

Joint Legislative Budget Hearing on Higher Education

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Commissioner of Education

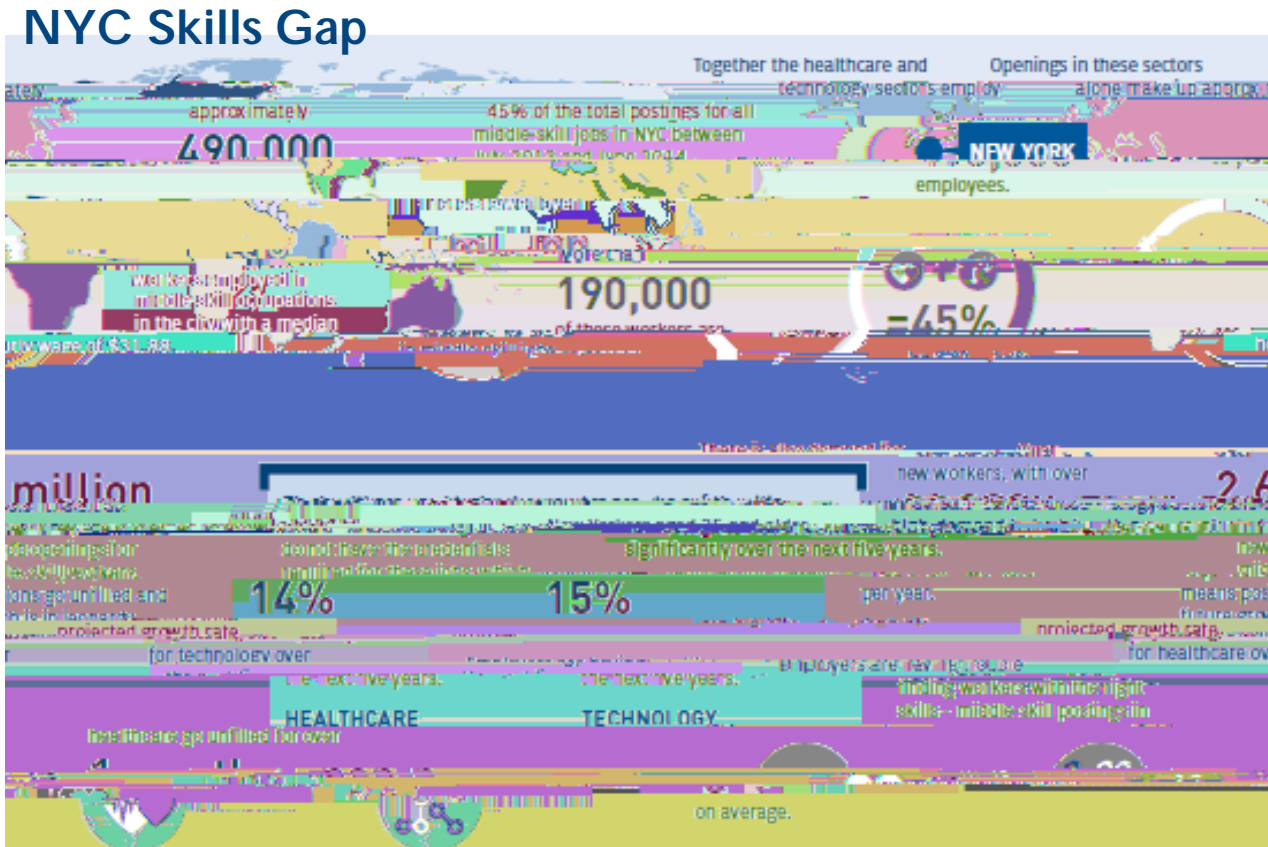
January 23, 2018

Why College Access & Completion Matters – Higher Earnings

2015, 16% of the labor force earned \$50,000 or more annually, up from 10% in 2000. In 2015, 22% of the labor force earned \$30,500 or more annually, up from 16% in 2000. In 2015, 59% of the labor force earned \$25,000 or more annually, up from 42% in 2000.

Percentage of the labor force ages 25–34 who worked full time, year round, by educational attainment: 2000–2015

Why College Access & Completion Matters – Closing the Skills Gap



“A persistent complaint by employers is that many high school and college graduates—as well as some adult workers—lack the fundamental employability skills needed in the 21st century workplace.”

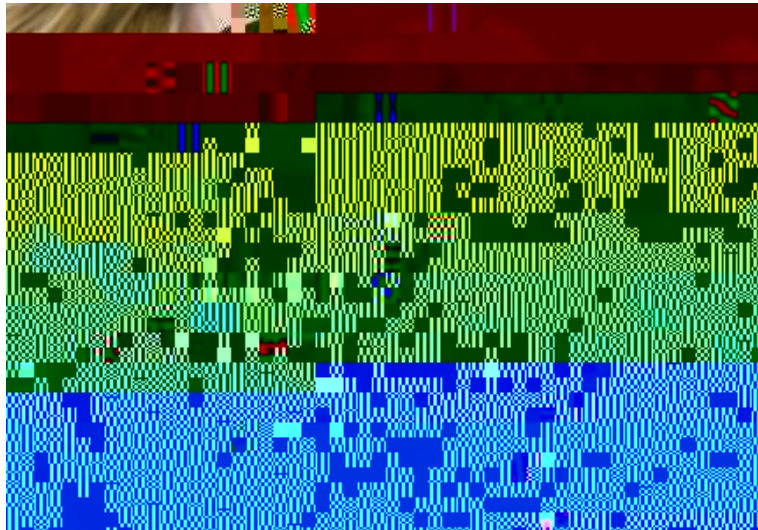
Why College Access & Completion Matters – Earnings and Unemployment

Access and Opportunity Programs

2018-19 \$10 M Budget Request

Expand Access to Higher Education for Underrepresented and Disadvantaged Students

Higher Education Opportunity Program (HEOP)	\$4.5 M
Science and Technology Entry Program (STEP)	\$1.0 M
Collegiate Science and Technology Entry Program (CSTEP)	\$2.5 M
Liberty Partnerships Program (LPP)	\$2.0 M



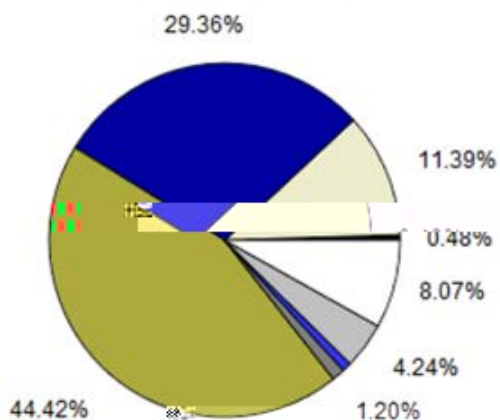
- f* The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- f* These programs currently serve over 36,000 underrepresented and disadvantaged students.
- f* These programs are effective at increasing graduation rates and should be expanded.

Increase Access to Higher Education

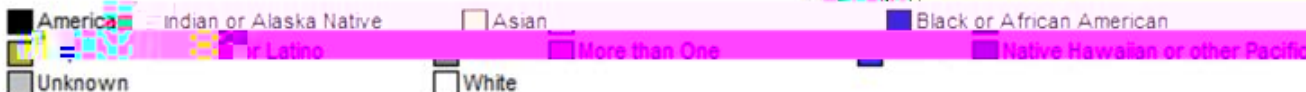
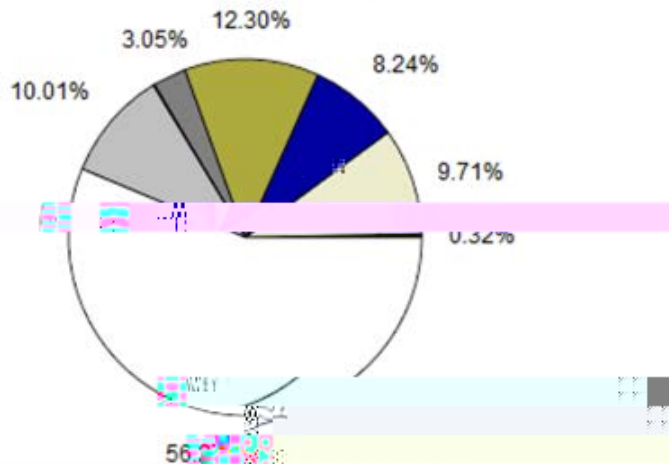
Arthur O. Eve Higher Education Opportunity Program (HEOP)

2010-17 Race/Ethnicity Distribution at Institutions Receiving HEOP Grants

HEOP Students



All Students



SED requests an additional \$4.5 million, to support and enhance current programs

HEOP provides financial assistance, pre-freshman summer programs, remedial coursework, tutoring and counseling to students attending independent colleges. Students in this program do not meet traditional academic criteria when admitted to college, however, they typically earn degrees at rates that equal or exceed general admission students. HEOP serves over 4,890 students through 52 programs.

Increase Access to Higher Education Science and Technology Entry Program (STEP)

f STEP provides academic enrichment in science and mathematics with the purpose of increasing number of historically underrepresented and economically disadvantaged and high school students prepared to enter college and improving their participation rate in mathematics, science, technology, health-related fields, and the licensed professions. STEP serves over 11,000 students through 59 programs.

SED requests an additional \$1 million
in STEP funds to provide existing
programs the opportunity to serve



Increase Access to Higher Education

Liberty Partnerships Program (LPP)

f

Increase Access to Higher Education

Teacher Opportunity Corp II

- f* The Board and Department have dedicated a portion of the funds provided as part of the My Brother's Keeper initiative in NY to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers and bolster the retention of highly qualified individuals who value equity and reflect the diversity inside and outside of our classrooms, particularly in high-need schools with recurrent teacher shortages, through the creation of the Teacher Opportunity Corp II (TOC II) program. TOC II builds upon the successful Teacher Opportunity Corp (TOC) program, and provides additional supports such as:
- an enhanced 10-month student internship
 - as well as possible tuition stipends

The Regents support providing \$500,000 increase to support new programs and the expansion of existing programs.



Increase Access to Higher Education

DREAM Act

Enact the Education Equity for DREAMers Act

f In New York, thousands of undocumented students receive education through the state's K-12 public school system.

f

Bridge to College and Careers Pilot Program 2018-



Institutional Accreditation

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f Licensing is inextricably linked to education.

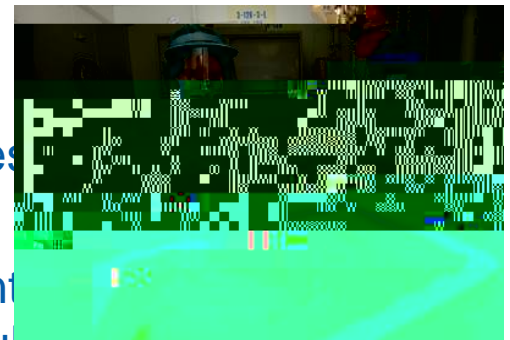
f The professions are at the core of the state's 29.4(o)1mm /Lblo213(y685.4(.)]TJ EMC



Growing Numbers of Licensed & Registered Professionals

Enhanced Customer Service

- f As demand for licensing has grown, improvements have been made to the licensure process. In 2017, the average processing time to issue a license after all information was received was less than two weeks
- f In 2017, there were 8.9 million unique individual visits to the Office of the Professions website.
- f In 2017, the Office of the Professions website received nearly 30 million page views. We continue to update all Department web pages to increase accessibility and readability for customers.
- f Our most popular feature is the online verification of licenses. More than 4.5 million people used this feature in 2017.
- f #ProfessionProfiles is used in social media by the Department to inform the public and licensees about professions and public protection
- f Online registration renewal rates are now over 90 percent



Implementation of Critical New Laws

The Professions

New laws impacting the Professions were enacted in 2017, including:

Chapter 202 (Funke/Jaffee): Establishes a limited license for individuals engaging in clinical or academic practice under the supervision of a licensed speech language pathologist or audiologist.

Chapter 354 (Lavalle/Gunther): Prohibits the use of the abbreviation of "D.P.T." and title "doctor of physical therapy" to indicate or imply legal authorization to practice physical therapy unless licensed or otherwise authorized by article 136 of the education law.

Chapter 357 (Hannon/Gottfried): Authorizes pharmacists substitute biologic products with FDA approved interchangeable biologics.

Chapter 364 (Helming/Stirpe): Updates mandatory peer review provisions for certified public accountants

Chapter 502 (Flanagan/Morelle): Requires registered professional nurses to attain a baccalaureate degree in nursing within ten years of their initial licensure.

Build Technical Assistance and Support Capacity at 5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

Like the federal government, the state should enact a





Thank You.

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