



TO: P-12 Education Committee
Higher Education Committee

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SUBJECT: Perkins V State Plan Development

DATE: March 28, 2019

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SUMMARY

Issue for Discussion

Staff will provide an update on the development of New York State's Perkins V Plan as required in the Carl D. Perkins Career and Technical Education Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act of 2018.

Reason for Consideration

Update on activities.

Proposed Handling

This issue will come before a joint meeting of the P-12 Education Committee and Higher Education Committee for discussion at the April 2019 Board of Regents meeting.

Background Information

The 2006 reauthorization of Perkins created opportunities for states to improve quality to career and technical education (CTE). The Board of Regents took bold steps over the next decade to implement New York's Perkins IV plan, which aligned to existing Regents policies. Implementation priorities and action steps were identified in New York's 2008 Future Directions Initiative for CTE. The next decade led to milestones that included:

- Substantive changes in NYSED’s CTE program approval process that increased the number of integrated academic credits available to students from four to eight, which provided more flexibility and time in student schedules to complete in-depth CTE studies;
- A CTE graduation pathway;
- A CDOS credential to replace the IEP diploma;
- 4+CDOS graduation option;
- CTE teacher transitional certification options; and
- Revised middle level CTE requirements.

Purpose of Perkins V: Strengthening Career and Technical Education for the 21st Century Act

Perkins V, the Strengthening Career and Technical Education for the 21st Century Act, focuses on improving access to quality secondary and postsecondary CTE programs. To strengthen equity in access for all students, Perkins V requires that grantees identify and fund activities that address performance gaps across student groups and program types. To do this, Perkins funds must be used to grow CTE programs in which students build strong academic, technical, and employability knowledge and skills while engaging in an in-depth study of an occupational area. Strong CTE programs are developed and delivered so that all learners can demonstrate the achievement of state learning standards. Perkins V sets forth a series of benchmarks for quality secondary and postsecondary programs that include:

- integration of rigorous academics in all CTE instruction to build programs that link secondary and postsecondary education (including college and non-college credentials, certifications, and licensing);
- support for partnerships between secondary, postsecondary, local workforce, boards, business and industry;
- career exploration and preparation for high-skill, high-wage or in-demand occupations;
- focus on increasing employment opportunities for populations who are chronically unemployed or underemployed including individuals with disabilities, English language learners, individuals from families with economic insecurity, youth who are in or have aged-out of the foster care system, and homeless individuals; and
- strategies developed to assess and improve the quality of CTE instruction, guidance and program administration.

CTE Participation in New York State Secondary and Postsecondary Schools

Secondary

2017-18 CTE enrollment data for secondary CTE students is as follows:

- Number of CTE participants and concentrators: 206,483

Participants are students who take at least 1 CTE credit. Concentrators are students who take at least 2 CTE credits, but not necessarily within a CTE approved program.

- Number of approved CTE programs: 1,140
- Number of students in approved CTE programs: 143,846
 - Approved CTE programs
 - consist of at least 3.5 credits in CTE
 - have postsecondary articulation agreements that provide students with direct benefit (e.g., college credit or advanced standing);
 - offer students work-based learning opportunities;
 - culminate in a three-part technical assessment that meets current industry standards; and
 - lead to the technical endorsement on a student's transcript

Postsecondary

Postsecondary data is limited to those students who are in higher education programs receiving Perkins funds. These are primarily located in community colleges:

- Postsecondary institutions receiving Perkins funds: 61
- Postsecondary-level students in funded CTE programs: 175,641

Funding

The current funding level for **NY Perkins IV** in the July 1, 2018 to June 30, 2019 program year is \$53,755,537. Funding for 2019-2020 fiscal year (the first year of Perkins V) is estimated to be \$56,898,437.

Perkins requires that states distribute 85 percent of funds to local recipients by formula (both secondary and postsecondary). At the secondary level, allocations are determined by U.S. Census data and at the postsecondary level, allocations are determined by enrollment. New York's past funding practice has been to direct 52 percent of the Perkins funds to secondary-level recipients and 48 percent to postsecondary recipients.

The remaining 15 percent of a state's allocation is divided between state leadership activities and state plan administration. Ten percent can be directed to state leadership and five percent of Perkins funds may be used for state plan administration activities. Accessing the full five percent, requires a dollar-for-dollar state match in expenditures directed to the overall administration of the Perkins State Plan.

Priorities to be Addressed in the State's Perkins V Plan

Increasing access to high quality CTE programs for all learners focusing on underserved populations by:

- increasing the number of approved CTE programs at the secondary level;
- improving the quality of work-based learning experiences;

- providing targeted supports and services for special populations; and
- increasing assistance to high-needs districts.

NY Perkins V Plan: Development Approach

Efforts are underway in the development of New York's one-year transition plan, due to the U.S. Department of Education (USDE) on May 24, 2019. The transition plan will outline priority areas to be developed in consultation with general and career and technical educators, child welfare, workforce development, business and industry groups and other community stakeholders. After consultation with these groups, the New York Perkins V Four-Year Plan will be developed for submission to USDE in the Spring 2020.

The Department began work on the transition plan shortly after Perkins V was reauthorized on July 31, 2018. As a result of our ongoing relationship with Advance CTE, the professional organization of state CTE directors, New York was selected to benefit from a Gates Foundation Grant to assist in the development of a new vision for CTE and implementation strategies to meet the challenges presented by Perkins V.

New York is working with a Perkins coach, Marie Barry, assigned by Advance CTE under the Gates grant. Ms. Barry brings vast leadership experience to our efforts. She spent 18 years with the New Jersey Department of Education, 10 of which she served as the director of the Office of Career and Technical Education and the Office of Career Readiness. Through our participation in the grant, Ms. Barry will be providing intensive coaching as well as guidance in the development of the state plan and related guidance, applications, and data reports.

The Department has begun developing work plans for both the transition year (July 1, 2019-June 30, 2020) and four-year plan period (July 1, 2020-June 30, 2024). These plans will articulate how we will meet the expectations defined in the Perkins legislation. One prominent expectation is that states will align their Perkins plans with their Every Student Succeeds Act (ESSA) and Workforce Innovation Opportunities Act (WIOA) plans. To that end, Perkins makes use of some ESSA and WIOA definitions.

The three federal programs now share common approaches to local grant requirements, such as a local needs assessment to determine fund use as modeled in ESSA, or the use of workforce data to align program content as found in WIOA. The use evidence will be an organizing feature for the local grant application.

Perkins, ESSA, and WIOA plans require states to address issues of equity and access to interventions that prioritize learners with the most significant needs and barriers to success. Accordingly, our Perkins goal-setting will prioritize underserved populations.

Accountability

State and local grant effectiveness is measured through performance indicators defined in the legislation. All indicators track the performance of CTE concentrators.

The indicators for secondary student performance are:

- *Academic attainment*: in ELA, mathematics, and science (mirror New York's ESSA Plan definitions)
- *Graduation rates* (mirror New York's ESSA Plan definitions)
- *New program quality indicator*: participation in work-based learning
- *Post-high school outcomes*: placement 6-months after exiting high school
- *Non-traditional*: Percentage of concentrators in programs that lead to fields that are non-traditional for the students' gender

The indicators for postsecondary student performance are:

- *Placement/retention*: students who stay in college, transfer, or are placed in employment as of the second quarter after program completion
- *Completion*: students who complete their postsecondary program
- *Non-traditional*: students in CTE programs that lead to fields that are non-traditional by gender

Other changes in accountability relate to the setting of performance goals. Perkins V requires states to establish performance targets for each of the four years covered by the state plan. Another new requirement is the provision of a 60-day comment period on the targets prior to plan submission.

An additional new provision in Perkins V calls for states to make CTE student performance data on these indicators available to the public in an accessible format.

Stakeholder Engagement

Stakeholder engagement is required under Perkins V with the following groups:

- Representatives from secondary & postsecondary CTE
- Community representatives, including parents and students
- Representatives from state workforce development board
- Representatives of special populations
- Representatives from business and industry
- Representatives of agencies serving out of school youth
- Representatives of Indian Tribes and Tribal organizations
- Individuals with disabilities

In addition to the above groups, Perkins V calls for consultation with the Governor during the development of the four-year plan. States are also required to provide a 30-day review period prior to plan submission. If the Governor has not signed the plan within that time, it can be submitted to the USDE without his/her signature.

Steps Taken to Date

Various offices in the Department have collaborated to define the necessary steps and analysis needed to submit the transition plan to the USDE by the May 24th deadline. Initial goal setting and work mapping activities include:

1. The P-12 CTE Office and the Office of Postsecondary Access, Support and Success have conducted meetings with the Perkins Coach, Information and Reporting Services, ESSA-Funded Programs, Special Education, Bilingual Education, ACCES, and Student Support Services.
2. Design and build CTE data reports to:
 - a. inform access and equity decisions;
 - b. establish baselines for all indicators after running tests using new indicators and new definitions;
 - c. identify disparities in enrollments and performance of subgroup populations; and
 - d. identify enrollment trends.
3. Development of stakeholder engagement plan: Collaboration with the Northeast Comprehensive Center and the New York Career and Technical Education Technical Assistance Center to establish a stakeholder engagement plan encompassing digital, virtual, and face-to face feedback.
4. Development of Perkins V website.
5. Submission of state education agency comment from the offices of CTE and Information and Reporting Services to the USDE on proposed changes to Perkins reporting requirements.
6. Draft transition plan in development.

Focus for New York's Perkins V: One-Year Transition Plan

- Address historical issues related to strengthening the CTE secondary-postsecondary learning continuum to improve access and quality programming for all student groups.
- Identify needed improvements in data collection, reporting, and analysis across CTE programs at the secondary and postsecondary levels to establish baseline targets for all indicators, identify enrollment trends and disparities in populations served.
- Consult with the field and obtain feedback on ways to more closely align the SED application and review process for CTE program approval with Perkins requirements.
- Develop the Perkins V required definition of “size, scope, and quality” to establish eligibility criteria to be met by Perkins applicants.

Focus for New York's Perkins V: Four-Year Plan

- Continue to collaborate with internal program offices, local school district leaders, BOCES, higher education institutions, business and industry partners, CTE professional organizations, parents, students, and other key stakeholder groups to determine and sequence the four-year plan priorities.
- Develop a local needs assessment template for eligible secondary and postsecondary applicants use.
- Implement a stakeholder engagement plan, including consultation with the Governor's office.
- Set targets for performance on all indicators.

Timeline for Completion

The timeline for the major steps toward the submission of the New York State Perkins V plan over the next 12 months is outlined in the appendix.

Related Regents Items

[February 2007-Perkins IV Career and Technical Education Interim State Plan](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/February2007/0207emscvesida3.htm)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/February2007/0207emscvesida3.htm>

[January 2008 - Five-Year State Plan for Career and Technical Education \(Carl D. Perkins Career and Technical Education Improvement Act of 2006\)](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2008Meetings/February2008/0208emsca2.doc)

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Appendix

