

New York State



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May Board of Regents Information

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For the Commissioner's Report to the Board of Regents, go to:
<http://oms32.nysed.gov/comm/2009/0509commrep.htm>

For a complete listing of the reports and materials for the May Board of Regents meeting, go to: <http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509monthmat-new.html>

The Full Board discussed the following:

- **Statewide Educational Technology Plan**
- **Summer 2009 Reading Program**
- **Amendment to Section 90.3 of the Regulations of the Commissioner of Education, Relating to Coordinated Outreach Services, Family Literacy Library Services, and Adult Literacy Library Services**

EMSC Committee:

For further details and information on all of the below items, go to:

<http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509vesidcommrep.htm>

Differentiated Accountability Regulations – Emergency actions approved, effective July 1, 2009 for continuance of timely implementation of the NCLB Differential Accountability Pilot Program in the 2009-2010 school year

- so that school accountability decisions based on 2008-2009 school year assessment data are shared with the field in a timely manner;
- so that school districts and schools are provided with the necessary information to appropriately carry out their responsibilities under the NCLB;
- so that the Differentiated Accountability system of supports and interventions are provided in a timely manner.

Development of a P-16 Data System – Discussion was held on the development of a P-16 data system which included presentations from three guests (Thomas Kane of the Gates Foundation,

Tammy Battaglino of the Parthenon Group, Bob Hughes from New Visions). The Gates Foundation report included material describing three levels of data investment: benchmarking and instructional tools for teachers; benchmarking reports for principals and districts; and policy evaluation for the Board of Regents.

The Parthenon Group report focused on areas including secondary and postsecondary achievement; federal fiscal stimulus; collaborative partnerships; data elements and linkages; and subgroup achievement.

The New Visions report included graduation rates for New Visions students and provided a resource guide that presents information to school leaders and teachers to help prepare students for college. Additional updates and reports were asked to be provided as the P-16 data system initiative continues to be implemented.

VESID:

For further details and information on all of the below items, go to:

<http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509vesidcommrep.htm>

Data was shared on the vocational rehabilitation services provided by VESID.

Discussion was held with regard to the Individualized Education Program (IEP) Diploma. The Committee supported VESID's recommendations to:

- Pursue the development of an alternative credential(s) that documents the academic and career skills of students with disabilities. Next steps include benchmarking with other states.
- Issue guidance and informational material on the current regulatory requirements for the IEP diploma, including its potential limitations on post-secondary opportunities and guidance on how and when to make the decision to pursue an IEP diploma, and
- Reaffirm its 2004 policy to further encourage the use of the CTE Skills Achievement Profile.

Further discussion on this topic is scheduled for a joint EMSC/VESID meeting in June.

Higher Education:

For further details and information, go to:

<http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509hecommrep.htm>

A summary of information was provided to the Board on changes in student enrollment, persistence rates, and student performance in two- and four-year institutions. There are over 270 colleges and universities under the authority of the Board of Regents.

Data is very important to assist in developing policies related to such areas as urban education, transitions from high school to college, transfers between two- and four-year institutions, and improved preparation of teachers and school leaders.

The State Education Department gathers and assesses data relating to both P-12 education and higher education. Much of the data is collected from higher education institutions through the Higher Education Data System (HEDS). Other sources include the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and information from other agencies, such as the U.S. Labor Department and the New York State Department of Labor, the Higher Education Services Corporation, and the National Science Foundation.