

PROGRESS REPORT ON IMPLEMENTATION OF CHAPTER 57 OF THE LAWS OF 2007

CONTRACTS FOR EXCELLENCE (C4E)

We anticipate approval of the majority if not all of the Contracts by the end of October.

Extensive consultation with the field took place after the Executive Budget proposal was released to begin the necessary work on the C4E provisions in anticipation of final passage.

The Board of Regents adopted regulations to implement the C4E provisions of Chapter 57 in April 2007, three weeks after final enactment of the State Budget.

Electronic reporting system created to facilitate submission of C4Es by 56 Contract districts and review of data by the Department.

The Department had a great deal of interaction with Contract districts during the development of their Contracts. Multiple communications with the field, Q & A documents, conference calls, responses to letters, emails and calls.

All 56 Contracts were received by July 31st and were initially reviewed by the Department by August 15th.

Since August 15th the Department has worked extensively with the districts to ensure that C4E funds will be used appropriately based on the statutory and regulatory requirements. Appropriate targeting of funds to children most at need, class size, supplementing not supplanting, approvable programs, and the development of performance targets are some of the main issues we have worked on with districts.

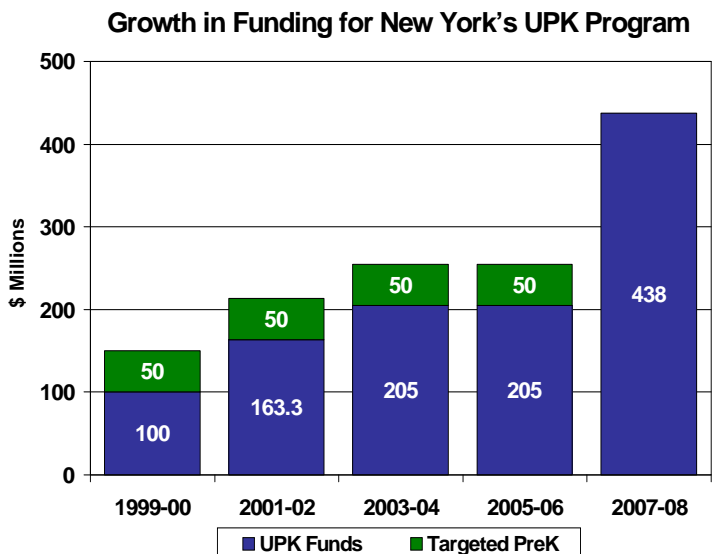
Added 134 new programs with this year's \$146million increase for UPK through grants to school districts; State now has 390 funded programs and more are expected.

UNIVERSAL PRE-KINDERGARTEN

With our interagency partners, the Department conducted 15 statewide meetings and over 700 phone contacts to encourage participation and expansion. We estimate half of the new programs resulted from the outreach.

The Board of Regents adopted regulations to provide flexibility to allow mid-year (January) start up of programs, which will encourage additional program applications. School districts were reminded of this option in September.

Approximately 104,000 children will be served through Pre-K this year.



**COUNTIES OFFERING PRE-K PROGRAMS
IN ALL SCHOOL DISTRICTS ("UNIVERSAL PRE-K")**

- Allegany
- Chemung
- Montgomery
- Orleans
- Oswego
- Rockland
- Yates

The Regents State Aid proposal for 2008-09 includes proposals to address funding barriers to full-day programming and advocating UPK as part of State Aid entitlement approach to funding.

REVIEW AND REVISE LEARNING STANDARDS

Proposed plan for the review and revision of the New York State learning standards presented to the Board of Regents this month.

Proposed plan calls for the review of the English Language Arts (ELA) standards during 2007-08. The plan also establishes a review cycle and provides for a continuous opportunity to revisit each standard area on a regular basis.

The New York Comprehensive Center (funded by USDOE) provided technical assistance in the development of the review schedule and is providing research assistance and conducting benchmarking research, and tapping knowledgeable national advisors including Achieve, Inc.

CHARTER SCHOOLS

SED staff has begun review of new direct charter applications for action by Board of Regents in December

SED is participating with Executive Branch representatives in a National Governor's Association (NGA)-sponsored project to strengthen quality of charter schools.

EXCELSIOR SCHOLARS PROGRAM AND SUMMER INSTITUTES FOR MATHEMATICS AND SCIENCE TEACHERS

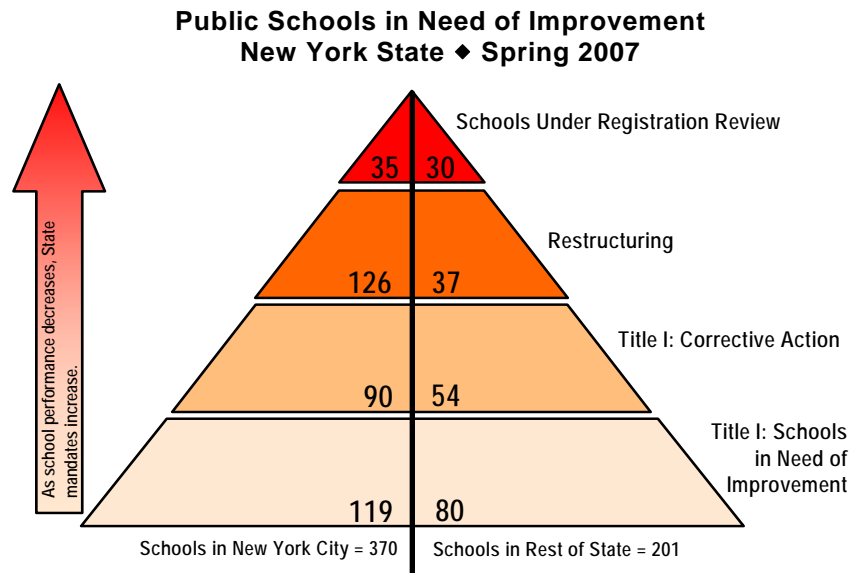
Emergency regulations to begin implementation on both programs approved by the Regents this month.

RFPs for both programs will be released winter/spring for summer 2008 programs

SCHOOL IMPROVEMENT

Meetings are scheduled in the Joint Management regions and Big 5 school districts during October to provide an orientation to School Quality Reviews. Appointment of the SQR teams will follow.

Outside of Big 5 school districts, agreements have been reached with District Superintendents to manage SQR teams in SINI 1 and 2 schools within their own Joint Management areas.



DISTINGUISHED EDUCATORS PROGRAM

The Department is consulting with leaders of Distinguished Educator programs in other states including Kentucky, North Carolina, Pennsylvania, Georgia and Mississippi..

Draft regulations will be developed for the Board of Regents consideration in early 2008 to define criteria for selecting, preparing and appointing distinguished educators.

ENHANCED ACCOUNTABILITY SYSTEM WITH GROWTH MEASURES

With support from Gates Foundation, the Department has engaged Holland and Knight, LLP as consultants to help identify national models for accountability system improvements.

We are studying other States' models, as well as BOCES and NYCDOE, who are piloting local growth models.

Engaged the State's Assessment Technical Assistance Group and experts from universities and vendors nationwide involved in the development of growth models.

Guiding principles for the development of modified growth model are in place.

EVALUATE EFFECTIVENESS OF TEACHER PREPARATION PROGRAMS AND ALTERNATIVE TEACHER PREPARATION PROGRAMS

Professor James Wyckoff from SUNY Albany and the Teacher Policy Research (TPR) group are conducting an on-going independent evaluation of the impact of teachers prepared through the various pathways on student achievement.

Vice Chancellor Tisch, members of the Board of Regents and Teachers College President Susan Fuhrman lead a forum on the future of teacher education in New York City with college

Presidents, Deans of teacher education programs, leaders of the public and independent sectors of higher education, members of the Professional Standards and Practices Board for Teaching, and representatives of the NYCDOE, to identify strategies for strengthening and expanding teacher preparation to better serve students in high need schools. These forums will be held statewide.

The Regents discussed the existing approaches to evaluating teacher preparation programs and enhancements that could be made based on a study conducted to comply with the Chapter 57 requirements. The Regents discussed a series of recommendations related to the evaluation of teacher preparation including a policy review, enhanced data systems, P-16 teacher quality partnerships and the associated costs this month and will take action in December.

Summary of Cost Estimates (in thousands of dollars)							
Recommendations		Year 1	Year 2	Year 3	Year 4	Year 5	All Years
1	Policy Update	100	100	100	0	0	300
2	Teacher Quality Research Center*	500	500	500	500	500	2500
3	TEACH pipeline enhancement	300	0	0	0	0	300
4	P-16 partnerships +	80	80	80	80	80	400
All recommendations		980	680	680	580	580	3500

*It is recommended that resources for the Center be sought from the State and private foundations for the first five years. An additional \$200,000 could be needed in Year 1 if an existing data repository is not used.

+Costs will be ongoing.

ABILITY-TO-BENEFIT (ATB) TESTS FOR STUDENT FINANCIAL AID

Regulations, approved by the Regents in September, address approved ATB tests, independent administration of those tests, and identification of passing scores.

Regents identified acceptable ATB tests in September and colleges have been informed.

TEACHER TENURE DETERMINATIONS

Consulted professional associations, school administrators, Big 5 Conference, New York City Department of Education, New York State United Teachers, New York State School Boards Association and others for feedback and recommendations.

Proposed amendment to new statute was drafted to make the statute applicable to teachers appointed after 7/1/08 rather than tenure decisions made after 7/1/08 to provide for consistency and avoid changing criteria during the middle of a probationary period.

Regents will discuss policy recommendations in December.

P-16 DATA SYSTEM

The Parthenon Group has begun the system design work.

The partners developed the proposal for a P-16 data system as a joint venture.

The proposal was approved by the Bill & Melinda Gates Foundation.

The design work will span 3 phases. The first phase, which includes confirming the objectives for the system, conducting a gap analysis and examining best practices of other states, is scheduled to be completed in April 2008.

THE PARTNERS

- New York State Board of Regents
- The State University of New York
- The City University of New York
- New York City Department of Education
- Syracuse City School District
- Yonkers Public Schools

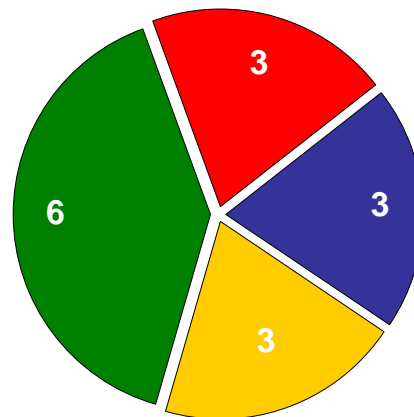
TEMPORARY TASK FORCE ON PRESCHOOL SPECIAL EDUCATION

The Task Force is on track to meet the November 15th deadline for submitting its recommendations to the Governor, Legislative leaders, and the Board of Regents.

The Task Force initially met in late June and set a rigor schedule that included: monthly full Task Force and work group meetings, review of data and documents, consultation with experts and constituency groups, and a series of regional forums around the state.

The report will have recommendations targeted to: 1) improve the transition of children with disabilities from the early intervention system to preschool special education and between preschool and school-age programs as well as to enhance delivery of services to children with disabilities attending publicly-funded preK programs in the least restrictive environment; 2) improve the tuition rate-setting methodology for preschool special education programs; and 3) suggest best practices to promote the cost-effective delivery of appropriate programs and services.

Composition of the Task Force on
Preschool Special Education



■ School Districts
■ Providers

■ Counties
■ State Agencies

Co-Chairs
Rebecca Cort, SED
Kim Fine, DOB