



EMPIRE STATE SUPERVISORS AND ADMINISTRATORS ASSOCIATION

Supporting school leaders, every day.

Summary of February 2024 Board of Regents Meeting

Topics covered during the meeting include:

- *My Brother's Keeper (MBK) Program*
- *Overview of Governor's 2024-25 Executive Budget Proposal*
- *Administrator and Teacher Certification Reforms*
- *Free School Meals for all Students Update*
- *Academic and Linguistic Demands for English Language Learners*

The Board of Regents conducted their monthly meeting on Monday, February 12th and Tuesday, February 13th. **Regent Judith Chin** opened the meeting by recognizing February as the month in which the **Lunar New Year** is celebrated.

Chancellor Lester Young then recognized February as **Black History Month** and used it as a framework to introduce the opening discussion which focused on the **My Brother's Keeper** initiative.

- **My Brother's Keeper**

Deputy Commissioner, Angelique Johnson Dingle, and Assistant Commissioner for the Office of Access, Equity, and Community Engagement Services, Anael Alston, facilitated a presentation highlighting the progress and successful growth of the **My Brother's Keeper (MBK) Program**. Initiated in 2014, with the support of President Obama after the murder of Travon Martin, MBK works to address persistent opportunity gaps and enhance educational opportunities for boys and young men of color. Currently, New York State is the only state in the nation to fund a statewide MBK program.

Successes and milestones of MBK were reviewed and highlighted. Also noted during the presentation was the fact that several communities have expanded their programs to **My Sister's/Brother's Keeper Programs (MSBK)** to offer the same opportunities to young women.

Below you will find the link to the slides that were presented during the discussion. The second link provides access to download a recently published booklet that includes a comprehensive history of the MBK initiative.

<https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20On%20a%20Path%20to%20Educational%20Equity%20-%20The%20Story%20of%20My%20Brother%27s%20Keeper%20MBK%20in%20New%20York%20State.pdf>

<https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20On%20a%20Path%20to%20Educational%20Equity%20-%20The%20Story%20of%20My%20Brother%27s%20Keeper%20MBK%20in%20New%20York%20State.pdf>

- **Overview of Governor's 2024-25 Executive Budget Proposal**

Members of the NYSED Budget Committee discussed key components of the Governor's NYS Budget proposal as they relate to public education. Budget requests that were included in the Board of Regents Proposal were compared with the items included in the Governor's proposal.

Key Board of Regents priorities **NOT** currently funded in the Governor's proposed Executive Budget include:

1. Increased Support for districts with implementing the **Free and Appropriate Public Education (FAPE) Law** that obligates districts to support students with disabilities past the age of 21.
2. Increased Foundation Aid.
3. Increased aid for districts with large enrollment growth due to the influx of immigrant students.
4. Career and Technical Education (CTE) enhancements.
5. Support for the reevaluation of the Foundation Aid Formula.
6. Support for teacher and educational leader development.

The link below includes the slides referenced in the presentation.

<https://www.regents.nysed.gov/sites/regents/files/SA%20-%20Review%20of%20the%202024-2025%20Executive%20Budget.pdf>

- **Administrator and Teacher Certification Reforms**

The **NYSED P-20 Education Workgroup** met to discuss potential strategies aimed at reforming the teacher and administrator certification process. Their goal is to provide more equity and access for prospective teachers and educational leaders to enter and remain in the profession.

Some of the key ideas and concerns presented during the discussion include:

1. Due to the teacher shortage across the State, many teachers are teaching courses outside of their certification areas.
2. Districts are experiencing significant difficulty filling teacher vacancies.
3. While NYSED has implemented several flexibilities with the certification requirements, there is a still a critical need to expand what is currently in place.
4. More comprehensive data is now being collected to better assess the specific teacher shortage areas that need to be addressed.
5. There needs to be a greater emphasis on working to build more diversity into the teacher and educational leader workforce.
6. The NYSED certificate approval process needs to be both simplified and modernized.
7. Chancellor Lester Young believes the issues relating to the shortage of school leaders is different than the issues related to the teacher shortage and that they must be looked at separately.
8. Chancellor Young asked if specific data is collected to monitor the numbers of applicants for teaching and administrative vacancies across the State. NYSED staff responded that, at this time, they have data on the number of individuals who apply for NYSED certification but do not have the capacity to monitor job applicant numbers.

Potential recommendations for future consideration by the workgroup included:

1. Replace the current administrator **School Building Leader (SBL)** and **School District Leader (SDL)** certificates with a new, single **Professional Administrator Certificate** that includes both building and district level competencies. Under this proposal, the current **School District Business Leader (SDBL)** certificate would remain the same.
2. Increase the number of approved content area specialty test options available to teacher candidates.
3. Change the current **Teacher Assistant (TA)** certification progression to reflect the current Initial and Professional teacher certification model.
4. Allow one year of experience under the **Professional TA certificate** to satisfy the student teaching requirement for teacher certification through the Individual Evaluation pathway.
5. Provide multiple options, outside of earning a Master's Degree, for teachers to complete the education requirement for the Professional Certificate. Suggested alternatives included achieving National Board Certification or completing acceptable graduate courses or NYSED approved competency-based microcredential options.
6. Expand Transitional Teacher Certificate options for individuals who do not meet the requirements for an Initial certificate, but possess the requisite occupational experience in the specific content area(s).
7. Increase the number of teachers who are dual certified in more than one content area by reducing the number of semester hours required for core content certification from 30 credit hours to 18 credit hours.

At the end of the discussion, it was emphasized that the Workgroup is currently exploring various ideas and not proposing regulation changes at this time. Regent Roger Tilles cautioned that the group needs to be careful not to fall into the trap where public perception is that NYSED is making it easier to become a teacher or educational leader. He stressed that any new options which are proposed must be able to prove that they are not compromising the standards we have for educator preparation.

The link below includes the slides that were referenced during the P – 20 Workgroup discussion.

<https://www.regents.nysed.gov/sites/regents/files/P-20%20WG%20-%20February%202024%20P-20%20Education%20Work%20Group%20-%20Certification%20Reform.pdf>

- **Free School Meals for all Students Update**

The Board was updated on data relating to the **Free School Meals initiative**. Currently, more than 85% of New York's students (2.35 million students) in 26 counties have access to school meals at no cost.

<https://www.regents.nysed.gov/sites/regents/files/P-12%20-%20New%20York%20State%20Free%20School%20Meals%20Update.pdf>

- **Academic and Linguistic Demands for English Language Learners**

Academic Linguistic Demands (ALDs) supports access to the Next Generation Learning Standards in English Language Arts (ELA) for English Language Learners (ELLs). Staff members from the **Office of Bilingual Education and World Languages** updated the Board on the development and implementation of the many instructional approaches.

The major themes of their work include:

1. Home Language Instruction and ALDs
2. Integrating ALDs and the Science of Reading
3. ALDs Lesson Planning Support for ELL educators
4. Prioritizing learning standards with ALDs instructional scaffold frameworks
5. Building a statewide and regional professional development network to facilitate training
6. Culturally Responsive-Sustaining Education Practices

<https://www.regents.nysed.gov/sites/regents/files/P-12%20-%20Academic%20and%20Linguistic%20Demands%20-%20Creating%20Access%20to%20the%20Next%20Generation%20Learning%20Standards%20in%20English%20Language%20Arts%20for%20Linguistically%20Diverse%20Learners.pdf>