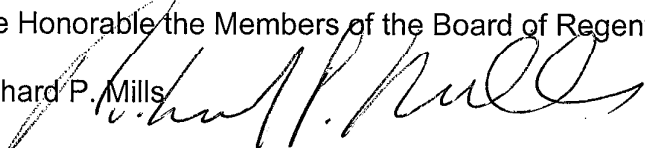




March 17, 2003

TO: The Honorable the Members of the Board of Regents
FROM: Richard P. Mills 
SUBJECT: Annual Report

SUMMARY:

Attached for your review is the second annual report of the Board of Regents and State Education Department. This report is an important step in increasing public awareness of the role of the Board and broadening understanding of the scope of the University of the State of New York.

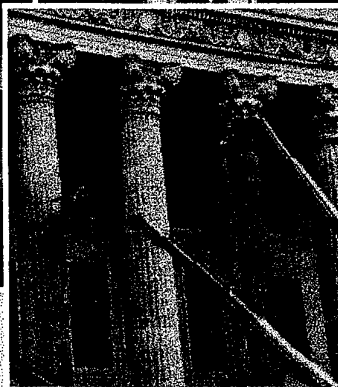
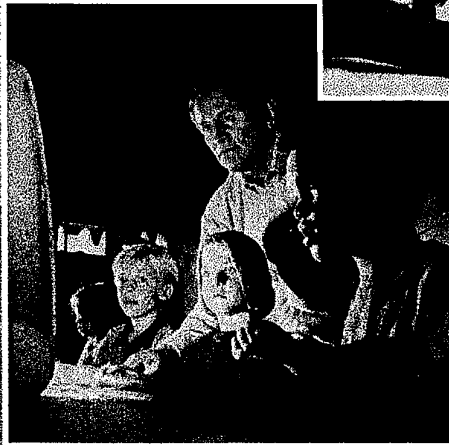
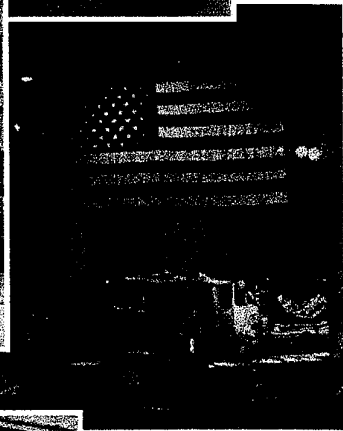
Doreen Ryan from the Office of Legislation led a Department-wide team in preparing this report. It is organized around the strategic goals of the Board and is not meant to be all inclusive but to highlight selected accomplishments and to describe important remaining challenges.

Your comments during and after the Quality Committee meeting will help to refine this report and shape future annual reports. A presentation of the report will also be made to the full Board on Tuesday following the Committee's review.



The University of the State of New York • The State Education Department

EDUCATION IN NEW YORK STATE 2002



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REGENTS OF THE UNIVERSITY**

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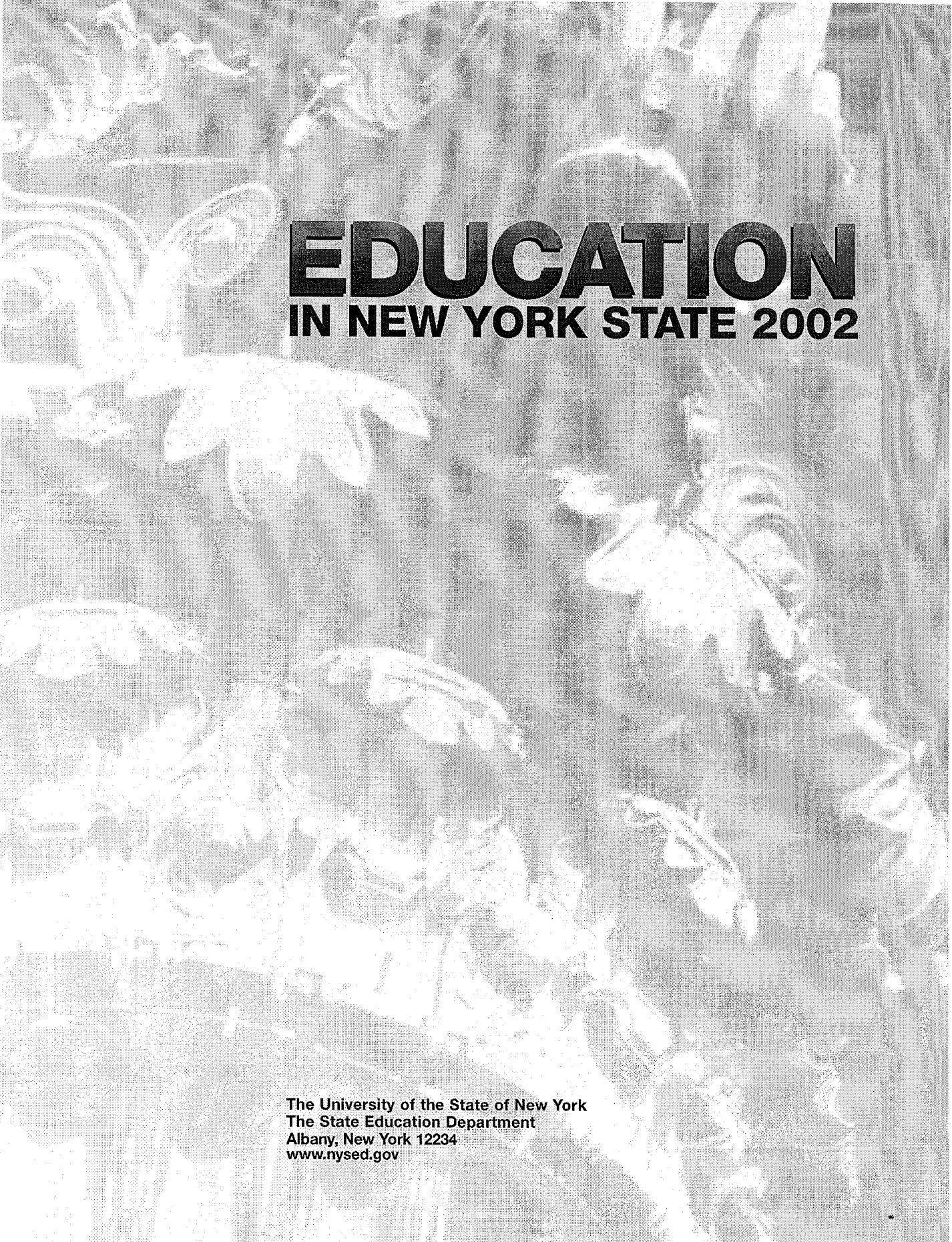
President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

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EDUCATION

IN NEW YORK STATE 2002

The University of the State of New York
The State Education Department
Albany, New York 12234
www.nysed.gov

Creating and sharing knowledge – and renewing the capacity to do that – are fundamental to the vitality of any society. New York is unique among the states in having so much of that capacity connected. The University of the State of New York (USNY) provides those connections. USNY unites more than 10,000 educational and cultural institutions under one board, the Regents.

The Regents adopted six goals that are the organizing theme of the 2002 Annual Report of USNY. This report is a story of achievement and challenge. The member institutions of USNY provide invaluable service to their immediate communities. Together, these institutions also interact in complex and productive ways to increase the knowledge, skill and opportunities of all New Yorkers.

This report presents selected accomplishments and results of our work in a few words and charts. The challenges still before us are just as obvious:

- How will we provide universal access to libraries, museums, archives and other cultural institutions?
- How will New York close the gaps in student achievement at the elementary, middle and secondary school levels?
- How can we support quality in higher education?
- How will we prepare the workforce of the future?
- How will we find and keep sufficient numbers of qualified school principals and superintendents, teachers, nurses, pharmacists, and other professionals?
- How can we help people with disabilities find employment and succeed in higher education?

We will create practical answers to these questions in the years ahead because we will work together as members of the University of the State of New York.

Richard P. Mills
Commissioner of Education and
President of the University

Guiding a Unified Educational System

The Board of Regents sets educational policy for the State and governs The University of the State of New York (USNY). The University is the most comprehensive and unified educational system in the nation. It includes more than 7,000 public and private elementary and secondary schools, 261 public and private colleges and universities, 383 proprietary (for-profit) schools, nearly 7,000 libraries, 750 museums, and 25 public broadcasting facilities. USNY programs and services extend to 4,500 local governments and more than 3,000 historical records repositories.

In addition, the Regents license and regulate approximately 650,000 professionals practicing in 39 fields, including pharmacy, architecture, accounting, and nursing, and certify 250,000 public school teachers, counselors, and administrators. Legislative action taken in 2002 will increase the number of licensed professions to 44 by 2005.

The Board of Regents consists of 16 citizens who are elected by the State Legislature for five-year terms and who serve without salary. One Regent is

chosen from each of the State's twelve judicial districts and four are elected at-large.

The University of the State of New York is unified in its purpose - promoting the extension of knowledge to all who seek to learn - but diverse in its forms.

Our Challenge

The diversity of New Yorkers and their needs for educational, cultural, vocational, and professional services of high quality continue to grow. In the midst of that diversity, a unified approach to providing such services fairly and fully becomes increasingly important.

Because of the foresight of previous generations, this integration already exists within the State Education Department. In 1996, the Board of Regents adopted its first strategic plan. Since that time the plan has been updated twice.

Woven throughout the plan is our commitment to focus on setting higher standards, building capacity, and accounting for results — whether it is for students,

institutions, or the staff of the Department. This commitment guides the work we do throughout all areas of the Department's responsibilities.

Regents Goals

1. All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.
2. All educational institutions will meet Regents high performance standards.
3. The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.
4. Education, information, and cultural resources will be available and accessible to all people.
5. Resources under our care will be used or maintained in the public interest.
6. Our work environment will meet high standards.

MISSION:
To raise the knowledge, skill, and opportunity of all the people in New York.

VISION:
Provide leadership for a system that yields the best educated people in the world.

Benefits of Unification

Placing education in one agency under a nonpartisan governing board has yielded immense benefits to the people of the State. For example:

- “Call to Teaching” forums are being conducted in the Big Five city school districts by the Offices of Higher Education and Elementary, Middle, Secondary and Continuing Education (EMSC) to expand the pool of certified teachers in the State. These day-long sessions are designed to engage the educational community



and the public in discussions on the issues surrounding the need to recruit qualified, talented and motivated individuals to careers in teaching, and to improve cooperation between school districts and institutions of higher education to prepare

teachers better to address the needs of students.

- A Task Force on Postsecondary Education and Disabilities was convened by the Regents and included the Offices of Vocational and Educational Services for Individuals with Disabilities (VESID) and Higher Education, along with the four sectors of higher education. Strategies were developed to increase access to higher education and successful outcomes for students with disabilities.
- The Offices of Higher Education and Professions work together to ensure that professional education programs are routinely coordinated with licensing requirements, ensuring the competence and continuing competence of practicing professionals.
- When the Department was given authority to intervene and operate the Roosevelt School District, a cross-agency team was established to address the needs of the school district, and was able to help the district comprehensively and efficiently. The team included the Offices of Counsel, Budget Coordination, Higher Education, EMSC and Audit Services.
- The Offices of Cultural Education and EMSC share responsibility for School Library Systems, which enhance equity of access to library services and resources for all K-12 students in public and non-public schools.
- Critical time was saved following the September 11 attack because the Office of the Professions provided information and coordinated the effort to identify and contact licensed professionals, such as architects and engineers, to help with structural issues in schools, libraries and museums.

No Child Left Behind (NCLB)

In January 2002, the federal No Child Left Behind Act reauthorizing the Elementary and Secondary Education Act, was signed into law; implementing federal regulations were also enacted in 2002. NCLB established a revised framework for New York State and schools that was closely aligned with State policies and education reform for standards, assessment, accountability and school improvement.

The goal of No Child Left Behind is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

The following Board of Regents key strategies to close the gaps in student performance provided the basis for implementing NCLB in New York State:

- Improving classroom instruction.
- Strengthening teaching.
- Retaining and recruiting effective school leaders.
- Ensuring success by giving students the extra time and help they need.
- Removing barriers to learning, and giving students a strong, successful start in education.
- Helping schools to be accountable for student success.

A cross-agency work group analyzed the legislation and its implications for New York State, identified State law, policy and regulations that needed to be aligned with the legislation, oversaw implementation of funding opportunities under the law, sought additional guidance from the U.S. Department of Education as needed, and provided continuous updated

information and guidance to the field on new developments via a web site established for that purpose. A new Committee of Practitioners was formed to provide advice to the Department on NCLB implementation, regional information sessions were conducted, and amendments to Commissioner's Regulations were adopted by the Board of Regents on specific provisions of the federal legislation.

Implementation of the provisions of NCLB has been a massive and challenging undertaking not only for the Department and Regents, but for schools and districts across the State.

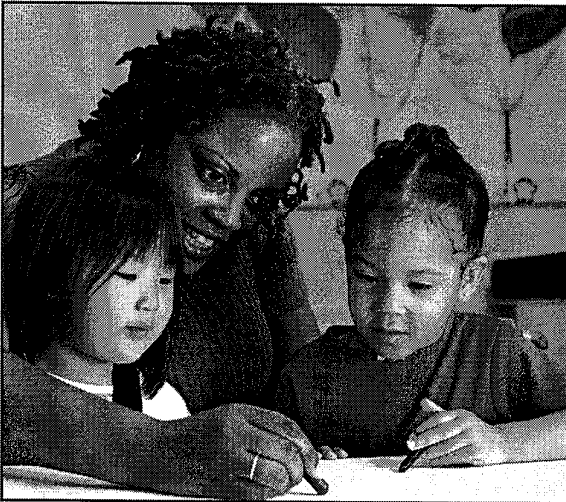
Educational Leadership

As a result of its unified educational system and nonpartisan governance, New York can cite many examples of educational leadership. A few examples appear below.

- The Department's vocational rehabilitation (VR) office in Buffalo was honored with a visit from 12 VR practitioners from the People's Republic of China (their first trip to the West). The group represented the Ningxia Disabled Persons Federation, and their visit was coordinated through SUNY Buffalo. Through an interpreter, it was learned that the program these professionals represented was similar to the New York State VR system. Each of the delegates heads a VR district office within a province in Western China.
- The National Council for the Social Studies gave the Department's Great Irish Famine curriculum its Program of Excellence Award. The award annually recognizes one outstanding social studies curriculum being implemented in the United States.



- At a Department public forum on urgent issues in the accounting profession, state and national consumer groups, academics, former regulators, and other stakeholders urged the Department to continue to press for reforms to enhance public protection and the integrity of the profession. Participants said that the Department's leadership and well-known commitment to high standards would encourage similar reforms nationally and in other states.
- In 2002, the Department was awarded two grants for the Alternative Teacher Certification Program, totaling \$3.4 million. This funding will supplement existing funding provided to independent colleges for the graduate study of the New York City Teaching Fellows.
- *New York Archives*, a publication of the State Archives and the Archives Partnership Trust, has received several awards for excellence. The latest award is the Gold Award for magazines from the Council for the Advancement and Support of Education (CASE).
- Forty teachers participated in workshops taught by Museum scientists. These included 26 teachers enrolled in a week-long residential earth sciences workshop and 14 enrolled in a week-long Iroquoian longhouse workshop. The primary goal of the workshops is to help teachers meet Regents standards by providing up-to-date information based on Museum research and collections.



Our Commitment to Excellence Selected Accomplishments, 2002

1 Goal 1
All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.



Student Performance

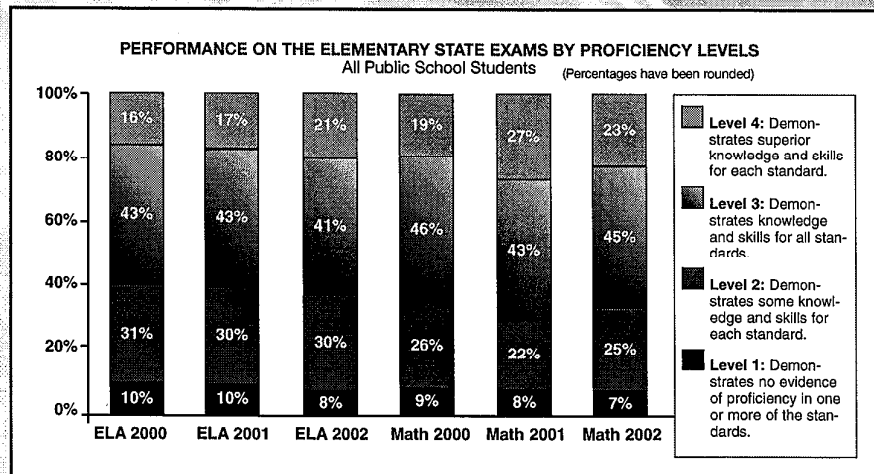
The Board of Regents has raised standards for all students. These standards are linked to curriculum and new assessments through classroom practice and student performance results. The new assessments are aligned across grade levels (elementary, middle and high school). The higher standards and new assessments are designed to ensure students get the content-rich and engaging school curriculum that they will need to succeed.

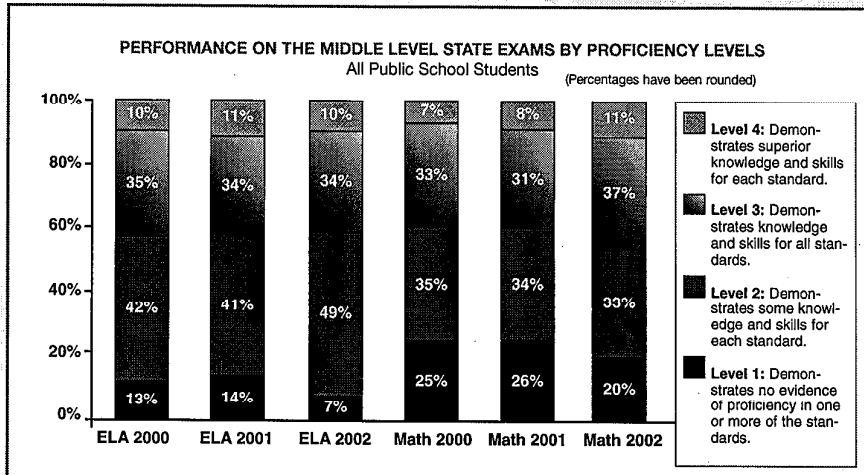
The 2002 results on the elementary and intermediate assessments in English language arts and mathematics showed a mixed picture. Performance on the elementary English language arts test improved for the fourth consecutive year, as 61.5 percent of students achieved all the standards (Levels 3 and 4). At

the intermediate level in English language arts, for the first time fewer students showed serious academic difficulties (scoring in Level 1). The percentage of students in Level 1 declined from 13.6 percent to 7.2 percent. However, fewer students met all the standards, with the percentage of students declining from 44.9 percent in 2001 to 44.3 percent in 2002.

The mathematics results for 2002 rose significantly at the intermediate level for the first time to 47.7 percent from 39.4 percent. The overall percentage of middle school students achieving all the mathematics standards remained low, but the percentage of students with serious academic difficulties dropped 7 points to 19.5 percent.

Several trends were revealed in the release of the 2002 school report cards. Student achievement is up overall, with more students graduating from high school and more students earning Regents Diplomas (50.3 percent). More students are taking and passing Regents exams, even as higher standards are being phased in. A larger percent-





age of general education students in the 1998 cohort (students who entered ninth grade in 1998) than in previous cohorts met the Regents English and math graduation requirements in three years.

There are significant gaps for minority and poor students in elementary and middle schools. Although most minority and poor children go to schools with more uncertified teachers and lower per pupil spending, some schools with many minority and poor students are significantly improving student achievement. Moderate gaps are at the fourth grade level and they widen by eighth grade. Gaps exist in all types of districts including average and low need districts.

Early Literacy

In July 2002, the Department launched its Reading for Results initiative in response to the national concern for ensuring that all children learn to read by third grade. Although statewide 61.5 percent of fourth grade students are meeting the standards in English and reading, in the large cities only 42.4 percent are reaching that level of performance and in New York City only 46.5 percent. These data indicate a need for an intense and consistent reading initiative based on the most recent scientifically-based reading research.

New York State was awarded an \$81.8 million grant under the federal Reading Excellence Act to implement the Reading for Results initiative. Grants to high need schools require them to hire a full-time Reading for Results

coordinator and to dedicate 25 percent of the grant funds for professional development for all kindergarten through grade three teachers. Additional funds will be available under the No Child Left Behind Act to continue support for these and additional schools.

The New York State Reading Academy (K-3) is a component of the Reading for Results initiative, and all teachers in schools receiving Reading Excellence Act funds are expected to participate. The Academy will introduce a new level of mentoring and professional development, boost subject-area knowledge in proven instructional strategies, and provide the opportunity to try out new teaching strategies and gain valuable feedback from peers and students.

Middle-Level Education

The results of the State assessments indicate that more needs to be done to help all students in the middle grades achieve at higher levels. The Department conducted a series of forums across the State concerning the status and future of middle-level education.

We learned that:

- There must be a clear recognition and balance in the middle-level program between strong academics and positive youth development.
- There are successful curriculum and instructional approaches that are effective at the middle level.
- The organization and structure of middle-level schools vary widely.
- School leadership at all levels is important to effective middle-level programs.
- There is a demand for the exchange of ideas and professional development on effective middle-level programs.

A number of strategies have begun as part of the Department's agenda to improve middle-level education, including:

- Creating a statewide network of middle-level education support schools that are implementing the Essential Elements of Standards Focused Middle-Level Schools and Programs.
- Establishing a registry of middle-level schools that are successfully addressing positive youth development, including those that have developed effective dropout prevention pro-

grams and/or exemplary school/community connections.

- Creating a catalogue of successful academic intervention services.
- Documenting curriculum and instructional practices that have proven to be successful in educating young adolescents.

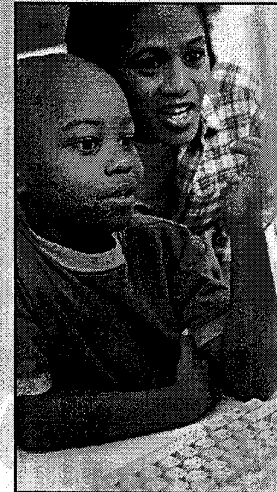
The Board of Regents is revisiting its 1989 Policy Statement on Middle-Level Education and Schools with Middle-Level Grades. Commissioner's Regulations will subsequently be amended to align with a revised Policy Statement.

Parent Involvement

Parents and primary caregivers are the first and most influential teachers of our children and play an essential role in increasing a child's school readiness. Their continued involvement in school work and school activities contributes to improvement in student academic achievement, attendance and classroom behavior and reductions in risk-taking behaviors. The majority of parents want to be involved, but need the information and skills that will enable them to effectively teach, support and advocate for their children. The No Child Left Behind Act (NCLB) provides parents of children in schools that fail to meet

State standards with greater choices and more substantial and meaningful opportunities to participate in the education of their children. Under NCLB, parents may have the option of public school choice or supplemental education services. Parents also have the right to information about their children's academic achievement and information on which schools in their communities are meeting State standards and which schools are not.

The Department awards grants to provide intensive training to parents whose children attend low performing schools, provides support and technical assistance to parents of students with special needs, partners with institutions of higher education, professional organizations and community-based organizations to provide parent training, and promotes the strengthening of school and community collaborations. Emphasis is placed on educating parents on their rights and responsibilities under NCLB. Partnerships among schools, social service agencies, the business community, and community- and faith-based organizations support the role of parents and ensure the health and well-being of children as well as help students overcome barriers to their success.



Reading Improvement Initiative

VESID's Reading Improvement Initiative is entering its fourth year with eight consortia, consisting of 33 high need school districts, and all Big Five Cities now participating. Initially, student performance in the participating districts was significantly below expectations and the districts each faced serious systemic barriers impacting their ability to improve student results.

With incentives to put in place comprehensive research-based approaches to teaching reading, tremendous improvements are being realized. Trend data from 67 percent of the participating schools show improvements in the proportion of students with disabilities scoring at Level 3 or 4 (achieving all the standards) on the elementary English language arts test.

Alternative Paths to Achieving the Standards

Public engagement and technical assistance continued on implementation of the Board of Regents policy to provide an alternative path for students to achieve the State learning standards and graduation requirements through career and technical education. About 350 applications

for program approval have been received in several career areas. Of those, 300 have been approved.

A PBS broadcast was aired to highlight schools demonstrating that the model of career and technical education in New York State is changing and to provide evidence that students with high-quality career and technical education are able to achieve the State learning standards.

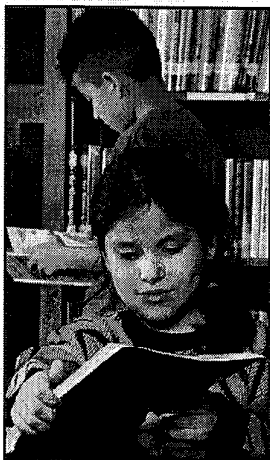
In compliance with the No Child Left Behind Act and the Individuals with Disabilities Education Act, an alternate assessment was developed and implemented to measure the skills and knowledge of students with severe disabilities on the learning standards at the alternate performance indicator level. In 2001-02, approximately 8,000 students with disabilities participated in the alternate assessment.

Special Education Space Requirements Plan

In March 2002, each BOCES and New York City (39 regions) were asked to submit the third annual Special Education Space Requirements Plan Progress Report. This report involved an analysis of 2000-01 data to evaluate the success of each BOCES and New York City in meeting the benchmark percentage

reductions of students with disabilities placed in separate site settings and a status update on school-age students with disabilities awaiting placement due to the lack of availability of appropriate settings. There are numerous indicators of forward progress from these reports, including the following:

- Students are being moved into integrated settings at a rate roughly equal to that projected in the initial Space Plans.
- Twenty-five regions have placements in separate sites at or below the 1997-98 national average of 4.1 percent, compared to 18 regions reported in last year's progress report.
- Thirty-four regions have exceeded their benchmark percentages of integration. All regions expect to meet this benchmark by December 1, 2003.
- As of December 1, 2002, 26 regions continue to project placements in separate site settings at or below the national average.



Think Breakfast! Campaign

The correlation between nutrition and learning is not new. Without school nutrition programs, many thousands of children would have little or no chance of achieving the level of learning they need to fulfill their potential. Children who eat breakfast perform better on standardized achievement tests, are tardy less often, have fewer behavioral problems and have more energy to focus their attention on school work.

The Department initiated a *Think Breakfast!* campaign for elementary schools designed to encourage students to eat breakfast. It was an incentive strategy that took place from the end of March through mid-May 2002, and 118,000 students in 326 schools participated. Children who ate breakfast each week day became eligible to win prizes donated by corporate sponsors.

Think Breakfast! included an interactive CD-ROM that children could use at school to capture their attention through music, animation and video and to help educate them on why breakfast is so important. The second year of the campaign will run from January 20 to March 28, 2003.

Video on Demand

New York State's nine Public Television Stations, in collaboration with the State Education Department and United Learning, have launched a new statewide Internet-based digital video library featuring more than 1,400 Instructional Television (ITV) programs and 15,000 video clips for instant video streaming or download. All ITV programming is designed specifically for use in the classroom, covering every subject area and K-12 grade level, and is correlated to the State learning standards. Supplementary teacher guides are also available on-line to facilitate integration of the programs into existing curricula.

K-16 Initiatives and Access Programs

K-16 Initiatives and Access Programs, including Opportunity Programs, provide valuable resources and services to students, colleges and universities; schools, school districts and BOCES; and community-based and non-profit organizations. These programs provide technical assistance and innovative strategies to: 1) improve graduation rates for ethnic, cultural and underrepresented and/or disadvantaged students; and 2) close the gap(s) for students in need of academic intervention services to meet the Regents graduation requirements.



The opportunity programs include:

Science and Technology Entry Program (STEP)

In 2001-02, 76 percent of the twelfth-grade STEP students graduated; 94 percent of those graduates enrolled in college; and 38 percent are pursuing math, science and technology fields. More than 85,000 historically underserved and disadvantaged students have benefited from the STEP program.

Collegiate Science and Technology Entry Program (CSTEP)

The most recent data (2001-02) for the CSTEP program indicate that 25 percent of CSTEP graduates enrolled in graduate/professional school and 52 percent of CSTEP graduates are employed in the targeted fields.

Liberty Partnerships Program (LPP)

The most recent dropout rate (2001-02) for LPP students was less than two percent. Eighty-five percent of LPP graduates enter postsecondary education or the workforce.

Higher Education Opportunity Program (HEOP)

Of the 1,058 HEOP graduates in 2001-02, 65 percent were employed directly after graduation, enrolled in graduate school, or matriculated at a senior college or another institution. HEOP reaches about 1,500 new students per year.

Teacher Opportunity Corps (TOC)

For the 2001-02 year, 90 percent of the TOC graduates were enrolled upon program completion and most TOC projects report a 95 percent teacher retention rate after five years.

Post-School Indicators Survey

In 2000, the Department initiated a Longitudinal Post-School Indicators (PSI) survey to gather data from seniors of the classes of 2000 and 2001, beginning with their graduation from high school and following up after one, three and five years out of school. Students with and without disabilities were included. Through this process, we hope to learn how transition planning and activities experienced in school (preparing students with disabilities to enter postsecondary education or employment) and similar activities in the world beyond school influence student success.

Preliminary findings of interviews conducted with the Senior Class of 2001, one year later indicate that:

- Of the 11 percent of general education students planning to work after school exit, 84.1 percent reported doing so.

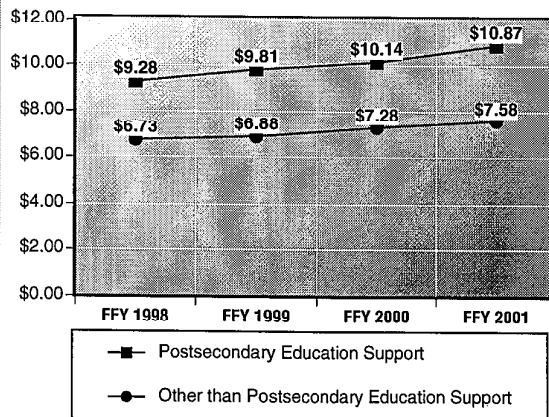
- Of the 35 percent of students with disabilities planning to work after school exit, 57.1 percent reported doing so.

Building Partnerships

Under a memorandum of understanding, the State Museum and The State University at Albany are partnering to provide support for graduate students in Anthropology, Biology, Earth and Atmospheric Sciences, and History to conduct research related to their dissertations at the New York State Museum. In doing so, the program helps the Museum by: (1) increasing the diversity of its research and collections staff; (2) training a pool of researchers who understand the value and importance of Museum collections in addressing current research issues; and (3) building stronger ties between Museum staff and University at Albany faculty. During 2002, the Museum sponsored three University at Albany graduate students.

Better education results in employment options, career advancement, and improvement in quality of life.

For example, in 2001, the starting salary for VESID consumers who attended postsecondary programs was approximately \$3.29 more/hour than for those consumers who did not pursue postsecondary education.



2 Goal 2
All educational institutions will meet Regents high performance standards.

School Accountability

The second year's results for the State's new school accountability system were released in 2002. The new system moves away from minimum competency and towards proficiency and encourages improvement, school-by-school, over the next nine years. Annual performance targets are set for the improvement of each school that has not met the benchmark set by the Commissioner. The school accountability results showed 84 percent of schools either met the elementary-level standard in English or made adequate yearly progress in 2001. For elementary-level mathematics, 88 percent of schools made the standard or made adequate yearly progress. At the intermediate level, 54 percent of schools met the English standard and 47 percent met the mathematics standard. At the high school level, 63 percent of schools met all standards in 2000-01.

State Aid to Schools

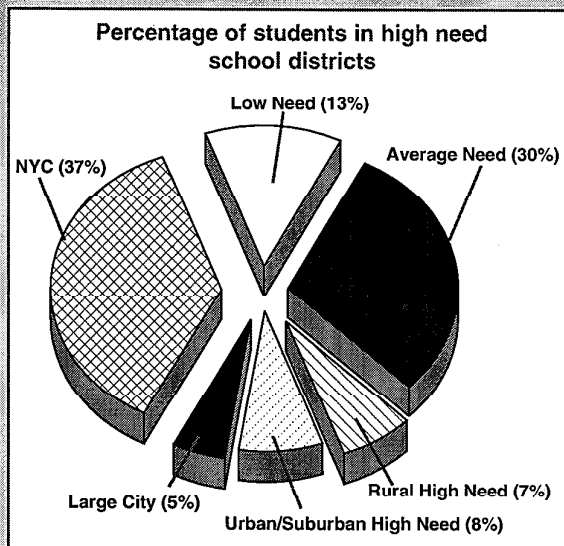
The Regents adopted their 2003-04 State Aid proposal that recommends a \$516 million increase in State Aid to schools. The Regents proposal has three main goals.

- Target aid to districts that need the most help in educating students to higher standards.
- Simplify the system to make formulas more understandable and easier to use.
- Provide stability and sustainability in State funding.

A wide gap in resources still exists in the State, although there have been some positive steps in recent years to reduce that gap. Even though these are difficult fiscal times, we need to keep working toward our goal of providing more help to the neediest schools.

The relationship between poverty and academic achievement has been documented by numerous studies. About 57 percent of the State's students (1,571,320) are enrolled in high need school districts.

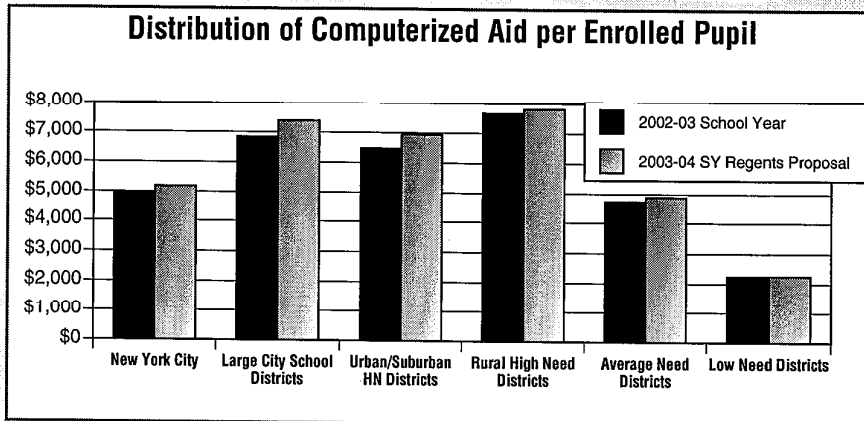
The successful education of so large a group will have a significant impact on the economic vitality of the State by producing workers who can function in a competitive, international market and by



reducing the costs of social services and criminal justice services.

Schools Under Registration Review

Nine schools were placed on the State's registration review list in 2002, and 20 schools were removed from registration review. Eight schools that would have otherwise been considered for registration review were not identified because the districts decided to close those low performing schools. These actions brought the total number of Schools Under Registration Review (SURR) to 81 statewide. The level of achievement that schools were required to demonstrate to avoid possible consideration for registration review was more rigorous than last year. The smaller number of



schools identified this year in part reflects the improvement made by elementary and middle schools in reducing the percentage of students who are showing serious academic problems by performing at Level 1 on State assessments. Registration review will continue to be an important tool to leverage change through New York's accountability plan approved by the U.S. Secretary of Education to meet the requirements of the No Child Left Behind Act.

Proprietary School Supervision

The Department's Bureau of Proprietary School Supervision (BPSS) monitors and licenses nondegree-granting vocational schools throughout New York State. BPSS is responsible for ensuring that the overall educational quality of the programs offered will provide students with the skills necessary for them to secure meaningful employment in the particular area of study. In addition, BPSS staff

protects students' financial interests by pursuing disciplinary action against unlicensed schools that are operating in violation of the Education Law and by investigating student complaints filed with the Bureau.

In 2002, BPSS issued licenses to 39 new trade, business, and computer training facilities, increasing the total of such private vocational schools in the State to 383. Partnering with its customers to further streamline processes, in 2002, BPSS was able to cut overall application processing time from 11 months to an average of 8.5 months, a reduction of 22.7 percent. In addition, over 566 student complaints were investigated and closed, resulting in over \$617,589 in tuition refunds being paid to students.

Further information can be found at www.highered.nysed.gov/bpss.



National PONSI

At the close of 2002, the National Program on Noncollegiate Sponsored Instruction (National PONSI), a service program of the Board of Regents, celebrated 30 years of service to colleges and universities, noncollegiate organizations, and working adults nationwide. National PONSI reviews formal courses and educational programs sponsored

sored by noncollegiate organizations, makes appropriate college-level credit recommendations for the courses and programs evaluated, and promotes academic recognition of these learning experiences to the nation's colleges and universities. The credit recommendations are intended to guide college officials as they consider awarding credit to persons who have successfully completed evaluated noncollegiate sponsored instruction.

Nearly 1,500 colleges and universities currently report willingness to consider awarding credit based on National PONSIs credit recommendations. The Program's member organizations include some of the best known names in corporate America, as well as labor unions, government agencies, professional and voluntary organizations, cultural institutions, and health-care organizations.

More information about National PONSIs and its activities can be found on the Program's Web site at www.nationalponsi.org.

New York State School for the Blind

During the past year, the New York State School for the Blind developed a state-of-the-art Student Assistive Technology Center (SATC) for students. The "Technology Team," consisting of interested, volunteer professional and paraprofessional staff members, sought input and training from the Center for Assistive Technology at the University of Buffalo and the Commission for the Blind and Visually Handicapped of Rochester. In turn, the "Technology Team" provided training sessions to direct care staff on basic computer access through the use of assistive devices and software. Ongoing staff training will be based on specific student needs and annual needs assessments.

The School has the capacity to Braille, have information on the screen read aloud, record information from dictation, and enlarge an image. The adapted computers, placed in each classroom and residential area, are loaded with student specific software and a variety of interactive programs. The goal is to assess each student's technological needs and design the assigned classroom computer to meet the needs.



3 Goal 3

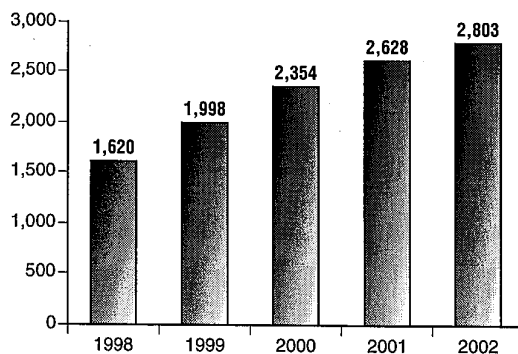
The public will be served by qualified, ethical professionals who will remain current with best practice in their fields and reflect the diversity of New York State.

Protecting the Public

Since 1998, the total number of professional discipline actions (Regents, administrative, and illegal practice actions) has increased annually, from 1,620 in 1998 to 2,803 in 2002, a 73 percent increase. Streamlined professional discipline processes, continuing support for investigators and prosecutors, and enhanced outreach contributed to this steady increase.

Protecting the Public: Professional Discipline Actions

Includes Regents and administrative actions—revocations, suspensions, administrative warnings, illegal practice referrals, compliance agreements, etc.



Of the 657 final Regents professional discipline actions in 2002, 90 percent were resolved through applications for consent. Such settlements obviate much of the need for expensive and time-consuming discipline hearings—offering swift justice and saving an estimated \$2,500,000 in hearing costs to date. The growth in the number of disciplinary consents also affirms the success of a key component of the Department's streamlined complaint resolution process—collaborative meetings known as informal settlement conferences. In 2002, we held 250 such conferences, an increase of nearly 50 percent over 2001.

Of 657 final Regents professional discipline actions (which are taken in only the most serious misconduct cases), over half resulted in either the revocation, surrender or actual suspension of a license. These 657 Regents actions represent the highest total since 1993.

The Department regularly inspects pharmacy establishments to safeguard public health. In 2002, we conducted 1,861 pharmacy inspections, the most since 1989.

Addressing The Nursing Shortage

The Department established an online clearinghouse on nursing shortage issues at www.op.nysed.gov/nurseclearinghouse.htm. The clearinghouse, as recommended by the Regents Blue Ribbon Task Force on the Future of Nursing, collects initiatives and strategies used in the field to support practicing nurses and address the nursing shortage in New York State. It is designed to stimulate creative thinking and encourage the collaboration that will be needed among educators, professionals, regulators and others to address the complex issues behind the shortage and ensure a strong future for the profession.

The Department distributed a comprehensive workforce survey to a random sample of 30,000 New York State registered nurses. The survey gathers information on job satisfaction, career plans, work climate, job market and promotional opportunities, salary, education, employment, demographic and family characteristics, and more.

Supporting Sound Practice

To ensure the integrity of credentials presented for professional licensure, the Department re-verifies education documents for a sample of applicants in all licensed professions.

The Department's Office of Higher Education and Office of the Professions collaborated to enable speech-language pathologists to become provisionally certified as teachers of the speech and hearing impaired. This cooperative effort will help to address the shortage of speech providers in schools.

With the addition of a law that will soon mandate continuing education for professional engineers and land surveyors, active licensees are now required in 15 health, design and business professions to continue their professional education on an ongoing basis. Just as students must demonstrate their ability to meet State learning standards to graduate, these 150,000 practitioners must show that they continue to develop their professional knowledge.

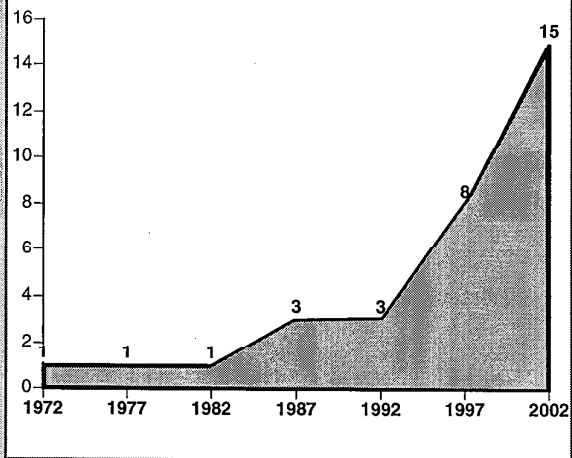
Continuing education requirements are revisited as needed to ensure their relevance. In 2002, for example, a new one-time requirement was implemented under which dentists must complete at

least two hours of acceptable coursework in recognizing, diagnosing, and treating the oral health effects of the use of tobacco and tobacco products. This is an addition to the original continuing education requirement implemented in 1997.

Customer Satisfaction

The Department has entered into an agreement with Key Bank that relieves staff in the Offices of the Professions, Higher Education, and Management Services' Fiscal Management unit of the need to perform routine time-consuming initial data entry of applications and fee processing. With a goal of a 24-hour turn-around by Key Bank on all applications received, further reductions in the time applicants spend waiting for professional licenses and teaching certificates to be processed are expected.

Supporting Sound Professional Practice: Number of Licensed Professions with Continuing Education/Competence Requirements Grows
(requirements implemented or under development).



Call to Teaching Forums

Recruiting talented and qualified individuals to teach and remain as teachers, especially in lower-performing schools, is a challenge that must be addressed not only by educators, but also by the entire community. In 2002, the Department began a series of Call to Teaching forums to address the recruitment and retention of quality teachers. Teams from school districts and higher education institutions are participating in the forums. Some of the themes for future actions that are emerging at these forums include:

- Investment in mentoring.
- The timeline for acquiring a master's degree.

- Peer tutoring, internships, shadowing experiences for middle and high school students.
- Experienced classroom teachers to model good practice and attitude.
- School climate that supports quality teaching and learning.
- Financial incentives to attract teachers to the lowest performing schools.
- Stronger partnerships between higher education institutions and school districts to recruit and retain teachers.



Fingerprinting

Since July 1, 2001, the Schools Against Violence in Education (SAVE) legislation has required new applicants for teaching certification and employees of over 725 school districts, BOCES, and charter schools to be fingerprinted and "Cleared for Employment" prior to being placed within a school. The Department's Office of School Personnel Review and Accountability (OSPRA) works closely with potential employers to ensure that the new mandates are being met and that the new employees within our schools are meeting the standards for the safety of our students and school personnel.

At the conclusion of the first year of operation on June 30, 2002, 97,599 fingerprint applications were processed. Over 6,511 applicant files with criminal histories were investigated to ensure that all applicants received the proper review and due process, as mandated under the SAVE statute.

To ensure that clearances are issued in a timely fashion, in 2002, OSPRA began implementation of its "Second Generation" of fingerprint card processing. Using state-of-the-art imaging and software technology, all fingerprint cards and applications for clearance are now scanned

and sent to the Division of Criminal Justice Services (DCJS) and the FBI electronically. Background criminal histories for applicants that once required weeks and sometimes months for processing are now returned in a matter of hours.

The web site at www.highered.nysed.gov/tcert/ospra has been updated to enhance customer use and to allow applicants to download the most recent forms for submission. In addition, the site answers frequently asked questions, addresses concerns, and provides critical information on the new scanning system.

All prospective employees of the New York State School for the Blind and the New York State School for the Deaf are screened through the State Central Register of Child Abuse and Maltreatment. Prospective employees are also now required to be fingerprinted, for the purpose of fingerprint-based criminal history checks in conjunction with the DCJS.

Alternative Certification Pathways

In an effort to address growing teacher shortages in New York State, in July 2000, the Board of Regents amended regulations to authorize teacher education institutions to offer Alternative Teacher Certification (ATC) Programs that will prepare teachers who: 1) fully meet the requirements of the 1999 teacher education standards adopted by the Board of Regents, and 2) will teach within New York State. By July 2002, ATC programs were being offered through 14 institutions of higher education (IHEs) in New York City and 3 IHEs upstate.

ATC programs include study in basic pedagogy and school practices and a field experience at the grade levels for which candidates are preparing to teach. Candidates must also achieve passing scores on the Liberal Arts and Sciences Test (LAST) and the appropriate Content Specialty Test (CST). They then begin teaching full time and continue their educational program part time. During the teaching experience, these new teachers receive support from school-based mentors, school administrators, college supervisors, and college faculty.

By spring 2002, 1,575 ATC candidates had started teach-

ing. Of this number, 1,320 remained in their programs as of May 24, 2002, a retention rate of 84 percent. In the summer of 2002, there were approximately 2,000 additional candidates. Approximately 100 of this year's New York City Teaching Fellows (the New York City Department of Education Alternative Teacher Certification Program) are participating in a pilot Math Immersion Program to prepare math teachers for New York City schools. All programs are expected to continue to grow to meet the needs of school districts across the State, especially in the areas of mathematics, the sciences, and special education.

During 2002, teams of Department and outside evaluators conducted 19 site visits to evaluate the effectiveness of these alternative programs.

Regents Accreditation of Teacher Education

In 1999 the Regents amended the Commissioner's Regulations to ensure that future teachers would be prepared to assist all students in achieving the State learning standards. Programs preparing classroom teachers must achieve accreditation by either the Regents or an acceptable professional education accrediting association. Thus far, 26 of the State's 110

teacher-preparation institutions have selected the Regents as their accreditor.

With the advice of the State Professional Standards and Practices Board for Teaching (PSPB), a process was designed for Regents Accreditation of Teacher Education (RATE). Institutions conduct an in-depth self-study and



submit a report to demonstrate that their teacher education programs meet the accreditation standards. Individual programs are then reviewed by external content experts, who provide the Department with written comments. A team of trained peer reviewers and OCUE staff examine the self-study and the external review materials and conduct a site visit. The Regents make the final decision on accreditation.

School Leadership

New regulations for the preparation and certification of school leaders are being developed. New programs will be founded on the *Essential Characteristics of Effective Leaders* identified by the Blue Ribbon Panel on School Leadership. Preliminary draft regulations were developed in 2002 and are being discussed with the field through public forums and other discussions and meetings.

Essential Characteristics of Effective Leaders

1. Leaders know and understand what it means and what it takes to be a leader;
2. Leaders have a vision for schools that they constantly share and promote;
3. Leaders communicate clearly and effectively;
4. Leaders collaborate and cooperate with others;
5. Leaders persevere and take the long view;
6. Leaders support, develop, and nurture staff;
7. Leaders hold themselves and others responsible and accountable;
8. Leaders never stop learning and honing their skills; and
9. Leaders have the courage to take informed risks.



For years after the Civil War, New York State sold bonds to eliminate the \$27 million debt it incurred as a result of offering bounty money to prospective recruits.

Other leadership initiatives in New York include continuing work with the 14 regional and urban leadership academies; developing three leadership curricula on (1) interpersonal, group, and public relations strategies and techniques for leaders, (2) leadership for early childhood, and (3) fiscal training for school management teams; and furthering research on recruiting and retaining successful school leaders; and sponsoring a public television series entitled "New York Learns Leadership."

Records Management

A recent assessment of the local government records management program administered by the State Archives, found that over its ten-year lifetime significant improvements have occurred in participating local governments.

Since the program's inception in the early 1990s, 5,353 grants amounting to nearly \$100 million have been awarded to over half of New York's local governments. This includes all New York counties and cities, over three-fourths of the State's towns, villages and school districts (including BOCES and teacher centers), and a growing number of other government entities such as fire districts, water and soil conservation districts, local development corporations, and cooperative extensions. An analysis showed that those governments that take advantage of the Department's records management grants and services have more effective records management practices in place. Better records management translates to efficiency, cost effectiveness, greater accountability, and improved service to the public.

4 *Goal 4
Education,
information,
and cultural resources
will be available and
accessible to all people.*

Providing Access

NOVEL, the New York Online Virtual Electronic Library, is a powerful virtual library that gives New Yorkers full computer access to thousands of national and international newspapers and magazines, health and medical magazines and resources, valuable business and investment information, and fun and educational material for adults and youngsters – all for free via their local library.

Introduced to the public this year, NOVEL opened a new era in library service, thanks to support from the LSTA (Library Services and Technology Act) program and the federal Institute of Museum and Library Services (IMLS). The first of its kind in New York, NOVEL is a 'virtual library' that connects New Yorkers in every community to state-of-the-art information without regard to economic, geographic, or physical barriers.

By the close of 2002, approximately 4,000 libraries across the State became subscribers and offered this 21st century service to their users. 1,500 of those libraries have the technological capacity to pro-

vide their users with remote access to NOVEL from their home, school, or office. Over 6,000 libraries are eligible to subscribe, but many still do not have the technological capacity to do so.

New York State Virtual Learning Space

The Department is developing the New York State Virtual Learning Space, an educational web portal that will be an important tool for schools and for the Department to help teachers, administrators, parents, teacher preparation institutions and other members of the learning community in supporting high student achievement and closing the academic performance gap. This initiative will enable State learning standards, teacher resources and additional related curricular and instructional material to be easily accessed in a variety of formats and methods. Integrated support will be provided through high quality content, innovative software applications and software, examples of effective practices and interactive use of advanced communication tools. Phase I of the project is expected to be completed by summer 2003.



Student Information System

The Department implemented the System for Tracking Educational Progress (STEP) software that collects individual student records for all students in grades 9 through 12. For the first year, this represents approximately 800,000 individual records. This system will substantially improve the quality of the data available to the Department for policy analysis. STEP complements the Local Education Agency Program (LEAP) reporting system that collects performance on State assessments administered in the elementary and middle grades.

Library Resources

The New York State Library's Talking Book and Braille Library (TBBL) served 40,000 readers, 1,715 schools, and 1,216 other institutions in the 55 upstate counties by providing over 626,000 cassettes and Braille items to customers who cannot read conventional print materials. TBBL advanced access to news and information on its programs with the initiation of streaming audio presentation of its newsletter "Upstate Update."



The New York State Library's New York State Newspaper Project microfilmed the three millionth page of New York State history in newspapers and continues to make its microfilmed newspaper collection available on interlibrary loan for the convenience of users all over the State and beyond.

The New York State Library's Research Library is posting a new books list on the Internet to inform remote users about the Library's new holdings along with information on how to request the materials through their local libraries.

Office of Teaching Initiatives Web Site

Recognizing that teacher candidates, practicing teachers, schools, colleges, and the public have grown increasingly reliant on the information available on its web site, in April 2002, the Office of Teaching Initiatives (OTI) launched a completely redesigned site. The new site is updated regularly and offers a simple, clear format that incorporates web page features and navigation tools that have become industry standards. As part of the redesign project the new web site was tested to ensure that it would be accessible to individuals using a wide range of computers and Internet browsers, as well as to individuals with disabilities.

One of the exciting enhancements to the site is the Online Certificate Verification System that allows users to verify the certification status of teachers employed in New York State public schools.

Response to the new web site has been overwhelmingly positive, from the public and staff alike. User data and customer surveys allow staff to continually monitor the site's use and make adjustments as necessary. The work, however, is not done. Some exciting enhancements to the site are planned. For example, a system is being developed that

will allow applicants to apply for a teaching certificate online.

Features of the new web site:

- Complete certification requirements organized by certificate title.
- "User friendly" displays of teacher supply and demand data.
- New teacher recruitment section, incorporating the Department's "NY Loves Teachers" campaign, to reach individuals who are considering a career in teaching and/or relocating to New York State.
- Links to job banks and other resources.
- Online Certificate Verification System.

The web site is found at www.highered.nysed.gov/tcert.

Museum Resources

The New York State Museum had a total attendance of nearly 850,000 in 2002.

Museum educators provided classes and programs for over 60,000 students from schools across New York State.

EXHIBITS AND EDUCATION PROGRAMS

World Trade Center Exhibit

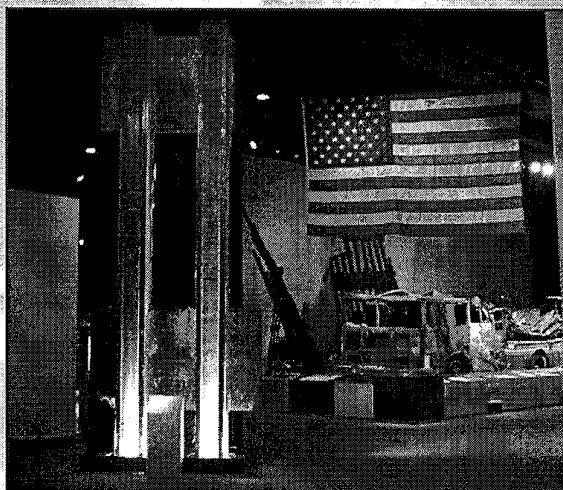
Phase 1 of the exhibit, *The World Trade Center: Rescue, Recovery, Response*, opened to the public on September 5, 2002. Working with the NYPD, FBI, FDNY and many others, the Museum amassed the nation's largest and most comprehensive collection of World Trade Center material. The 4,000 square foot exhibition tells the story of the attacks and aftermath through rare images, hundreds of compelling objects, video, sound and computer stations. The exhibition drew unprecedented media coverage and record attendance.

Fleet Great Art Series

In the fourth year of the series, two major New York Museums brought hundreds of masterpieces to the State Museum as part of the Fleet Great Art Series.



Meaning, Medium and Method, American Sculpture 1940 - 1960, Selections from the Whitney Museum of American Art is an exhibition of important sculpture and related works on paper included works by Louise Bourgeois, Alexander Calder, Louise Nevelson, Isamu Noguchi and David Smith.



American Impressionists Abroad and at Home, Paintings from the Collection of The Metropolitan Museum of Art represented a cross section of the Met's American Art holdings including works by Mary Cassatt, John Singer Sargent, Childe Hassam and William Merritt Chase.



Teacher training and school tours brought a record number of students through these exhibitions.

Project View

The New York State Museum, in collaboration with the Thomas O'Brien Academy of Science and Technology and the Albany Archdiocese, has developed a museum program that is available to area schools. The lesson is based



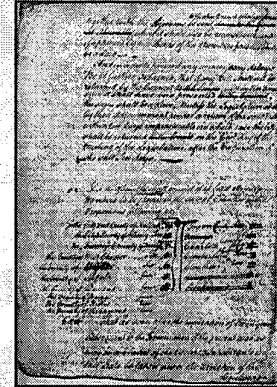
upon the Museum's rich collections of Iroquois artifacts. An expert museum educator delivers a kindergarten through eighth grade program on the symbolism used in a Mohawk story skin.

The Great American Circus

This exhibit included a large collection from the Museum's vast holdings and a 48 foot long model of a circus on loan from the maker, as well as other circus-related models. Also included were historic posters, sideshow banners, photographs of circus photographer Edward Kelty, 19th century circus toys, memorabilia from the Beech-Nut Circus, colorful circus advertisements, circus music and more.

Research and Collection

Museum scientists and historians presented lectures during 2002 as part of its continuing free, public Museum Series program. The lectures were presented in seven thematic series addressing such topics as the Erie Canal, Age of Fishes, Pine Bush, Archaeology Month, and History Month. Attended by over 1,200 and often tied to specific exhibits, these lectures are an important venue for disseminating research and collections work to the public.



First New York State Constitution, 1777, written and edited in haste as New York moved its government from New York City to Kingston to escape the British.

State Archives

A new Archives web site unveiled this year is the gateway to archives and documentary resources throughout New York. The site greatly improves access to records and history in local governments, State government and historical organizations across the State. The site also includes materials for teachers to support the use of historical records in the classroom. The web site is found at www.nysarchives.org.

April 2002 was the 225th Anniversary of the New York State Constitution of 1777. One of New York's archival treasures, this nationally significant document provided a framework for the designers of the first U.S. Constitution in 1787. To commemorate this

event, the State Archives participated in a symposium, debate and exhibition of the recently preserved Constitution and other historical documents from the State Archives at the Senate House in Kingston, New York. The anniversary offered an opportunity to publish a special feature, *New York's First Constitution: Sketching a Map for Becoming American* in the Spring 2002 issue of *New York Archives* magazine.

The Archives continues its long-term commitment to lead the efforts of 30 archival organizations in the New York City area as well as State and local government agencies to identify, preserve, and ensure access to records that document New Yorkers' response to the World Trade Center disaster and the recovery efforts that occurred in its wake.

The State Archives secured outside funding to replicate, in four upstate cities, Liberty High School's (Manhattan) successful project to use historical and cultural community records to help foreign speaking students learn English. Project staff worked with teachers and Chinese and Latino Community organizations in Yonkers, Albany, Syracuse and Buffalo to identify relevant records and are developing a web site that includes scanned documents, lesson plans and other curricular materials.

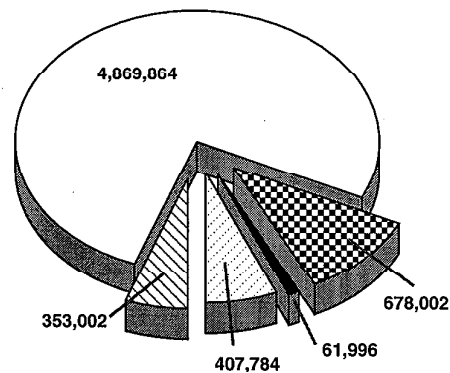
Outreach to Support Sound Professional Practice

Through publications, consumer materials, direct mailings, live events and other activities, the Department's Office of the Professions made nearly 6.4 million contacts in 2002 with its customers: consumers, applicants for licensure, licensed professionals, professional organizations, students, educators, and others.

The cumulative total of *online professional license verifications* surpassed 13.5 million; users performed nearly 5 million verifications online in 2002, or an average of over 400,000 verifications per month. The availability of this service helps to ensure that only licensed, accountable professionals are engaged to perform vital health, design and other services.

2002 Outreach to Licensed Professionals, Prospective Licensees & Consumers

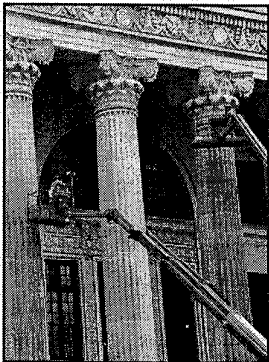
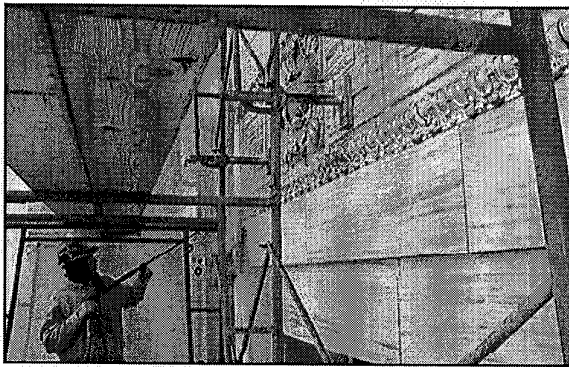
Education Activities to Prevent Misconduct and Support Competent Practice



- Online License Verifications
- Calendar/Info Guide/Other Outreach Activities
- Consumer Brochures
- State Board Outreach
- Information for Professionals and Applicants*

* Includes general presentations and distributions of practice advisories, guides to practice, application packets, and handbooks.

5 *Goal 5*
Resources
under our care
will be used or main-
tained in the public
interest.



Major Renovations

Education Building

The Main Education Building in Albany, is listed on the National Register of Historic Places. Many projects to rehabilitate, restore, modernize, and bring the building's interior into code compliance have been completed over recent years. Very little had been done to restore the beautiful granite, white marble, and terra cotta exterior. Deterioration of marble had accelerated to the point that there were major faults or cracks, as well as extensive sealing, spalling, and surface loss. Furthermore, copper clad windows needed restoration, terra cotta decoration was damaged and stained, granite pavers and steps

needed to be reset, and all existing stone and masonry needed cleaning.

After extensive research, testing and planning, restoration work began on the east, west, and south (Washington Avenue) elevations in early fall 2000. By all accounts, the restoration was a complete success and the building was restored to its original 1912 grandeur in Spring 2002. Evidence to support the success of the project was manifested by one regional and one national preservation award for stone and masonry restoration.

Museum Gallery

Important progress was made in efforts to ensure the long-term physical integrity of the Museum's collections. This included:

- Archaeological collections totaling well over one million objects have been transferred into new cabinets. Over 20,000 metal archaeological and ethnographic objects are in the process of being moved into a new controlled-environment (low relative humidity) storage area.
- Approximately 3,500 ethnographic objects were moved to 41 new cases. Approximately 150 objects were also provided with custom-made supports and containers.

- The entire history collection housed on the eleventh floor of the Cultural Education Center was moved to the building's third floor and placed in and on new storage furniture.
- The majority of the mineral collection was rehoused and boxed in acid-free boxes.
- The entire plant fossil collection was moved into new cabinets and into dry room. A large portion of the remaining paleontology collection was moved into 160 new cabinets.

State Archives

A \$7.5 million renovation to the eleventh floor of the Cultural Education Center is under way. Over 79,000 square feet are being completely redesigned to offer improved environmental and security conditions for the storage of the State's archival collections. Expanded public spaces will boast an exhibit area, a learning center and greatly improved public research space. Completion of the project and opening of the new space are scheduled for late in 2004.

Ensuring an Efficient and Responsive System of Professional Regulation

In the Department's Office of the Professions, staff members assisted nearly 700,000 callers to Albany work units and the toll-free professional misconduct hot line. A state-of-the-art phone system continues to eliminate busy signals and offer self-service features such as voice mail and prerecorded information. Staff members also responded to nearly 85,000 e-mails directed to work-unit mailboxes.

Building on the experiences resulting from the September 11, 2001 terrorist attacks, the Office of the Professions defined an emergency response plan to provide emergency responders and the professional community with critical information quickly. The goal, on behalf of The University, is to facilitate the professional community's response and to be a one-stop resource for the professions during times of greatest need. The Office is prepared to tap such resources as its online license verification service, phone system (for posting informational messages), and network of regional offices as needed.



The Department has also joined with other agencies and associations to prepare for future emergency situations. This includes efforts to pilot photo identification cards for physicians and to stockpile and safeguard supplies of potassium iodide, vaccines, and other drugs that would be needed to respond to particular threats.

Various imaging applications are supporting the evolution, efficiency, and enhancement of services in the Office of the Professions:

- The Professional Assistance Program's imaging system sharply reduced the reliance on paper (e.g., the numerous drug test reports provided on behalf of program participants), increased the speed of record retrieval, and improved the portability of records for Committee meetings.
- A Department-developed document imaging system allows State professional board offices, professional

discipline staff, and Department Counsel to share an electronic library and database of documents about issues related to the practice of the licensed professions. Correspondence, legal decisions and internal memos on practice issues developed over many years are easily cross-referenced and retrieved to ensure that all future Department opinions on professional practice are based on consistent, secure information.

- The imaging of the re-registration applications of licensed professionals provides faster access to these important records and eliminates the time and money that had been associated with microfilming these records for our archives.



6 Goal 6
Our work environment will meet high standards.

Workforce Diversity

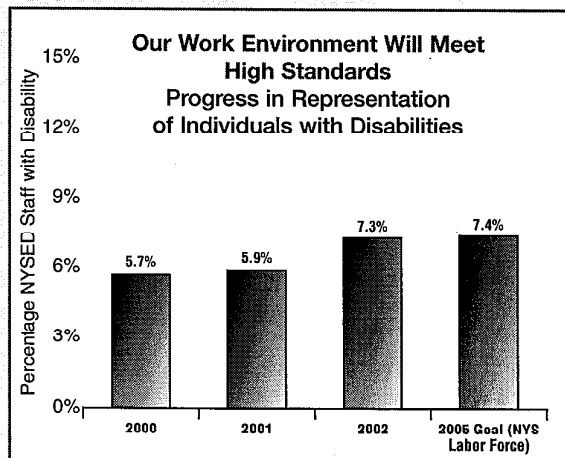
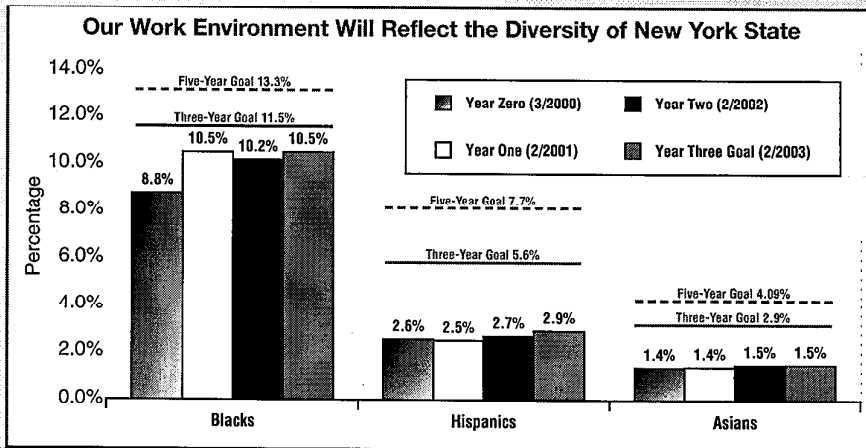
Department management and staff continue their efforts to attract, retain and develop a workforce that is reflective of the diverse public we serve. Although restrictions on hiring have posed formidable challenges to meeting our

goals, the Department's overall goal, established in 1990, remains. That is, we would like our workforce to be as diverse as is New York State's in 2005, and meet the labor standard at the end of the five-year period measured. Our progress toward attainment of racial/ethnic diversity goals is displayed in the accompanying chart.

The Department has made significant gains in some

areas in the past three years. The chart shows the current and five-year goals for the representation of each of three minority groups (Blacks, Hispanics and Asians) in our workforce, with the corresponding performance achieved since March of 2000. No data or goals are displayed for Native Americans, as we have already met the labor force standard for this group. Representation of Blacks has risen to 10.5 percent, from a low of 8.8 percent in 2000. Increases in the number of Hispanics and Asians have been minimal. Given the State's fiscal situation and the inability to resume our recruitment activity, the data suggests that we will not be successful in meeting the New York State labor force standard in 2005, if the current rate of progress prevails.

In other aspects of diversity, the Department has approached or achieved its goals. We have met the standard overall for the representation of women in our workforce, and are within one half of a percent of meeting the standard of 7.4 percent for individuals with disabilities. This latter group includes those persons in New York State over the age of 16 who report a disability that could affect their ability to work. The source of data on these individuals is the U.S. Census Bureau's 1990 results.



Technology

The Department is expanding the use of technology to carry out its mission. Educational curriculum, information sharing, data collection, and fiscal allocations are all moving away from paper-intensive processes, to an electronic format.

The Department's web site www.nysed.gov has been reorganized to give our customers easy access to information and resources.

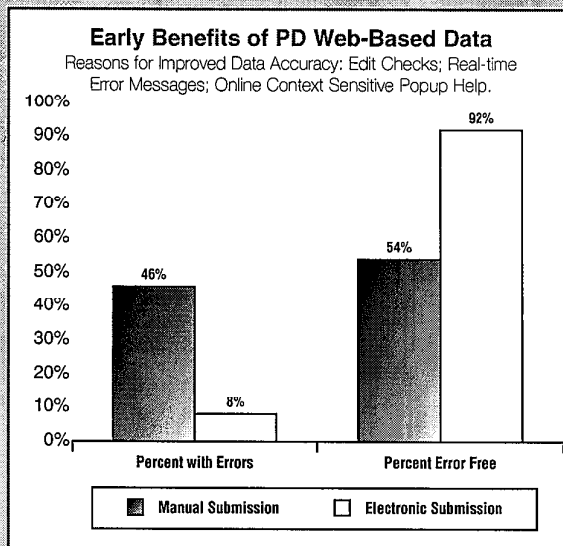
The New York State Virtual Learning Space (VLS) will provide learning standards, teacher resources and other curricular and instructional material to administrators, teachers, parents, students and the public using the Internet. The VLS web site is <http://usny.nysed.gov/vls.html>.

The Child Nutrition Management System is the first web-based local assistance claim system in New York State. Over 30,000 claims are submitted annually by schools and childcare facilities; over 81 percent of claims are now filed on-line from almost 1,000 local agencies. Claim processing has been reduced to four days, from a previous average of six weeks, resulting in faster distribution of necessary funds to the local providers.

The Office of Vocational and Educational Services for Individuals with Disabilities collects annual data on pupils with disabilities (PD forms). The PD form process collects special education data from public school districts, BOCES, charter schools, and State agencies. In 2002, we began migrating data collection from paper forms to a web-based system. The 19-page report was submitted electronically by over 400 school districts with 92 percent submitting error-free data. This new system also saved Department staff approximately 200 hours of data entry time.

All Department vocational rehabilitation district offices and outstations have been successfully converted to an automated case management system (CaMS). All staff has been trained on the system, which was designed to facilitate the flow of individual case records and increase the accuracy of data entered.

The Department was awarded a \$604,000 Individuals with Disabilities Education Act Enhancement grant to further develop, enhance and integrate the Special Education Quality Assurance Information System, Impartial Hearing Officer, and Mediation data systems. This will result in a unified web-based system that will allow rapid access by Department staff and, as



appropriate, district personnel and parents, to information regarding complaint investigations, quality assurance reviews, due process hearings and mediation.

Worksite Wellness

The New York State School for the Blind secured a Worksite Wellness Program grant from the NYS Department of Health through Partners for Community Wellness. Over 50 employees participated in the spring in a 2002 Fitness Challenge, including group walks, Healthy Heart and Yoga Classes. Bone Power, a series of twelve weekly classes on calcium, osteoporosis, muscles and strength training, was also held. Staff also benefited from a food and nutrition exhibit and Body Composition Analysis.

The Work Before Us

The Regents reform agenda is as comprehensive as our strategic plan. We seek to educate all children to a standard sufficient for citizenship, work, and competent, caring, responsible adulthood. We will make New York's cultural richness — museums, libraries, archives, and public broadcasting — available to all, for in these institutions, education is part of the mission. We have a Pre-K through 16 view of the education system because most people need education beyond high school. We support and enhance the quality of higher education, and try to make it available to all. We provide vocational rehabilitation so that persons with disabilities can find work. We protect the public from unsafe practice in the professions, and protect the integrity of the professions. We want all services to the State Education Department to be responsive to the public.

The Regents thought about all of that and identified Critical Needs. More than one part of the University is engaged in each critical need.

"Promote academic standards for all students from Pre-K to adult and provide extra help to close the performance gaps."

Student performance results support the need to redesign middle school programs so that students achieve the intermediate level standards by the end of eighth grade. The Regents will redefine their middle grades policy in the spring. This work will be presented in the context of the current concerns about enabling all students to meet the standards. The seeds of dropping out are sown in the middle grades, and students cannot be allowed to fall behind in these grades. After making their policy decision, the Regents will change regulations and the Department will certify model programs in local schools to enable others to learn from them.

Student achievement has improved in relation to the higher standards adopted by the Board of Regents and continues to do so. However, the concern remains about the potential failure of some students to meet the standards and graduation requirements. The policy of the Board of Regents calls for ending the

use of the 55 low-pass option of Regents exams for all five exams for students scheduled to graduate in 2005. The Regents have often said that they would evaluate the requirements and adjust them if needed. They will continue to monitor student performance data, review their policy on the required passing grade on Regents exams, and make a decision in fall 2003 on whether to reaffirm or adjust Regents policy on this issue.

Statewide Plan for Higher Education

Every eight years, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education, setting goals and objectives for New York's coordinated system of higher education. The Statewide Plan focuses on major policy issues affecting the role of higher education in the State and its service to its citizens, workforce and community. Regents priorities for higher education serve as the foundation for the Plan, which also includes the long-range master plans of the State University of New York (SUNY), the City University of New York (CUNY), and New York's independent and proprietary institutions of higher education.



“Provide guidance on curriculum and practice.”

Recent BOCES studies have shown that students who perform at Level 1 on an exam in eighth grade are unlikely to pass the Regents exam in that subject. Those same students who enter ninth grade so far from the standards need a different kind of ninth grade experience. Some high schools in our State are implementing a different approach for such students. A “catch-up” curriculum, along with the teaching practices that go with it, is being identified. A program that engages students’ interests and fills the gaps in what they know is what is needed.

In the professions, the Board of Regents will continue with a comprehensive package of reforms to update the regulation of accountancy. The reforms, which will enhance public protection and the integrity of the profession, include proposals to amend rule, regulation, and law.

“Identify shortfalls in the supply of teachers and licensed professionals and implement statewide strategies that will help employers to fill these vacancies.”

All data point to significant shortages in school leadership candidates for both building and district level positions. The New York State Council for School Superintendents cites that more than 57 percent of New York superintendents intend to retire in the next four years. The School Administrators Association of New York State cites that 48 percent of New York principals intend to retire by 2006. The initiatives begun in 2001 and 2002 to address the shortages and preparation of school leaders will continue to be a primary focus of the Department in 2003.

The Department will analyze the results of its comprehensive nurse survey, which was administered to a random sample of New York State registered nurses in 2002. Survey results will provide data that the Board of Regents, employers, policymakers, researchers, and legislators can use to inform public policy decisions and to allocate resources as they address workforce shortages in nursing and other professions.

Efforts to address the shortage of teachers will also continue in 2003. Additional *Call To Teaching* Forums will be scheduled to enable school districts and higher education institutions to develop strategies for the recruitment and retention of talented and qualified individuals to teach in our public schools.

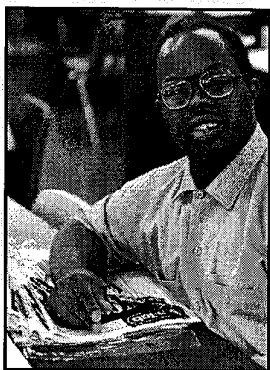
Proposed Timeline: Regents Statewide Plan for Higher Education, 2004-2012

Spring 2003	The Board of Regents adopts goals, objectives, and priorities for the Statewide Plan. The Department provides guidance to SUNY, CUNY, and independent and proprietary institutions on preparing their master plans.
Spring 2003– Spring 2004	SUNY, CUNY, and independent and proprietary institutions develop their master plans.
Spring 2004	SUNY and CUNY send master plans to the Board of Regents for approval; independent and proprietary institutions send master plans to the Regents for review. All are incorporated into the Regents Statewide Plan.
Summer – Fall 2004	The Regents issue a tentative Statewide Plan, hold public hearings, revise as needed, adopt the 2004-2012 Statewide Plan for Higher Education, and send it to the Governor for approval and to the Legislature.

“Propose a State Aid formula that directs a higher percentage of aid to the school districts that have the greatest need.”

The current Regents proposal represents a significant departure from current formulas. It simplifies and improves the functioning of the aid system while increasing the link between State Aid and student achievement in difficult economic times.

There are school districts in fiscal stress that have negative fund balance indicators and have experienced operating deficits in recent years. The Regents and Department are



helping school districts to avoid fiscal crises and increase the effective use of resources to close the student achievement gap. We will monitor and provide assistance to these districts and work with other educational associations to develop strategies for assisting districts facing fiscal stress including, but not limited to:

- offering training programs for board members, superintendents and business officials;
- gathering, releasing and understanding data on fiscal stress;
- identifying recommendations for legislative change; and
- providing financial technical assistance to districts using networks of qualified personnel.

A self-assessment instrument is being developed to assist districts in evaluating the adequacy of their management control system, including budget, accounting and reporting systems. We are also studying ways in which historical data can be used to develop a more effective early warning system that enables forecasting financial conditions.

“Complete the renewal of the State Museum and convince the Legislature and the Executive to adopt the New Century Libraries proposal.”

Library use across New York State has surged 20 percent since September 2001. The number of people living in areas served by a public library is steadily rising. The partnership assembled to conceive the New Century Libraries initiative has held together and expanded.

We expanded the partnership late last year, and as a result increased our New Century Libraries request by \$10 million to respond to academic and research library needs. This expansion enables New Century Libraries to provide expanded opportunities for grants and matching funds for programs like the New York State Higher Education Initiative (NYSHEI), Reference and Research Library Resources Systems, and other collaborative programs.

An increase of about 55 percent in attendance this year has resulted from a series of new long-term exhibits and several short-term exhibits of high interest. The Fleet Great Art Series continued with exhibits from the Metropolitan Museum and the Whitney Museum. The installation of the first stage of the permanent “World Trade Center: Rescue, Recovery, Response” in September 2002, and the opening of the second stage in February 2003, will continue to draw many visitors.

“Expand the capacity of vocational rehabilitation and workforce development systems to help people with disabilities find employment and succeed in higher education.”

Based on a 2000 N.O.D./Harris Survey of Americans with Disabilities, the National Organization on Disability (N.O.D.) has established that only 32 percent of working age Americans with disabilities are employed. In December 2001, as a follow up to the Board of Regents Public Policy Conference, the Regents adopted as one of their critical priorities a commitment to expanding the capacity of the vocational rehabilitation and workforce development systems to help people with disabilities find employment and succeed in higher education. All components of the University of the State of New York play a major role in achieving this priority and success will require a comprehensive New York State effort. Several strategies involving institutions of higher education, the State Workforce Investment Board and business community are under way to realize the Regents priority.

Did You Know - Facts

- In 2002, 825,854 children and their families participated in the New York State Library's Statewide Summer Reading Program through their public library, an increase of 43 percent from 2001. The goal for Summer 2003 is one million participants.
- After an 11-year upward trend, total enrollment in elementary and secondary schools has begun to level out. In 2001-02, public school enrollment was 2,826,620 and nonpublic school enrollment was 493,913.
- In the 2001-02 school year, the distribution of public school students by racial/ethnic origin was 55.1 percent White, 19.8 percent Black, 18.5 percent Hispanic, and 6.6 percent Other Minorities (i.e., American Indian, Alaskan Native, Asian and Pacific Islander).
- In 2001-02, there were 257,733 professional staff members employed in the public schools, of which 217,210 were classroom teachers and 40,523 were other professional staff who perform related and supervisory functions.
- In 2001-02, more than 30 percent of the State's grade 9-12 public school enrollment was enrolled in occupational education programs.
- In 2001-02, the total expenditures for public elementary and secondary schools was \$35,190,000,000 and State funding was \$16,916,000,000. In school year 2002, federal aid for education administered was approximately \$2.523 billion.
- Global History teachers and others can find more than 100 early twentieth century photographs of India, China, Egypt, Venezuela, and other countries on the State Archives web site: www.archives.nysed.gov
- In July 2002, the State Archives awarded 436 local governments and 16 community organizations \$7 million in grants to care for their public records.
- Since January 2002, State Archives staff has returned historical local government records to four counties and seven towns. Some of these records date to the beginning of the 18th century and include court dockets, tax assessments, voter rolls, and school district records.
- Archives' press coverage during May – October 2002 has increased 23 percent when compared to the same time frame in 2001. Part of this increase is attributable to the fact that 74 percent of all press releases are distributed electronically through a comprehensive media database.
- In SFY 2001-02, the vocational rehabilitation program served 104,330 individuals.
- The New York State Library's Talking Book and Braille Library (TBBL) was granted a patent on a portion of the Mechanized Handling System which speeds up and streamlines delivery of materials to its customers.
- There were 659,848 registered licensees as of April 1, 2002.
- In 2002, there were more than 30,000 registered professional entities (professional corporations, pharmacies, continuing education providers, providers of courses in infection control and in the identification and reporting of child abuse, and others); 3,300 registered professional education programs; 7,616 professional disciplinary cases opened; 8,091 professional discipline investigations completed; 2,803 Regents, administrative, and other professional discipline actions.

In SFY 2001-02, VESID assisted 15,289 individuals with disabilities obtain employment, resulting in annualized first-year earnings of \$215 million and public assistance savings of \$26.4 million.

Information extrapolated from a recently released American Council on Education report shows that the HEOP graduation rate of 59.7 percent exceeds the national six-year graduation rate of all but one ethnic group.

Regents Terms* and Area Represented



2005* Bennett, Robert M.;
Chancellor;
Judicial District VIII --
Allegany, Cattaraugus,
Chautauqua, Erie, Genesee,
Niagara, Orleans and
Wyoming



2006* Bottar, Anthony S.; Judicial District V --
Herkimer, Jefferson,
Lewis, Oneida,
Onondaga and
Oswego



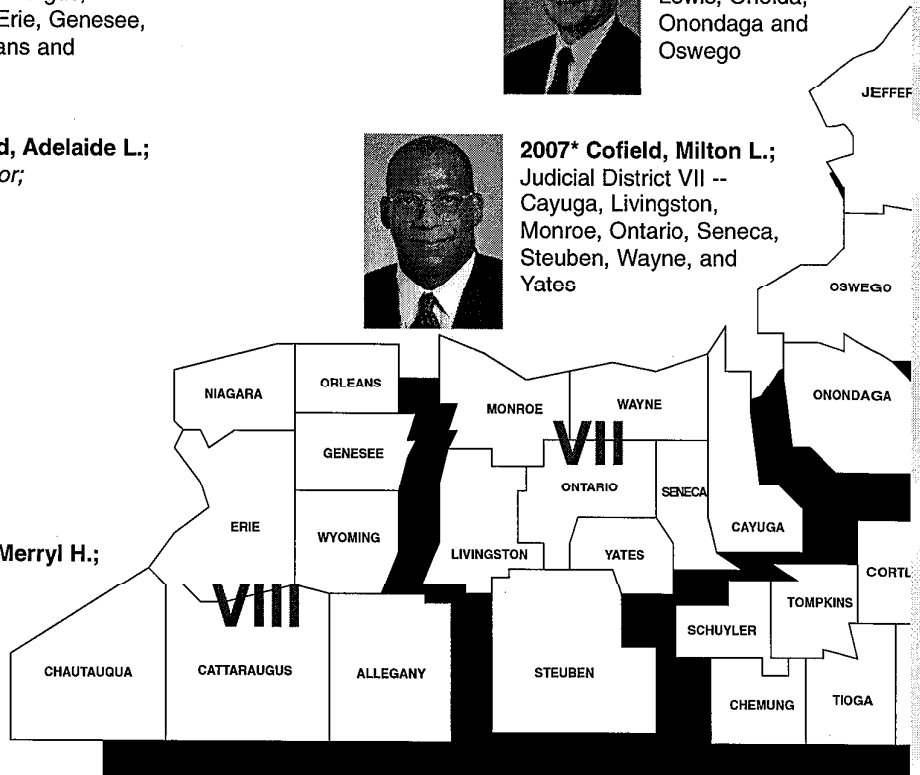
2005* Sanford, Adelaide L.;
Vice Chancellor;
At Large



2007* Cofield, Milton L.;
Judicial District VII --
Cayuga, Livingston,
Monroe, Ontario, Seneca,
Steuben, Wayne, and
Yates



2006* Tisch, Merryl H.;
At Large



2004* Gardner, Arnold B.;
At Large



2007* Tallon, James R., Jr.;
Judicial District VI - Broome,
Chemung, Chenango,
Cortland, Delaware,
Madison, Otsego, Schuyler,
Tioga, and Tompkins



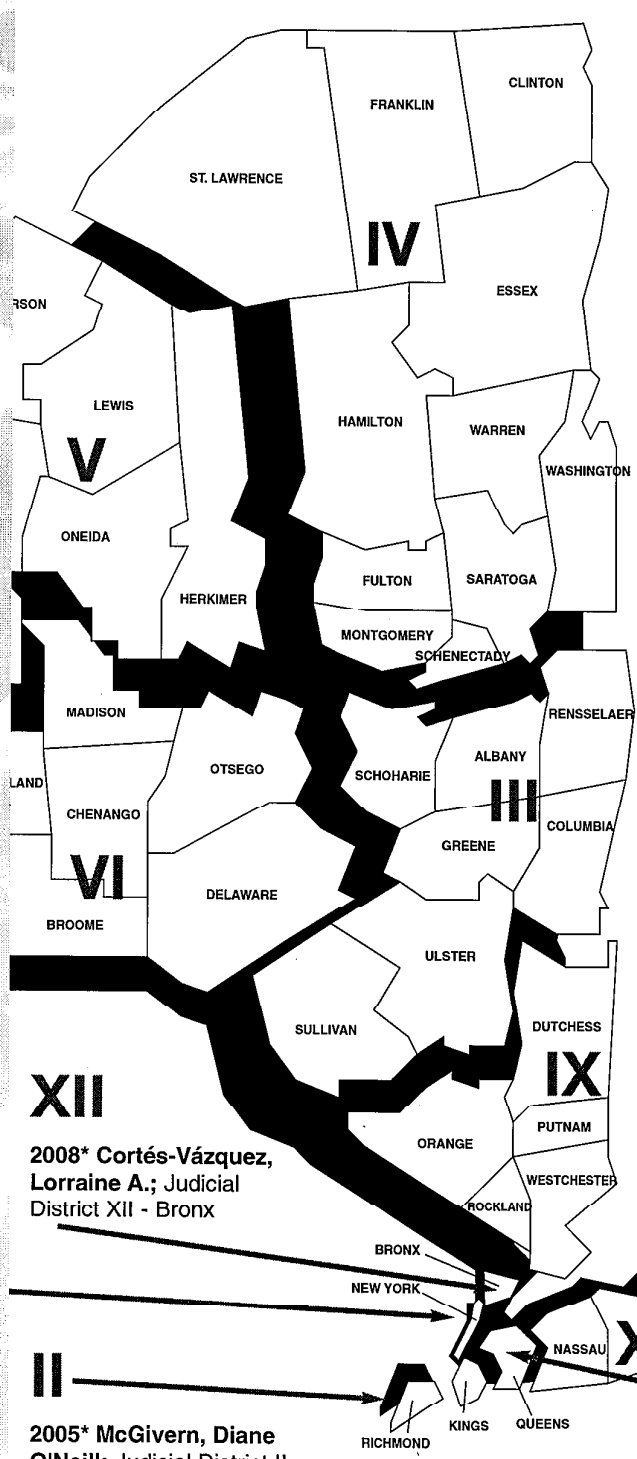
2004* Cohen, Saul B.;
At Large



2007* Rubin, Judith O.;
Judicial District I -
New York



* Year when present term ends.



2005* Dawson, James C.; Judicial District IV -- Clinton, Essex, Franklin, Fulton, Hamilton, Montgomery, St. Lawrence, Saratoga, Schenectady, Warren and Washington

REGENTS COMMITTEES

- Elementary, Middle, Secondary and Continuing Education
- Vocational and Educational Services for Individuals with Disabilities
- Cultural Education
- Higher and Professional Education
- Professional Practice
- Ethics
- Quality

REGENTS SUBCOMMITTEES

- Subcommittee on State Aid
- Subcommittee on Audits
- Task Force on Closing the Performance Gap



2004* Bowman, Joseph E., Jr.; Judicial District III -- Albany, Columbia, Greene, Rensselaer, Schoharie, Sullivan and Ulster



2005* Phillips 3rd, Harry; Judicial District IX -- Dutchess, Orange, Putnam, Rockland and Westchester



2005* Johnson, Robert M.; Judicial District X -- Nassau and Suffolk



2008* Chapey, Geraldine; Judicial District XI -- Queens

2008* Cortés-Vázquez, Lorraine A.; Judicial District XII - Bronx

2005* McGivern, Diane O'Neill; Judicial District II -- Kings and Richmond

General Contact Information/OP

To obtain a license application and general information for a profession:

- **Voice:** 518-474-3817
- **Email:** op4info@mail.nysed.gov
- **Fax:** 518-474-1449
- **TDD/TTY:** 518-473-1426
- **Write:** Office of the Professions, State Education Building - 2nd floor, Albany, NY 12234

To file a complaint against a licensee or someone practicing a profession without a license:

- **Voice:** 800-442-8106
- **Email:** conduct@mail.nysed.gov
- **Fax:** 212-951-6537
- **Write:** Office of Professional Discipline, 475 Park Avenue South, Second Floor, New York, NY 10016-6901

Complaints about licensees can also be directed to one of our *regional offices*.

General Contact Information/VESID

www.vesid.nysed.gov contains information on:

- Vocational rehabilitation district offices; contact the one in your area to find out how VESID can help you.
- Special education quality assurance regional offices; local Regional Associates provide technical assistance to parents of preschool and school-age students with disabilities, school district personnel, and private providers.
- Current publications related to services and programs for children with disabilities.
- Special education and vocational rehabilitation policies.

Call:

1 800 222-JOBS for information regarding the local vocational rehabilitation office nearest you.

1-518-486-7678 to obtain publications regarding special education.

1-518-473-2878 for information on special education policies.

1-518-402-3353 for information on the local special education quality assurance office nearest you.

Write:

Office of Vocational and Educational Services
for Individuals with Disabilities
New York State Education Department
Room 1606, One Commerce Plaza
Albany, New York 12234

General Contact Information/EMSC**Write:**

Office of Elementary, Middle, Secondary and Continuing Education
89 Washington Avenue, Room 875 EBA
Albany, NY 12234

Voice: 518-474-5915

Email: emscgen@mail.nysed.gov

Web site: www.emsc.nysed.gov

General Contact Information/CE**Write:**

Office of Cultural Education
Cultural Education Center
Albany, NY 12230

State Library: 518-474-5930

State Archives: 518-474-6926

State Museum: 518-474-5812

ETV/PB: 518-474-5862

Email: cisinfo@mail.nysed.gov

Web site: www.oce.nysed.gov

General Contact Information/HE**Write:**

Office of Higher Education
89 Washington Avenue, Room 979 EBA
Albany, NY 12234

Voice: 518-474-5851

Email: oheweb@mail.nysed.gov

Web site: www.highered.nysed.gov