

At the Educational Crossroads

A Report on Education
Reform Efforts in NYS

From Members of the
Assembly Minority Conference

BRIAN M. KOLB
Assembly
Minority Leader

EDWARD P. RA
Ranking Minority
Member of the
Education Committee

AL GRAF
Member of the
Education Committee



Assemblyman Ed Ra talking to an attendee at the Old Westbury Forum.

EXECUTIVE SUMMARY

The implementation of the Common Core Standards has led New York State's education system to a critical crossroads. Members of the Assembly Minority Conference, after hearing the passionate testimony of parents, students, teachers, and administrators from across the state, find that we must put the brakes on the modules and testing, and overhaul Common Core using teacher and expert input, or remove the standards altogether.

New York State's education system is subject to changing policy, increasing expectations, and thinning support. Teachers have become mere "test-preppers," bracing their students for an endless barrage of exams. Students are faltering under the stress of these tests and the negative culture they create in our classrooms. Individual Education Plans (IEP) for children with special needs are being ignored or disregarded due to ill-advised and unclear policies. Administrators are trying to adapt to the changes, but many districts have rigid financial constraints that prohibit them from developing Common Core-aligned curriculum locally or providing sufficient professional development. As a result, many districts were forced to rely on and adopt the flawed state modules. The rollout of Common Core has been a failure and there is no consistency in curriculum from school district to school district. The Common Core Standards, as adopted by New York State, are heightening these pre-existing problems and creating new roadblocks for New York's school districts.

Moving forward requires engaging our educators and parents in a dialogue about the future of New York's schools. They live and breathe education every day, and they are the ones who can help during these troubling times. That is why members of the Assembly Minority Conference held forums to discuss the issues facing our schools, including the Common Core Standards, teacher evaluations, school funding, and student privacy.

Eleven forums were held throughout the state with members of the local community invited to provide testimony. Assemblyman Ed Ra, Ranking Minority Member of the Assembly Education Committee, and Assemblyman Al Graf, a member of the Assembly Education Committee, traveled the state to listen to the concerns and needs of educators and parents. They were joined by other members of the Assembly Minority Conference.

This report is the culmination of these forums and the shared concerns of communities across the state. The input given by teachers, administrators, members of the business community, parents, professors, and psychologists was critical in the effort to create this report.

The report highlights significant problems and offers potential solutions in six areas: Curriculum, Data Collection, Teacher Support, Funding, Student Anxiety, and Special Education. The report concludes with recommendations that aim to alleviate the pressure placed on school districts, lessen the anxiety of students, encourage collaboration between the state and local educators, protect the privacy of our children, and reduce the damage done by the hasty rollout of the Common Core Standards.

SUMMARY OF FINDINGS & SOLUTIONS

➤ Curriculum

Many who testified voiced their support for the idea of higher standards. Even with this broad support for higher standards, educators and parents from across the state expressed their very real concerns about Common Core. One area of concern was the suggested curriculum modules provided through the EngageNY website. Other common issues with the curriculum include the shift away from literary fiction to denser non-fiction, the hyper-focus on ELA and Math, the limited support from SED, and the degradation of local control of curriculum development. Teachers further expressed concerns with its impact on students faced with the challenges of learning English as a second language or children from economically-distressed households unable to access supplemental resources.

Although the state-provided curriculum modules were only suggestions, many school district officials testified that due to time and fiscal constraints, they were forced to adopt the curriculum modules or had little time to properly adapt the modules. The school districts that expressed the least trouble with the new standards were those that had the capacity to develop curriculum locally and tailor new materials to their school district's needs. For schools that lacked the resources to locally adapt curriculum, Common Core was only as good as the modules provided on the EngageNY website.

Administrators and teachers also criticized SED's uneven support of curriculum development, pointing at cases where supporting materials were not made available in a timely manner. The state spent millions of dollars developing these curriculum modules, but teachers decried the poor quality of the modules, which they said were riddled with errors. Both parents and teachers questioned the appropriateness of what was covered in the curriculum modules, citing issues of material being developmentally inappropriate, such as suggested readings for elementary school children that delved into the war in Afghanistan.

Another frequent concern was the shift from literary fiction to non-fiction materials. Teachers were worried that teaching less literary fiction would deprive students of the personal connection to learning and the social lessons fostered by works of fiction. This issue was indicative of a larger concern that Common Core and its associated curriculum is dehumanizing education and not inspiring a love of learning.

"A FIRST GRADE ELA MODULE FROM SED SAID THAT READING AND WRITING SHOULD BE TAUGHT THROUGH THE CONTENT OF ANCIENT MESOPOTAMIA."

- NADIA RESNIKOFF, PRESIDENT,
MIDDLE COUNTRY TEACHERS'
ASSOCIATION

SOLUTIONS

- Stop the rushed implementation and take time to properly evaluate the Common Core State Standards.
- Provide technical and fiscal support to school districts, allowing them to locally develop their curriculum.
- Provide reimbursement to districts for successful development of local curriculum aligned to the Common Core Standards.
- Include teachers in the development of modules, thereby ensuring age/developmentally-appropriate, student-friendly, and classroom-ready curriculum.
- Encourage SED to help schools to locally adapt/adopt curriculum by identifying and distributing best practices.
- Create an online resource that includes instructional materials for parents to coincide with learning modules, thereby better enabling them to help their children with the new standards.



SUMMARY OF FINDINGS & SOLUTIONS

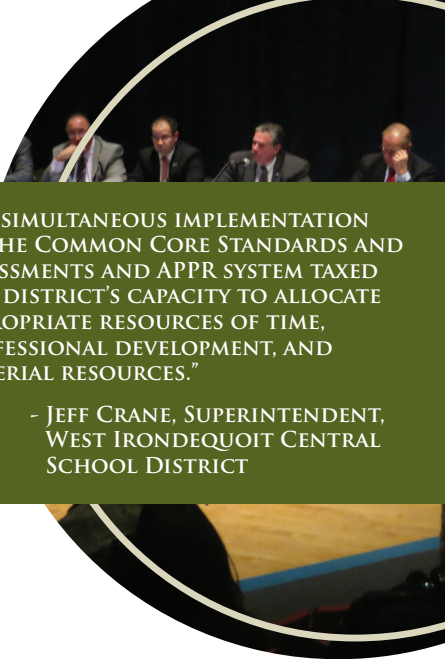
➤ Teacher Support

Educators throughout the state discussed potential problems resulting from the simultaneous implementation of the Common Core Standards, the accompanying assessments, and the Annual Professional Performance Review (APPR). These massive undertakings impact not only the operation of the school district, but also classroom instruction. Many teachers feel that because of the rushed implementation, they did not receive the professional development, supporting materials, or the assistance necessary to properly instruct their students. One speaker said that in mid-September, 78 percent of schools in New York City had not received all or part of the Common Core ELA materials.

One widespread issue was that teachers did not receive enough professional development. The new standards require students to think differently, and that requires teachers to teach differently. This change in approach requires training to help teachers adopt new strategies, create new lessons, and become familiar with new material.

Both administrators and teachers spoke about the challenges of APPR. The teacher evaluation system has placed fiscal and time constraints on school districts, limiting their ability to support teachers through professional development and locally-adapted curriculum. APPR has fed into the anger directed at over-testing. Common Core does not implement new state assessments, yet many parents see their children being tested more than ever. While some of this new testing may be associated with preparation for new Common Core exams, a large portion of it is due to APPR. School districts adopted more tests to meet the requirements of the teacher evaluation law, with some districts establishing pre- and post-test models where students are tested in the fall and again at the end of the academic year to measure growth.

APPR also has placed added emphasis on preparing students for exams. This emphasis has deteriorated students' classroom experience and forced teachers to teach to the test. Teachers are now being evaluated on students' performance on new exams based on new standards and new curriculum. Student academic performance is the product of so many factors outside of a teacher's control (parental participation, native ability, and socioeconomic status) that adding the rapid implementation of new standards and new exams to that list is unfair. The focus on test results for the purpose of teacher evaluations puts special education teachers at a particular disadvantage.



"THE SIMULTANEOUS IMPLEMENTATION OF THE COMMON CORE STANDARDS AND ASSESSMENTS AND APPR SYSTEM TAXED OUR DISTRICT'S CAPACITY TO ALLOCATE APPROPRIATE RESOURCES OF TIME, PROFESSIONAL DEVELOPMENT, AND MATERIAL RESOURCES."

- JEFF CRANE, SUPERINTENDENT,
WEST IRONDEQUOIT CENTRAL
SCHOOL DISTRICT



SOLUTIONS

- Provide funding for professional development to enable our teachers to be supported, prepared, and successful.
- Slow down the process, giving school districts and SED time to provide necessary materials and support to meet the challenges of Common Core.
- Encourage SED to help school districts reduce testing associated with APPR by identifying and distributing best practices.
- Eliminate the use of single standardized testing as a means of making growth decisions for students and teachers.

SUMMARY OF FINDINGS & SOLUTIONS

Funding

The requirements associated with the Common Core Standards have resulted in school districts having to redistribute limited resources. The standards come at a time when school districts are constrained by a property tax cap and a constituency fed up with rising property taxes. The most widespread concern was the lack of federal and state funding provided to support school districts with the implementation of the Common Core Assessments.

Many speakers criticized the federal and state governments for failing to fund the costs of testing, curriculum material, and teacher training. Many school districts also are worried about the impending increase in technology costs as the Partnership for Assessment of Readiness for College and Careers (PARCC) online assessments are implemented in the near future.

Funding concerns were not just centered on the Common Core Assessments. Other mandates imposed on school districts also were discussed, including the controversial federal Race to the Top funding. Many speakers agreed that the costs of implementing its requirements outweigh the incentives received. Many also felt that, because the Common Core Standards were not field-tested before being implemented, funding that could have been used in other areas is being spent on standards that haven't yet been proven effective.

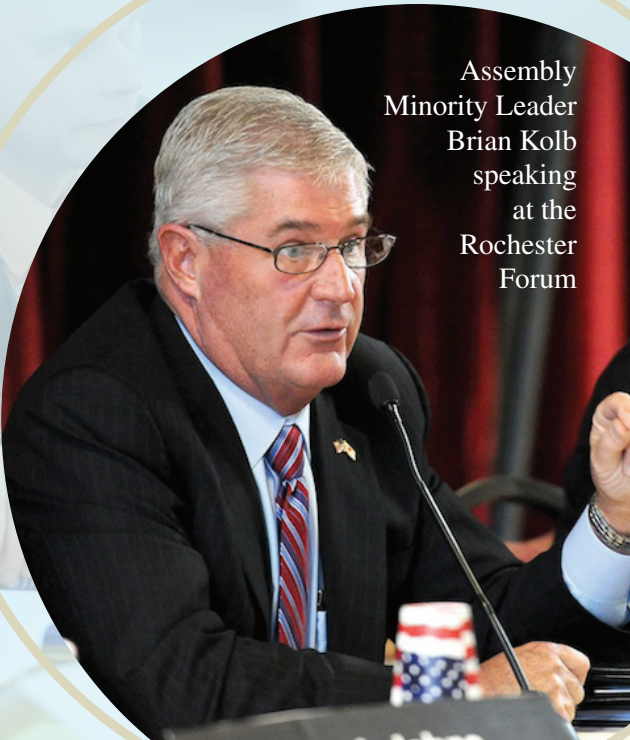
Finally, the enacted Gap Elimination Adjustment (GEA) was mentioned at the forums. While the State Legislature provided two years' worth of restorations, discontinuing this formula must be discussed. Some argued that a repeal of the school aid reduction would allow school districts to direct additional increases in State Aid to support curriculum changes.

SOLUTIONS

- > Eliminate the Gap Elimination Adjustment (GEA).
- > Elimination of the GEA will provide relief to school districts, allowing them to direct the restoration of funds to mandates imposed on districts.
- > Reduce the impact of other mandates placed on school districts such as the required annual teacher evaluations.
- > Dedicate additional federal and/or state resources to teacher support and classroom materials.
- > Provide reimbursement to districts for successful efforts to develop local curriculum aligned to the Common Core Standards.

" IN SAYVILLE ALONE, NYS TESTING COSTS THE TAXPAYERS ONE-QUARTER OF A MILLION DOLLARS."

- DR. WALTER SCHATNER, SUPERINTENDENT, SAYVILLE UFSD



Assembly
Minority Leader
Brian Kolb
speaking
at the
Rochester
Forum

SUMMARY OF FINDINGS & SOLUTIONS

➤ Student Anxiety

The introduction of Common Core throughout the state has increased anxiety among children at every grade level. Parents, social workers, and school psychologists testified about many behavioral problems in students. Speakers agreed that testing, when used appropriately, can measure student performance and help teachers gauge how effective their teaching methods and material are.

However, the introduction of rigorous testing and a new curriculum that many feel is no longer age/developmentally-appropriate has had a detrimental impact on students. As a result, some school psychologists have seen children display anxiety before and after testing. The Common Core curriculum is not the only issue creating a heightened level of anxiety. The recently-created teacher evaluation system, coupled with new standards, has put further pressure on teachers, resulting in increased anxiety in the students they teach. The curriculum assumes students understand an advanced learning model, which leads to student confusion and increases the students' stress levels.

Lengthy exams and field-test questions that have been introduced also add to students' anxiety. These field-test questions extend test time and prevent some students from finishing their exams. This puts pressure on students and impacts their performance.

There were many firsthand accounts by parents whose children no longer desire to attend school. Several children who were honor roll students in the past had lower grades under the new curriculum. As a result, these students felt increased pressure to improve their grades and were forced into unnecessary remedial classes.

"THEY (STUDENTS) WERE THROWING TANTRUMS, BEGGING TO STAY HOME, AND UPSET EVEN TO THE POINT OF VOMITING."

- MARIA CALAMIA,
LICENSED CLINICAL
SOCIAL WORKER



SOLUTIONS

- > Testing should be treated as a gauge for student growth and not be used as the sole basis for instructional placement, promotion, or graduation.
- > The curriculum should be phased in at a pace that allows students to learn at the appropriate grade level to lessen the level of anxiety placed on them.
- > There should be a greater emphasis on reducing testing time.
- > Field-test questions should come at the end of state exams to allow students to focus on necessary test questions and provide appropriate time for students to finish testing.



SUMMARY OF FINDINGS & SOLUTIONS

➤ Special Education

The Common Core Standards rely on a dangerous assumption that all students learn the same way. Special needs students require different learning experiences tailored to their unique needs. What parents and teachers made clear was that special education relies on flexibility. Being able to mold an educational experience around the needs of a student is a hallmark of effective special education.

One of the most pressing issues is that students are required to be tested at their grade level as opposed to their developmental level. This puts students under the Common Core with disabilities at a tremendous disadvantage. Parents and teachers believe this federal mandate, requiring testing at grade level, forces students to take exams that they are not capable of completing. Additionally, parents are concerned that the quick jump from the traditional curriculum to the Common Core Standards has left their children behind. Students who once thrived are now having a hard time adjusting to the new standards and curriculum, and are actually regressing as opposed to progressing.

Students are being asked to do too much too quickly. The result of this rapid acceleration has caused anxiety and anger which has led to an increase in behavioral and emotional issues at home and in the classroom. This change is frustrating and perplexing children, hampering their confidence and love of learning.

Parents believe their children's rights are being infringed upon. They believe the one-size-fits-all approach violates their children's rights under the Individuals with Disabilities Education Act (IDEA). Parents worry that their children's Individualized Education Plan (IEP) is being superseded by federal testing requirements and harsh classroom realities. Teachers are not able to appropriately tailor materials to their students' needs, and schools do not have the necessary resources because of the chaos created by the transition to Common Core. Parents and educators believe that students with disabilities are falling through the cracks created by the Common Core Standards, the over-reliance on testing, and the lack of support for our schools.

SOLUTIONS

- Reassert that a student's IEP is the supreme document when it comes to determining the education of a child with special needs.
- Require that decisions about testing levels are determined by the IEP team.
- Convene a workgroup to analyze the Common Core Standards, develop methods for differentiated instruction for special-needs students, and identify best practices.
- Encourage and expedite federal waivers of testing restrictions for students with disabilities and English language learners.
- Provide opportunities for differentiated instruction and create rubrics for children with learning disabilities to adhere with laws governing IEP plans.



“NO TWO CHILDREN, EVEN ON THE SAME SPECTRUM, ARE ALIKE.”

- MONICA KOUNTER, PARENT AND EDUCATOR

SUMMARY OF FINDINGS & SOLUTIONS



Data Collection

The dialogue became heated when parents shared their deep and personal concerns about student data collection. Feeling that both parental and student rights are being trampled, parents throughout the state believe they should be able to opt their child out of any data collection they deem unnecessary or harmful. Of the utmost concern was the fact that this information was going to a private corporation and could be used to exploit their children. Further, they questioned the security of the cloud in which this information was to be stored, especially when the data collected consists of more than 400 different data points. The privacy and security of student information concerned nearly all who testified.

Parents voiced their concerns about recent changes in FERPA laws, which have expanded the data available to third-party vendors without parental consent. Parents believe, and we agree, that they have the right to decide whether or not their child's personal and academic information should be shared. Many worried about the security risks associated with the sharing of this data, while others were concerned about how this data could affect their children throughout their lives. Some pointed to situations where future employers could potentially have access to these extensive student data profiles and view a person's disciplinary records, health records, and detailed academic records. Parents questioned whether it was fair to judge someone by what they did and who they were as a child. Further, there were many concerns about a direct violation of HIPAA as a result of collecting data from students with Individual Education Plans (IEPs).

The target of many parents' ire is inBloom, a non-profit organization backed by the Bill and Melinda Gates Foundation that entered into a contract with New York State to provide encrypted data storage and non-proprietary platform services. To many, inBloom exemplifies the unnerving connection between private industry and public education. Parents are extremely concerned about their children's data being shared with third-party and for-profit vendors.

In 2013, the Assembly passed two bills (A.6059-A, A.7872-A) aimed at addressing the issue of the privacy and security of student data. A.6059-A limits the disclosure of personally-identifiable student information and requires parental consent prior to disclosure. A.7872-A grants parents the right to refuse to disclose personally-identifiable student information.

"THIS SYSTEM CONTAINS NAMES, ATTENDANCE RECORDS, DISCIPLINARY HISTORIES, ADDRESSES, TEST SCORES, AND INFORMATION ON OUR STUDENTS' LEARNING DISABILITIES ALL IN ONE 'CONVENIENT' LOCATION."

- SHAWN REDMORE, TEACHER,
D.S. RAY MIDDLE SCHOOL

SOLUTIONS

- > Require that parents must consent to any disclosure of student information to a third party and provide the right for a parent to opt their child out of any student data collection policy or program.
- > Demand strict privacy protection and create uniform standards and protocols for data security.
- > Only allow third parties under the direct control of the school district to obtain student data.
- > Provide increased funding for data collection mandates.
- > Limit the number of data points to a minimal number necessary to evaluate student progress.











Assemblyman
Al Graf speaking
at the Troy Forum.



CONFERENCE RECOMMENDATIONS

The outpouring of concern and the devotion exhibited was inspiring. The challenges we face are real, but with the continued dedication of our educators and parents, those challenges will be met. We must support our school districts by increasing funding. We must offer teachers the proper support so they can continue to provide a world-class education to New York's students. It is imperative that we protect our students' privacy and shield them from anxiety. It is the state's job to provide schools with support, resources, and guidance, and ensure our students receive the best educational opportunities and experience possible.

Option 1 - Introduce the Achieving Pupil Preparedness & Launching Excellence (APPLE) Plan -

-  **Evaluate State Assessments and Curriculum** – Prevent the State Education Department from requiring schools to use Partnership for Assessment of Readiness for College and Careers (PARCC) assessments until a comprehensive review of the Common Core Standards and PARCC is considered. Upon review of the state assessments and curriculum, the new standards would be phased in on a grade-by-grade level, starting in first grade.
-  **Funding Equity** – Eliminate the GEA over three years. Provide state reimbursement for implementing teacher evaluations, Common Core, and PARCC. Provide reimbursement for school districts that expended resources to locally develop curriculum aligned to the Common Core Standards.
-  **Teacher Preparedness** – Place a higher priority on providing professional development for instruction on the Common Core curriculum and the administration of the PARCC assessment.
-  **Teacher Involvement** – Create an independent teacher panel to develop, review, and approve age/developmentally-appropriate curriculum and assessments based on Common Core guidelines. Give teachers access to test results to provide feedback to students.
-  **Restrict the Use of Student Data** – Limit the disclosure of student information by a school district or private school to those directly under the control of the district. Require written parental consent or written consent of an eligible student (those who are 18) prior to any information being disclosed to a contractor, consultant, or other third party.
-  **Equity for Special Education Students** – Require testing to be conducted at the level decided on by the IEP team. Convene a workgroup to analyze the Common Core Standards, develop methods for different instruction for special-needs students, and identify best practices.
-  **21st Century Pathways** – Create alternate pathways to a high school diploma including a Career and Technical Education pathway. Increase state funding for BOCES, thereby making BOCES a resource for school districts rather than a financial burden. Encourage the incorporation of instruction in career and technical skills in the classrooms.
-  **Revamp State Education Department** – Allow the Governor to appoint the Commissioner of Education. Require any changes by the Board of Regents that impose an unfunded mandate on schools to be approved by the State Legislature and Governor.

Option 2 - Full repeal of Common Core -

- A.7994 (Graf)/S.6267 (Ball)** – Withdraw New York State from the Common Core and Race to the Top programs.

APPENDIX

EDUCATION FORUM EVENT SUMMARY – BRENTWOOD

- WHEN:** Thursday, October 10, 2013 from 4:00 p.m. to 8:00 p.m.
- WHERE:** Van Nostrand Theatre, Sagtikos Arts & Sciences Building
Suffolk Community College, Crooked Hill Road, Brentwood
- MEMBERS:** Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Dave McDonough, Education Committee Member
Assemblyman Michael Fitzpatrick
Assemblyman Andrew Garbarino
Assemblyman Chad Lupinacci
Assemblyman Andrew Raia
Assemblyman Joseph S. Saladino
- GUESTS:** 150 guests and 17 speakers
- VIDEO:** <http://youtu.be/InSIijVSiCw>

EDUCATION FORUM EVENT SUMMARY – OLD WESTBURY

- WHEN:** Thursday, October 24, 2013 from 4:00 p.m. to 8:00 p.m.
- WHERE:** Duane L. Jones Recital Hall, SUNY Old Westbury
223 Store Hill Road, Old Westbury
- MEMBERS:** Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Dave McDonough, Education Committee Member
Assemblyman Joseph S. Saladino
Assemblyman Michael Montesano
Assemblyman Brian Curran
- GUESTS:** 61 guests and 18 speakers
- VIDEO:** Part 1: http://youtu.be/t6MY_KCbbg0
Part 2: <http://youtu.be/zypv2ymrELE>

APPENDIX

EDUCATION FORUM EVENT SUMMARY – STATEN ISLAND

WHEN: Tuesday, November 12, 2013 from 7:00 p.m. to 9:00 p.m.
WHERE: Intermediate School 24, 225 Cleveland Avenue, Staten Island
MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Joe Borelli
Assemblywoman Nicole Malliotakis
GUESTS: 100 guests and 11 speakers
VIDEO: <https://www.youtube.com/watch?v=2-8e98NRpB4>

EDUCATION FORUM EVENT SUMMARY – WAPPINGERS FALLS

WHEN: Wednesday, November 13, 2013 from 6:00 p.m. to 8:00 p.m.
WHERE: Van Wyck Junior High School Auditorium, 6 Hillside Lake Road, Wappingers Falls
MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Kieran Michael Lalor, Education Committee Member
GUESTS: 190 guests and 22 speakers
VIDEO: <http://www.poughkeepsiejournal.com/article/20131114/NEWS01/311140017>

EDUCATION FORUM EVENT SUMMARY – BALDWINSVILLE

WHEN: Monday, November 18, 2013 from 4:30 p.m. to 6:30 p.m.
WHERE: Charles W. Baker High School Auditorium, 29 East Oneida Street, Baldwinsville
WHO: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Will Barclay
Assemblyman Robert C. Oaks
Assemblyman Gary D. Finch
GUESTS: 72 guests and 27 speakers
VIDEO: Part 1: <http://youtu.be/MJUH0xUaoW0>
Part 2: <http://youtu.be/Mu9QCP4TDs8>
Part 3: <http://youtu.be/T79OyasE-9k>
Part 4: <http://youtu.be/DLJgGQwznr4>
Part 5: <http://youtu.be/GuMy254Za9U>

APPENDIX

EDUCATION FORUM EVENT SUMMARY – AKRON

- WHEN: Tuesday, November 19, 2013 from 6:00 p.m. to 8:00 p.m.
- WHERE: Akron High School Auditorium, 47 Bloomingdale Avenue, Akron
- MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblywoman Jane Corwin, Education Committee Member
Assemblyman Joseph Giglio
Assemblyman Steve Hawley
Assemblyman Raymond Walter
Assemblyman David DiPietro
- GUESTS: 109 guests and 17 speakers
- VIDEO: <http://youtu.be/PmtYhMy2jIA>

EDUCATION FORUM EVENT SUMMARY – ROCHESTER

- WHEN: Wednesday, November 20, 2013 from 4:00 p.m. to 6:00 p.m.
- WHERE: Memorial Art Gallery of the University of Rochester
500 University Avenue, Rochester
- WHO: Assembly Minority Leader Brian M. Kolb
Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Robert C. Oaks
Assemblyman Steve Hawley
Assemblyman Mark Johns
Assemblyman Bill Nojay
- GUESTS: 71 guests and 24 speakers
- VIDEO: <http://youtu.be/5KIVgi92RkM>

APPENDIX

EDUCATION FORUM EVENT SUMMARY – NEW HARTFORD

WHEN: Monday, November 25, 2013 from 4:00 p.m. to 7:00 p.m.
WHERE: New Hartford BOCES Learning Center, 4747 Middle Settlement Road, New Hartford
MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblywoman Claudia Tenney, Education Committee Member
Assemblyman Marc W. Butler
GUESTS: 61 guests and 21 speakers
VIDEO: <http://youtu.be/NCtXsqODGnA>

EDUCATION FORUM EVENT SUMMARY – LOWVILLE

WHEN: Tuesday, December 3, 2013 from 4:00 p.m. to 6:00 p.m.
WHERE: Lowville Academy Auditorium, 7668 State Street, Lowville
MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Ken Blankenbush
Assemblyman Marc W. Butler
GUESTS: 48 guests and 9 speakers
VIDEO: <https://www.youtube.com/watch?v=qxwttlY8fiU>

EDUCATION FORUM EVENT SUMMARY – CORNING

WHEN: Thursday, December 5, 2013 from 4:00 p.m. to 7:00 p.m.
WHERE: Corning East High School Cafeteria, 201 Cantigney Street, Corning
MEMBERS: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Phil Palmesano
Assemblyman Christopher S. Friend
GUESTS: 300 guests and 40 speakers
VIDEO: Part 1: <http://www.youtube.com/watch?v=p5yng8fVJYE>
Part 2: <http://www.youtube.com/watch?v=NVRzrcus9go>

APPENDIX

EDUCATION FORUM EVENT SUMMARY – TROY

- WHEN: Wednesday, December 18, 2013 from 5:30 p.m. to 8:30 p.m.
- WHERE: Maureen Stapleton Theater, Hudson Valley Community College
80 Vandenberg Avenue, Troy
- WHO: Assemblyman Ed Ra, Ranking Minority Member, Education Committee
Assemblyman Al Graf, Education Committee Member
Assemblyman Steve McLaughlin, Education Committee Member
Assemblyman Jim Tedisco
Assemblyman Pete Lopez, Education Committee Member
- GUESTS: 36 guests and 12 speakers
- VIDEO: <http://www.youtube.com/watch?v=L7IYTHyCLzE>

For additional copies of this report, please visit bit.ly/educationalcrossroads