

Coalition for Multiple Pathways to a Diploma

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December 8, 2015

Board of Regents
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Re: 2016 - 2017 State Aid Proposal

Dear Members of the Board of Regents:

We are writing in regards to the 2016 – 2017 Regents State Aid proposal that is currently being developed. The Coalition for Multiple Pathways to a Diploma is pleased to learn that the Board of Regents is considering a recommendation to increase support for Career and Technical Education (CTE) pathways. However, based on our review of the State Aid Subcommittee's November 13, 2015 memorandum, we are concerned that the amount of additional CTE funding being considered for the 2016 - 2017 fiscal year is less than the 2015-2016 fiscal year funding request. For the 2015 - 2016 fiscal year, the Board of Regents requested an additional \$89 million for CTE programs, of which \$23 million was for BOCES CTE programs and \$66 million was for non-BOCES school districts. In addition, the Board of Regents requested \$50 million in New York State settlement funds for the creation of a CTE Technology Facility Construction Fund. In contrast, the proposal for the upcoming fiscal year only seeks an additional \$65 million in CTE funding, \$24 million less than the request last year, and does not seek any settlement funds for CTE programs.

Based on our collective experience, we believe that expanding access to high-quality CTE programs has the potential to improve student engagement and contribute to improved graduation outcomes as well as college or career readiness. In order for a CTE pathway to a high school diploma to be a meaningful option for students, it is critical that adequate funding be provided to BOCES programs and the Big Five City School Districts and Non-component School Districts. Therefore, we urge you to include a request for additional CTE funding in the 2016 - 2017 State Aid proposal in the same amount as the 2015 - 2016 State Aid proposal.

Advocates for Children of New York • Alliance for Quality Education • Annenberg Institute for School Reform • ARISE Coalition • Lynn Bass, Principal, Tapestry Charter High School • David C. Bloomfield, Esq., Professor of Educational Leadership, Law & Policy, Brooklyn College and The CUNY Graduate Center • Brooklyn Defender Services • Bronx Independent Living Services • BronxWorks • Brooklyn Center for the Disabled • Brooklyn Young Mothers' Collective • Business Teachers Association of New York State • Campaign for Tomorrow's Workforce • Capital Region Refugee Roundtable • Center for Independence of the Disabled, New York • Citizens' Committee for Children of New York • Council for a Strong America • Council of Family and Child Caring Agencies • Council of New York Special Education Administrators • Valerie DeClara, Parent • Robert Dodd, New York City Special Education Teacher • Families Together in New York State • Ann Marie FitzPatrick, Parent • Flanbwayan Haitian Literacy Project • Good Shepherd Services • Roberta Grogan, Parent/Advocate • Lorri Gumanow, Parent and Special Educator • Holly Gurnick, Parent • Shelley Hubal, Parent • Jill Lewis-Flood, Parent • Meghan Healy • INCLUDEnyc • Internationals Network for Public Schools • Lawyers for Children, Inc. • Learning Disabilities Association of New York State • Long Island Advocacy Center • Long Island Communities of Practice • Noreen Maher, Parent • Diana Mendez, Parent • Marc Anthony Mendez • Mental Health Association of New York City • Neighborhood Family Services Coalition • New York Lawyers for Public Interest • New York Performance Standards Consortium • New York State Association for Bilingual Education • New York State Coalition of 853 Schools • New York State Community of Practice on Family, School and Community Collaboration • New York State Disabilities Advocacy Association and Network • New York State Independent Living Council, Inc. • New York State Rehabilitation Association • New York State Teachers of English to Speakers of Other Languages • NY Stop Grad HST • Regina Paleau, Parent • Parent to Parent New York, Inc. • Queens Community House • Lynn Russo, Parent • Tracey Shannon, Parent • Sinergia Metropolitan Parent Center • The Advocacy Center • United We Stand • Upward Bound • Metropolitan Center for Research on Equity and the Transformation of Schools • Marcia Vogel, Parent/Advocate • YOUTH POWER!

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In addition, we note that sufficient funding is critical in order to ensure that all students, including students with disabilities and English Language Learners (ELLs), have equitable opportunity to benefit from participation in high-quality CTE programs. Our coalition has highlighted some of the barriers to CTE instruction that students with disabilities and ELLs face along with recommendations for improving access to CTE programs in a paper that we have previously shared with the Board of Regents. We encourage you to revisit our recommendations, which can be found [here](#), and ensure that increased funding for CTE programs includes supports for improving access to high-quality CTE programs for all students.

If you have any questions or would like to discuss these issues further, you can reach me at 212-822-9502.

Sincerely,



Abja Midha
Coalition Coordinator