teacher Turnover Prevention Grant for Special Acts, 853s and center-based 4410 (preschool) programs	$4M increase	*History: This would be a new budget request.* Data have indicated a shortage of Special Education and Bilingual Special Education Teachers throughout the regions of the state. This shortage is impacting the recruitment and retention of qualified staff to serve high-needs students. In some regions of the state, salary differentials between public school staff and comparable staff in approved special education programs range from approximately 20% to 50%.

P-12 Education			
Category	**Concept**	**Approx. Cost**	**History/Notes**
Professional Development	Professional Development to Support Implementation of the New Learning Standards, including: • Establish regional networks to create optional professional development opportunities, including support during the implementation of revised standards ($3M) • Teacher-developed instructional resources for ELLs and Students with Disabilities ($2M)	$5M	*History: The Regents have made budget and State Aid proposal requests to support the development and expansion of high-quality professional development opportunities for many years. Last year was the first year the Department received funding for this purpose.* Teachers and principals deserve to have support as they work to help our students meet higher standards. The Regents have for several years recommended investments to support the capacity building work of all districts that are prepared to work in collaboration with their educators to bring about systemic change to the human capacity of the district workforce. In December 2015, the governor's task force report acknowledged the importance of professional development as the state transitions to new standards. Last year's budget provided $1 million from the Assembly to support this work.
Assessment	Modernize the State's Assessment Program, including: • Translation of Math 3-8 and Regents exams ($1M) • Native Language Arts ($11.4M) • Reinstate LOTE foreign language exams ($5M) • Project-based Assessments ($8M) • Erasure Analysis ($500,000)	Approximately $25.9M	*History: The Regents have requested funding for development of Native Language Arts exams since 2014, and since 2013 for erasure analysis. The requests for translation and the LOTE exams would be a new request.* The Regents and the Department have made several adjustments to the state testing program in the past year, including reducing the number of questions on every test and releasing 75% of the questions on the grades 3-8 tests. It is recommended that the Regents consider a budget initiative that would make targeted investments in the assessment program so that it can be responsive to the needs of the state's diversity, including by phasing in translation of the math 3-8 exams, developing a native language arts test (beginning in Spanish), reinstating the foreign language Regents exams, laying the groundwork for project-based assessments, and ensuring the integrity of test results.

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Higher Education		
Concept	**Approx. Cost**	**History/Notes**
Expansion of Vouchers for Teacher Certification Candidates	Approximately $960,000 ◦$800,000 for vouchers ◦$160,000 for expansion of the Shanker Grant	*History: This would be a new budget request.* The cost of the required teacher certification exams is approximately $700. Currently, there are about 5,000 vouchers available to teacher preparation candidates, distributed to institutions on the proportion of Pell-eligible candidates. However, there is concern in the field that this threshold is not capturing all candidates with a demonstrated need. The proposal would: double the number of vouchers, based on the average cost of one teacher certification exam, and use the maximum TAP family income eligibility as a threshold ($80,000 combined) in order to reach more certification candidates; and expand the Shanker grant, which supports teachers seeking National Board Certification.
Opportunity and Access Programs, including: • STEP +$1M to increase the number of projects for students in STEM-based research, internships or exploratory career opportunities (this would not be an increase in students served). • CSTEP +$2.5M to fully fund partial awards and fund 6 new programs. • Liberty Partnerships +$3.6M to fund additional students and programs in the new RFP cycle. • HEOP +$4.5M to supplement and enhance current activities and services.	Approximately $11.6M	*History: The Regents have requested increases to these programs for several years.* The state's higher education opportunity programs are available to students attending colleges and provide access to higher education to students who might not otherwise have the opportunity. The various programs currently serve over 30,000 underrepresented and disadvantaged students and have been effective at increasing graduation rates. The Regents have historically requested increases for these programs.

Higher Education		
Concept	**Approx. Cost**	**History/Notes**
Support and Sustain Early College High Schools	Maintain current funding of $3.4M	*History: The Regents have a history of strongly supporting the ECHS program. In previous years, the Regents have advocated for sustainable funding streams to support these programs.* 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 credits at no cost to the student or the student's family. There are currently 24 ECHS programs to which the Department administers funding. Based on direction of the Regents at the October meeting, the proposal was modified to allow unused funds to be used to sustain operating programs.
Support and Sustain P-TECH Programs	Approximately $13M in 2017-18, peaking at $16.5M in 2019-20	*History: The Regents have a history of strongly supporting development of the state's P-TECH programs. In previous years, the Regents have advocated for sustainable funding streams to support these programs.* Pathways in Technology Early College High Schools (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 industry partner. Based on direction of the Regents at the October meeting, the proposal would extend funding for each of the three Cohorts to cover all classes of students recruited throughout the life of the grant. In addition, a Council would be created to evaluate the P-TECH and ECHS programs and make recommendations with regard to their structure, sustainability, and/or alternative proposals.