



TO: Higher Education Committee
P-12 Education Committee

FROM: John L. D'Agati

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SUBJECT: Educator Diversity

DATE: February 3, 2014

AUTHORIZATION(S):

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SUMMARY

Issue for Discussion

Should the Board of Regents develop a comprehensive strategy for the recruitment, support, and retention of educators from diverse backgrounds to work in New York State?

Reason(s) for Consideration

Review of Policy

Proposed Handling

This item will come before the joint P-12 Education and Higher Education Committees for discussion at the February 2014 meeting.

Background Information

At the November 2013, Board of Regents meeting, the Office of Higher Education presented a discussion item regarding Teacher Supply and Demand Reports. The presentation included information regarding the current demographics of teachers in New York State. After reviewing the demographic data for teachers in New York State, the Board discussed the importance of educator diversity and requested

additional information regarding the data shared, current initiatives, and potential actions.

The Board asked about the current diversity in teacher preparation programs in New York State. The chart below shows the breakdown of the demographics in teacher preparation programs in New York State as reported by the U.S. Department of Education, Higher Education Act Title II State Report Card System (2012) as compared to the current population of teachers in public schools and the student demographics of New York State reported by the New York State Education Department Basic Educational Data System (2012)

Ethnicity	Enrolled in a Teacher Preparation Program Percentages 2012	Currently Teaching in NYS 2012-13	Student Demographics 2011-12
White	75.7%	82%	48%
Black/African American	8.4%	8%	19%
Hispanic/Latino	9.6%	7%	23%
American Indian or Alaska Native	0.3%	n/a	1%
Asian or Native Hawaiian/Other Pacific Islander	4.7%	2%	9%
Two or More Races	1.3%	1%	1%

In 2008 – 2009, the Board of Regents formed a Work Group on Improving the Preparation and Retention of Teachers for Urban Education. The charge of the Work Group was to develop key recommendations for improving teacher preparation and retention in urban areas throughout the state. The Work Group consisted of 30 members including deans/directors of schools of education, school principals, researchers, college professors, NYSUT, and the Professional Standards and Practices Board. The Work Group also had resources to support its efforts including support from two federal funded technical assistance centers: Regional Educational Laboratory and the New York Comprehensive Center.

In order to gather input from educators across NYS, the Work Group held five Teacher Group Forums in Albany, Buffalo, New York City, Rochester and Syracuse. The target audience for the forums was teachers who work in urban settings in the Big Five school districts and districts such as Albany, Schenectady, Mount Vernon, and Cohoes. As a result of this effort, the Work Group provided a series of priority challenges that must be addressed in order to make improvements in this area. One of the identified challenges was “expanding the Teacher Opportunity Corps” (Work Group Minutes, January 22, 2009). The following policy recommendations were shared with the Board as a result of the Work Group’s activities:

- Enriching the clinical experience across multiple pathways

- Improving partnerships
- Enhancing induction and mentoring programs for beginning teachers
- Ensuring that teacher preparation adequately prepares teacher candidates for urban schools
- Recruiting a more diverse teaching force
- Providing incentives for teachers to enter and remain in high need schools and in hard to staff subject areas and grade levels
- Investing in tough-minded research that identifies those teacher practices that improve student outcomes
- Improving working conditions in urban schools
- Improving certification requirements in key areas, such as math and science

Research on Educator Diversity

Research shows that educator diversity can support the goals of schools and districts to increase student achievement. A 2013 study by the Illinois Education Research Foundation (IERF) cited several sources of current research from 2003 to 2010 concluding that teachers with strong academic skills boost student performance. In addition, IERF also cited research noting when the racial/ethnic diversity of the teacher and the student are the same, there are positive student achievement gains (White, DeAngelis & Lichtenberger, 2013, p. 5).

After its review of multiple studies including a randomized experiment by Thomas Dee (2004), the Center for American Progress (2011) reports that increasing the current number of teachers of color “may be instrumental to increasing the number of future teachers of color. And while there are effective teachers of many races, teachers of color have demonstrated success in increasing academic achievement for engaging students of similar backgrounds” (Bireda, S. & Chait, R., 2011).

Research shows that there are many other benefits to increasing educator diversity. Teachers of color:

- are likely to provide positive role models to children of color (Clewell & Villegas, 1998);
- empower children of color to succeed in school (Cummins, 2001; Nieto, 1999);
- build bridges and a cultural match between the students’ homes and the schools (Garcia 1995; Lee & Slaughter-Defoe, 1995; Tyrone, 2001); and
- are more likely to be willing to work in urban settings than white teachers (Darling-Hammond & Sclan, 1996).” (Ayalon, 2004)

However, getting educators of color to enter the teaching profession does not guarantee they will stay in the profession. A joint study by The Consortium for Policy Research in Education, University of Pennsylvania and The Center for Educational Research in the Interest of Underserved Students, University of California, Santa Cruz found that minority teachers actually leave the profession earlier, and at higher rates.

Reasons included:

- A desire to obtain a better job or career, or dissatisfaction with some aspect of their teaching job. And not only did minority teachers depart at higher rates, but among those who moved or left, minority teachers were more likely to cite career advancement or job dissatisfaction than were white teachers.
- The data indicate that minority teachers departed at higher rates because the schools in which they were employed tended to have less positive organizational conditions. The strongest organizational factors for minority teachers were the levels of collective faculty decision-making influence in their school and the degree of individual instructional autonomy held by teachers in their classrooms.

Similarly, the 2013 study by the Illinois Education Research Council also confirmed that “getting these diverse, academically talented teachers through the pipeline and into the classroom is only the first step. Once they get there, there needs to be a concerted effort to retain these high-quality educators in the classroom.” (White, DeAngelis & Lichtenberger, 2013, p. 38).

Current New York State Initiatives

In 2005, the New York State Education Department (SED) began the development of a data-driven teacher and principal supply-demand model that identifies, evaluates, and monitors the content area subjects and regions of the State with the greatest shortages of newly certified teachers and principals. SED also currently has multiple approaches to help school districts meet their hiring needs and will continue to seek new approaches until all students have the qualified teachers they need. These approaches include the \$19 million investment in clinically rich programs which requires students to be placed in the shortage areas and partnerships with a high need school/district and a 4-year teaching commitment in high need schools/districts after graduation.

While the Department funds many initiatives and programs that support preparation of educators in shortage areas, few specifically mention “promoting educator diversity” in their statements of purpose or mission statements. Examples include:

- **Clinically Rich Teacher Preparation Pilot.** Funded with \$20 million from Race to the Top, the Request for Proposals included language that the “program will recruit a high caliber of qualified, diverse candidates,” but any strategy or plan that exists for the recruitment or retention of those candidates remains up to the individual institution.
- **The Teacher and Leader Quality Partnership (TLQP).** Federally funded with \$4.8 million, TLQP is designed to improve the academic success of New York’s students by increasing the effectiveness and cultural competency of their

teachers through professional development. TLQP has been instrumental in providing equity training and support for teachers providing concrete means to understand and address the cultural, social, and ethnic issues that might hinder student learning. While these programs do not specifically promote the recruitment, retention or support of teachers of color, they are providing opportunities to bring the topic of educator diversity to the forefront.

- **Today's Students, Tomorrow's Teachers (TSTT)** is chartered by the NYS Board of Regents and targets diverse 9th grade students to build leadership and college readiness skills and to begin exploring the teaching professions throughout high school (TSTT 2010). Students can apply to 22 "partner" colleges and once accepted are eligible for a 50% tuition scholarship upon the condition that they teach for 1 year in a "participating" school district after receiving their teaching credential. Forty-seven percent of the participating students are Black and 32% are Hispanic. (TSTT 2010)
- **Teach for America, the New York City Teaching Fellows/The New Teacher Project.** Alternative certification programs often have the identification and preparation of future diverse educators in their mission statement. Alternative certification programs provide teachers in teacher shortage areas and in high need schools.

Teacher Opportunity Corps

The Department's only currently funded initiative which is specifically designed to promote educator diversity is the **Teacher Opportunity Corps**. The purpose of the Teacher Opportunity Corps is to enhance the preparation of teachers and prospective teachers, to address the learning needs of students at risk of truancy, academic failure or dropping out of school, and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. In order to receive funding, Opportunity Corps projects must serve participants in any or all of the following priority groups:

- Individuals who have been historically underrepresented and underserved in the teaching profession, including individuals who are African American, Hispanic, Native American or Alaskan Native.
- Individuals who are economically disadvantaged.

Of the eight programs funded through Teacher Opportunity Corps, SUNY Oswego received the maximum award of \$80,000 and Columbia University, Teachers College received the smallest award of \$6,000 due to funding limitations. The funding for TOC has declined steadily over the past five years.

Funding Allocations for Teacher Opportunity Corps

Funding year 2007	Funding year 2008	Funding year 2009	Funding year 2010	Funding year 2011	Funding year 2012	Funding year 2013
\$713,000	\$450,000	\$671,060	\$671,060	\$671,049	\$450,000	\$450,000

INSTITUTION	BUDGET	PROGRAM DETAILS
HOFSTRA UNIVERSITY	\$63,973	Tutoring pre-service teachers and observing classes, coursework towards graduation and certification, research and development on the teaching and learning process.
HUNTER COLLEGE	\$80,000	Specialized coursework designed to meet the requirements for NYS certification. Also, tutoring and mentoring novice teachers.
MANHATTAN COLLEGE	\$80,000	Coursework towards Professional NYS certification and/or bilingual education.
NAZARETH COLLEGE	\$80,000	Coursework towards Professional NYS certification. Also, tutoring and mentoring novice teachers.
PACE UNIVERSITY	\$80,000	Coursework towards graduation, tutoring pre-service teachers and mentoring novice teachers.
SUNY OSWEGO	\$43,910	Coursework towards graduation, tutoring pre-service teachers and mentoring novice teachers. Coursework towards NYS certification.
SUNY POTSDAM	\$16,000	Coursework towards graduation, tutoring pre-service teachers and mentoring novice teachers.
TEACHERS COLLEGE	\$6,117	Coursework towards Professional NYS certification and mentoring novice teachers.

State and National Educator Diversity Initiatives

National Initiatives

In 2010, U.S. Secretary of Education Arne Duncan launched a national initiative to create and promote a more diverse teaching workforce. That initiative, known as *Teach.gov*, is designed to build and recruit the “next generation” of teachers, who are fully qualified and ethnically diverse, and to shift the nation’s teacher demographics from disproportionate percentages of white educators to increase the number of teachers of color (Center for American Progress, 2011)

The Council for the Accreditation of Educator Preparation (CAEP) is the accrediting body that formed as a result of the merger between the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). New York State is currently developing a state partnership agreement with CAEP, and that work is being supported by the Professional Standards and Practices Board (PSPB). CAEP’s strategic mission includes five standards:

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

The description of CAEP’s Standard 3: Candidate Quality, Recruitment and Selectivity is fully detailed in the table below.

CAEP Standards for Candidate Quality, Recruitment and Selectivity
<p><i>Plan for Recruitment of Diverse Candidates who Meet Employment Needs.</i></p> <p><i>3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.</i></p> <p><i>Admission Standards Indicate That Candidates Have High Academic Achievement And Ability</i></p> <p><i>3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or</i></p>

CAEP Standards for Candidate Quality, Recruitment and Selectivity

GRE:

- *is in the top 50 percent from 2016-2017;*
- *is in the top 40 percent of the distribution from 2018-2019; and*
- *is in the top 33 percent of the distribution by 2020.[i]*

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.[ii]

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

CAEP Standards for Candidate Quality, Recruitment and Selectivity

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Citation: CAEP Accreditation Standards. Available online at <http://caepnet.org/accreditation/standards/standard-3-candidate-quality-recruitment-and-selectivity/>

State Initiatives

At the state level, there are many examples of funded initiatives that support educator diversity. The following are some examples of states, districts, and universities partnering to develop programs to increase the number of minority teachers. More research would need to be done, but key themes uncovered during the Department's review of these programs include: community colleges as an underutilized pathway, strong university partnerships, barriers to entering the profession, and retention of teachers of color.

Examples in the chart below highlight strategies for early recruitment, support and retention which have been successful in other states. These plans usually involve partnerships between schools, universities and state departments of education, and some type of financial support.

State	Initiative
CT	<p>Minority Teacher Incentive Grant Program Provides up to a \$5,000 a year stipend to minority undergraduate students enrolled in teacher preparation programs for the final two years of full-time study. Also provides eligible students with up to \$2,500 in yearly stipends of teaching in a CT public elementary or secondary school.</p> <p>The Capitol Region Education Council The Minority Teacher Recruiting (MTR) Program is an integral part of the effort to eliminate the educational achievement gap between minority students and their non-minority students and their non-minority peers in public schools. The MTR Program, as established by legislative mandate, continues to develop innovative programs in partnership with local school districts and the State Department of Education to increase cultural and racial diversity in the classrooms of Connecticut.</p>

State	Initiative
IL	<p>Grow Your Own program The Illinois Legislature established a statewide Grow Your Own Program in 2005. The purpose of the Illinois program is to “identify, train, and employ 1,000 or more fully qualified teachers who have previous ties to the low-income communities where they will work.” The creation of a statewide program allows a state to combine human capital reform goals with a targeted effort to recruit minority teachers.</p>
KY	<p>Recruitment/Early Recruitment Plan KY State Department of Education, Standards Board, school districts, institutions of higher education, and the Council on Postsecondary Education convene. Collaboration to develop a strategic plan for increasing the number of minority teachers and administrators.</p> <p>Teacher Preparation Programs Institutions of Higher Education are not eligible to receive funding unless an active recruitment plan for attracting and retaining minority faculty and students has been established in teacher preparation programs.</p>
MA	<p>The Massachusetts Partnership for Diversity in Education An early recruitment plan to locate outstanding candidates of color for teaching, administrative and support positives in member schools.</p>
MD	<p>Task Force on Diversity in Teacher Education Charged with the responsibility of proceeding with recommendations set by the University system. Task Force develops a set of standards for teacher educators on diversity for teacher preparation</p>
OH	<p>Recruitment/Early Recruitment Plan Cleveland Area Minority Educators Recruitment Association (CAMERA) - Local districts- Identify, recruit, and support minority educational professionals. Financial support is provided to those pursuing and obtaining licensure.</p>
OK	<p>Leadership, Education and Achievement Program (LEAP) and the Academic Commitment to Education (ACE) Program The Oklahoma State Regents for Higher Education provides funding to school districts to run the Leadership, Education and Achievement Program (LEAP) and the Academic Commitment to Education (ACE) program in middle and high schools. The Board of Regents developed curriculum for both programs, which were piloted in 2005. In 2011, the Regents Office reported that 34% of high school ACE students stated they plan to be teachers (Connecticut RESC Alliance for Recruiting: Best Practices in Minority Teacher Recruitment, 2011).</p>

University Initiatives

University programs typically utilize the strategy of scholarships, mentoring or other supports to promote diversity in their teacher preparation programs. Recruiting from community colleges is an underutilized strategy for increasing teacher diversity, and is a missing link in the minority teacher pipeline, according to researchers (NEA, 2009). Examining the recruitment, support and retention efforts by New York institutions of higher education, as well as those in other states provides an opportunity to see how universities partner with state departments of education, P-12 school districts and how the demand for significantly greater resources for recruitment takes shape. These programs are dedicated to identifying and eliminating obstacles to expanding the pool of prospective teachers of color and increasing the quality and cultural competence of all teachers.

One such initiative currently being implemented by CUNY is the “*Decade of Science Initiative*.” The City University of New York has designated the years 2005 to 2015 the “Decade of Science,” renewing its commitment to creating a healthy pipeline to science, technology, engineering, and math fields by advancing science at the highest levels, recruiting talented faculty, training students to teach in these areas, and encouraging young people, particularly women and minorities, to study in these disciplines. The initiative has spotlighted CUNY women scientists through a “*Breaking Boundaries in Science Research*” outreach effort, which highlights their pioneering research in cutting-edge areas of applied and basic science.

Another initiative is based at Nazareth College. Since 2010, Nazareth College has had an agreement with Medgar Evers High School, a partnership designed to recruit traditionally underrepresented and disadvantaged students to attend the college. This partnership, founded by Dr. Horace Smith, guarantees a certain number of enrollment "spots" for Medgar Evers students and offers them the following supports while enrolled at Nazareth: scholarship and diversity grant monies, remedial or developmental courses, tutorial services, individual counseling services, academic and career counseling. Some, but not all, of the students pursue majors in education. The current year's cohort from Medgar Evers High School is 7 students; there were 6 students in the 2012-13 cohort. The first cohort is about to graduate in May of 2014.

Beyond New York, Western Kentucky University works together with the state department of education on a joint diversity initiative. The Minority Teacher Recruitment Center (MTRC) is committed to creating racially and culturally heterogeneous school districts by increasing the number of minority teaching in Kentucky classrooms. The MTRC is dedicated to assisting minority students who are pursuing teacher education as a major and is a cooperative effort bringing together the resources of the Kentucky Department of Education and area school districts. Along with scholarship opportunities, the center provides workshops for students such as, PPST (Praxis I) and Praxis II prep, resume writing and interview skills, and professional development.

Recommendations/ Next Steps

Based on the data for New York State and the research reviewed on state and national trends, it is easy to recognize the need to recruit and retain greater numbers of teachers of color through implementation of strategies, programs and/or policies that complement traditional teacher recruitment methods. Something important to our state, though, is that programs and policies enacted to further diversify the teaching force must also reflect lessons learned about the qualities of successful teachers (effective teachers and leaders) and the need for high standards for entrance into the field.

Our policy initiatives to transform educator preparation programs, including our new and revised certification examinations, are consciously designed to reflect our adoption of the Common Core. The teacher exams place greater emphasis on literacy skills, critical thinking and problem solving. The new teacher tests focus on analysis of text, learning scenarios and/or student data to make sense of real classroom issues. The building leader exams place greater emphasis on instructional leadership and human capital management. The new building leader test includes a video-based performance task to demonstrate the candidate's ability to provide effective feedback. The Department is also developing more rigorous Content Specialty Tests (CSTs) to assess new teachers' mastery of knowledge in content areas they will be teaching. One of the most significant changes is in the Multi-Subject CST required for elementary teachers. In the past, candidates could compensate for weak performance in one subject (such as math) with stronger performance in other subjects. On the new CST, New York State will ensure that elementary teachers have the content knowledge necessary to effectively teach to the Common Core standards by requiring candidates to separately pass each subtest: ELA/Literacy, math, and arts and sciences. This work comes at the same time that the Governor's Commission on Education Reform has called for a 3.0 grade point average for entrance into teaching programs based at CUNY and SUNY.

These initiatives to transform educator preparation do not have to mean a decline in the number of diverse educators. Examples described in this item on how to generate interest in teaching, along with intentional recruitment strategies to attract high performing students of color into the teaching profession, are important to our work. In addition, more needs to be done to ensure that candidates of color in educator preparation programs who would benefit from additional academic support due to the quality of their high school preparation should receive that support from colleges of education.

We have seen from the Higher Education Opportunity Program (HEOP) the benefit of providing structured support services to address total student needs while in college. Among the HEOP strategies available to meet these needs are testing, pre-freshman summer programs, counseling, tutoring, coursework, and financial assistance. This program has the potential to increase the number of minorities pursuing careers in which they are currently underrepresented, including teaching. Attachment B is a fact sheet about the impact of HEOP. HEOP provides an important model for how educator

preparation programs can focus on providing comprehensive supportive services to increase graduation rates.

The Office of Higher Education recommends the following next steps for the Board's consideration. It is recommended that:

- the Office of Higher Education revisit the findings from the 2009 – 2010 Regents Work Group to identify potential actionable next steps established to develop a state vision and articulate long-term goals for educator diversity;
- the Office of Higher Education encourage the sectors to utilize a portion of its Faculty Development MOU monies to support educator diversity initiatives;
- the Professional Standards and Practices Board review the new CAEP standards related to educator diversity and propose ways the State can further advance the implementation of these efforts across its approved programs;
- we learn about other existing partnerships between educator preparation programs and P-12 schools and share these as promising approaches to recruit and retain faculty/staff from underrepresented populations; and
- the Department review the current funding levels for the Teacher Opportunity Corps to determine if the current funding level is commensurate with our interest in increasing the number of diverse educators in the State of New York.

Sources

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Attachment A

**NEW YORK STATE EDUCATION DEPARTMENT...OFFICE OF HIGHER EDUCATION
OFFICE OF K-16 INITIATIVES AND ACCESS PROGRAMS
TEACHER DEVELOPMENT PROGRAMS UNIT**

TEACHER OPPORTUNITY CORP (TOC)

Purpose...

...to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure or dropping out of school and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.

Eligibility...

...competitive grants are awarded to institutions of higher education that offer approved programs in teacher preparation leading to professional certification (that is, programs registered by the New York State Education Department for teacher education purposes.) Institutions proposing to administer projects through formal articulation agreements with schools/districts having a high concentration of teachers not certified in their content areas and/or students at-risk, including schools under registration review (SURR), are given highest priority.

Target audience...

...TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for initial/professional certification.

First priority: to individuals identified as underrepresented and underserved in the teaching profession such as African Americans, Hispanic Americans, Native Americans, or Alaskan natives.

Second priority: to any individual economically disadvantaged in accordance with the criteria established in the statute for the TOC program.

Third priority: to any individual whether or not historically underrepresented in teaching or economically disadvantaged.

Program services...

...TOC provides specialized coursework to address the needs of at-risk student, coordinates supplemental field placements at low performing schools and links graduates with mentors during the first year of teaching. TOC projects also provide support services such as counseling, academic advising and supplemental research experiences.

Enacted: Chapter 53 of the Laws of 1987

TOC Results

- novice teachers gain successful classroom management skills
- teachers are trained to meet the needs of at-risk students
- more teachers from underrepresented and disadvantaged backgrounds in teaching

TOC Projects Study and Implement Best Practices in Teaching

- share information about recent research, school needs, and teaching practices through the K-16 Professional Development Network,
- provide laboratory for observing, planning and teaching at-risk students
- partner with professional practice schools
- field test inquiry-based learning
- utilize research-based practical training
- design specialized curricula for at-risk students

FISCAL YEAR 2012-2013

Performance Report

Current Appropriation: \$500,000

Projects Funded: 08

Range of Awards: \$6.000K to \$80.000K

HISTORICAL BACKGROUND

1987-2011

Total Appropriation: \$32,933,060

Total TOC Graduates: 3,561

SUMMARY

Selected Performance Data

2009-2011

93% of TOC participants who took the LAST certification exam passed

Attachment B

The Arthur O. Eve Higher Education Opportunity Program

Background

In 1966, the Governor and Legislature approved a bill to provide access to higher education for "educationally and economically disadvantaged" students in New York State. The program known as Search for Education, Elevation, and Knowledge (SEEK) began at The City University of New York (CUNY). The College Discovery Program, which was already in existence at community colleges in New York City, was continued, and the State University of New York (SUNY) started the Educational Opportunity Program (EOP). In 1969, legislation established the Higher Education Opportunity Program (HEOP) at independent colleges and universities in New York State. In 2006, the Governor and Legislature approved a name change in honor of the important role former Assemblyman Arthur O. Eve played in increasing access to higher education in New York State.

Purpose

These programs are designed to meet the special needs of students from disadvantaged backgrounds. The purpose is to provide a broad range of services to New York State residents who would otherwise not be able to attend a postsecondary institution. HEOP provides funds to assist in recruitment, screening, and testing of prospective students. It also provides structured support services to address total student needs while in college. Among the strategies available to meet these needs are testing, pre-freshman summer programs, counseling, tutoring, coursework, and financial assistance. This program has the potential to increase the number of minorities pursuing careers in which they are currently underrepresented, including teaching. There are 55 HEOP programs throughout New York State, offering a wide variety of academic courses in major fields of study.

HEOP Results

- HEOP students graduate at a rate 6.5% greater than the national graduation rate for all students
- HEOP benefits all of New York State – not just those who participate – because as greater numbers of academically and economically disadvantaged students are educated, the potential workforce for the future grows and stabilizes
- HEOP shows that education can move people and families out of poverty

HEOP Project Data from 2011-2012

Current HEOP Student Population	
African American	32%
Hispanic/Latino	35%
Caucasian	10%
Asian	13%
American Indian / Alaskan Native	1%
Outcomes	
College Graduation rate for HEOP students	59%
HEOP Graduates continuing on to Graduate or Professional School or employed upon graduation	75%
Total HEOP Graduates 1969 – 2010	>36,000



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Higher Education Opportunity Program (HEOP)

2014-15 BUDGET PRIORITY

The Issue:

New York State's Higher Education Opportunity Program (HEOP) provides economically and educationally disadvantaged students with access to post-secondary institutions with services and financial support.

HEOP is currently available at 55 independent colleges and universities in NYS and provides support to over 4,900 underrepresented and disadvantaged students annually. Serving the urban, suburban, and rural disadvantaged population, HEOP candidates come from every region in the state and reflect a diverse array of students.

Since its inception in 1969, HEOP has successfully served upwards of 40,000 students throughout NYS. A recent student cohort analysis indicated a 58% HEOP graduation rate, compared with a 12% graduation rate for low-income students nationally. However, HEOP lacks adequate financial resources to ensure that additional students throughout NYS will continue to benefit from the success of this opportunity program.

The Department's budget request would allow for an expansion of HEOP student enrollment in participating post-secondary institutions.

2014-15 Budget Request - \$4.0 million additional State Funds

- \$4.0 million to expand HEOP to provide access to quality, post-secondary institutions for disadvantaged student populations