

New York State Career & Technical Education Update and Introduction to Perkins V

Board of Regents Meeting

April 8, 2019

New York CTE

New York State's Career and Technical Education (CTE) consists of programming delivered in local middle and high schools, Boards of Cooperative Educational Services (BOCES), and in postsecondary institutions.

- **At the middle level**, the required 1.75 units of CTE provides learning experiences to expose students to a broad spectrum of careers.
- **Secondary CTE** focuses on the development of skills that apply to personal and career roles as well as the transition to employment or career-focused postsecondary study. Successful programs prepare students to become self-directed learners who can succeed not only in the world of work, but also in the world around them. Delivery models:
 - SED-approved programs in LEAs and BOCES leading to a CTE Pathway
 - Discrete LEA courses in any of the 6 CTE content areas
 - Career academies
- **Postsecondary CTE** focuses on content that is specific to an occupational path. These programs typically are delivered in community colleges, apprenticeships, and adult education programs

CTE Enrollments in NYS (2017-18)

Secondary CTE Student Enrollment: 206,483

- During Perkins IV, NY required recipients to offer at least 3 approved CTE programs
- Approved CTE programs consist of a sequence of courses that culminate in an industry-standards based technical skills assessment
- Number of NYSED approved programs: 1116
- Students in approved CTE programs: 143,846

Postsecondary CTE Student Enrollment: 175,641

- During Perkins IV, NY required recipients to offer at least 5 programs in different clusters
- Postsecondary-level student enrollment is for Perkins-funded CTE programs

SED P-20 Offices Overseeing Perkins Grant Administration (NYS allocation, over \$50 million)

P-12 Offices

Instructional Support

Career & Technical Education

- 53 secondary-level Perkins recipients in BOCES, Big Five, and LEAs
- 2 agencies serving incarcerated youth (OCFS, DOCCS)

Higher Education Offices

Access, Equity & Community Engagement Services

Postsecondary Access, Support & Success

- 43 postsecondary Perkins recipients in community colleges
- 9 education opportunity centers

- 11 secondary agencies serving adults (BOCES, Big Five)

Grants administered by P-12

Postsecondary allocation

Perkins Administrative Requirements

P-12 CTE and OHE/OPASS offices must:

- Review local grant proposals for alignment with the legislative intent and priorities for CTE
- Set targets for local performance on the Perkins indicators
- Issue guidance to the field, manage data collection needed for federal performance reporting
- Perform on-site civil rights reviews to verify compliance with federal regulations

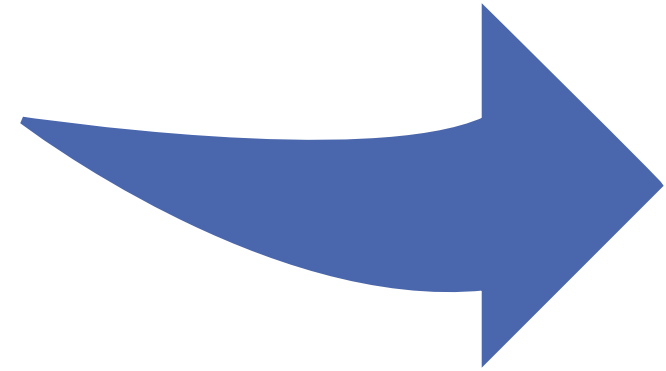
Perkins IV Future Directions Initiative

Defined the following goals to move CTE forward:

- Increasing access to CTE by increasing number of approved programs available to all students
- Recognizing rigorous technical studies and assessments as a way to meet graduation requirements
- Including CTE data in statewide data warehouse
- Changing CTE teacher preparation and certification requirements to meet the need for qualified CTE teachers

Board of Regents Actions: Perkins IV Achievements

- Improvements to the CTE program approval process increasing integrated academic credits from 4 to 8
- CTE graduation pathway
- CDOS Commencement Credential
- 4+CDOS graduation option
- Additional CTE teacher transitional certification options
- Revised middle-level CTE requirements



Transition from Perkins IV to Perkins V

USDE requires states to submit a one-year plan that describes how they intend to:

- Analyze data to determine gaps in equity and access
- Engage stakeholders in identifying barriers to offering state-approved programs of study
- Expand opportunities for every student to explore, choose, and follow a program of study that offers multiple entry and exit points and includes the opportunity to earn credentials of value

Due to USDE in May 2019

Perkins V Four-year Plan:

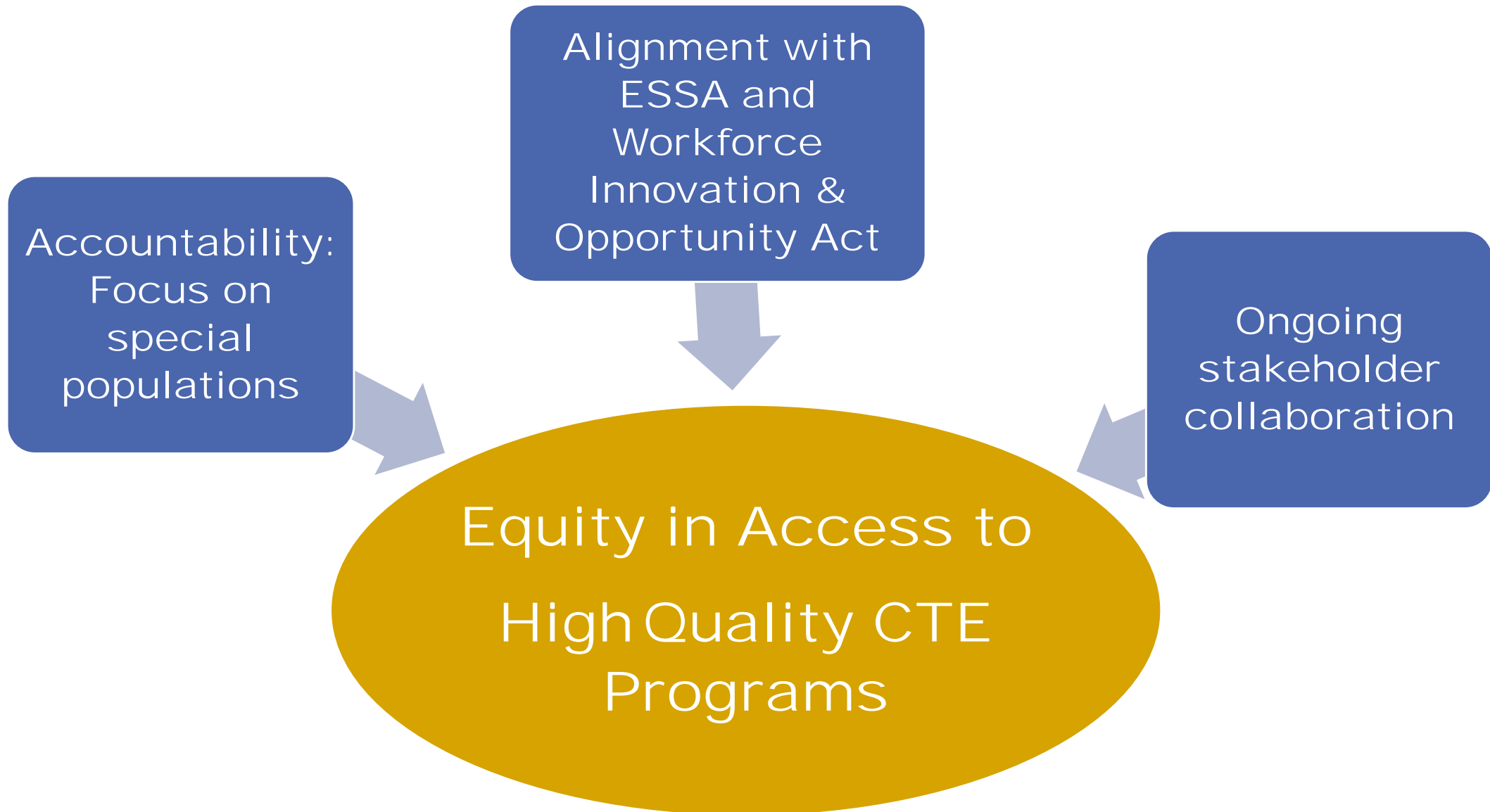
Due to USDE April 2020

Perkins V Goals

- Improving the entire CTE delivery continuum through evidence-based
 - program development
 - instructional strategies
 - funding decisions
- Career exploration and preparation for high-skill, high-wage or in-demand occupations
- Providing individuals with opportunities and skills needed to compete in the rapidly changing workforce
- Increasing the employment opportunities for learners who experience significant barriers to success in the workplace



Perkins Plan Goals: Quality and Access



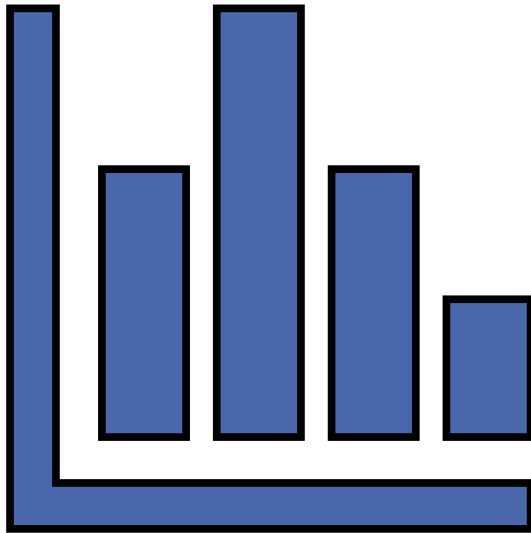
Priorities to be Addressed in NY's Four-year Perkins V Plan

Foundational elements to improving access and quality CTE programs:

- Increasing the number of students enrolled in approved CTE programs
- Improving the quality of work-based learning experiences
- Providing targeted supports and services to improve performance of special populations
- Increasing assistance to high-needs districts and underserved populations

Accountability: Secondary Performance Indicators

Perkins V defines the following performance indicators to measure grant effectiveness:



- **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

Accountability: Postsecondary Performance Indicators

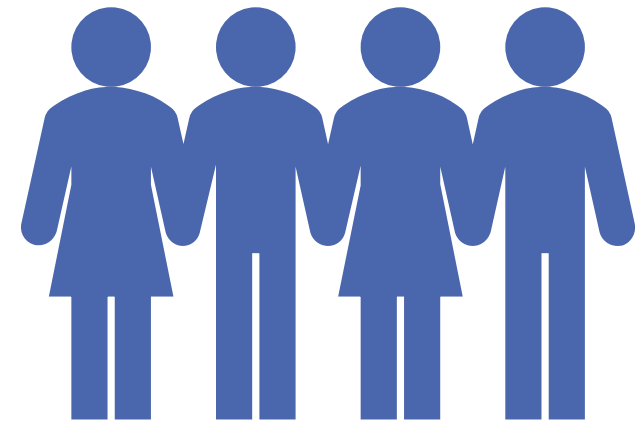
- **Placement/retention:** students who stay in college, transfer, or are placed in employment as of the second quarter after program completion
- **Completion:** students who complete their post-secondary program
- **Non-traditional:** Percentage of students in programs that lead to fields that are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



Engaging Communities and Strengthening Partnerships

Perkins V requires:

- Increased stakeholder engagement in the development of the state plan
- Coordination between high schools and community colleges to offer articulated programs of study
- Increased program connections to industry through access to industry experts and work-based learning opportunities

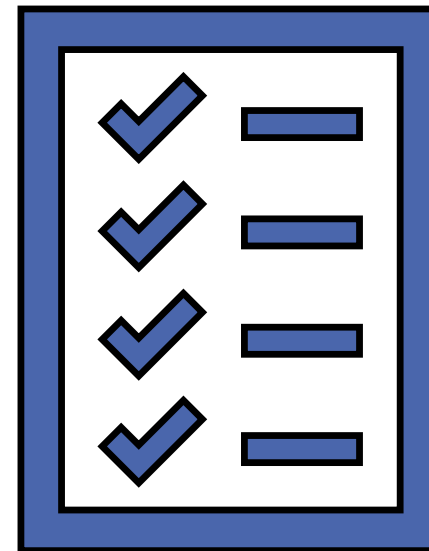


Perkins V recommends states consult with the following groups during the development of Four-Year Perkins Plan

- Superintendents and Principals
- School Leaders, teachers, and staff (including charters)
- Parents, students, and community organizations
- Higher Education
- Representatives of business/industry
- Current and eligible recipients
- Labor organizations
- State agencies i.e. Department of Labor
- Governor and Legislators

Perkins V New Accountability Requirement: Publicly Available Performance Reports

A new provision in Perkins V calls for states to make CTE student performance data available to the public in an accessible format.

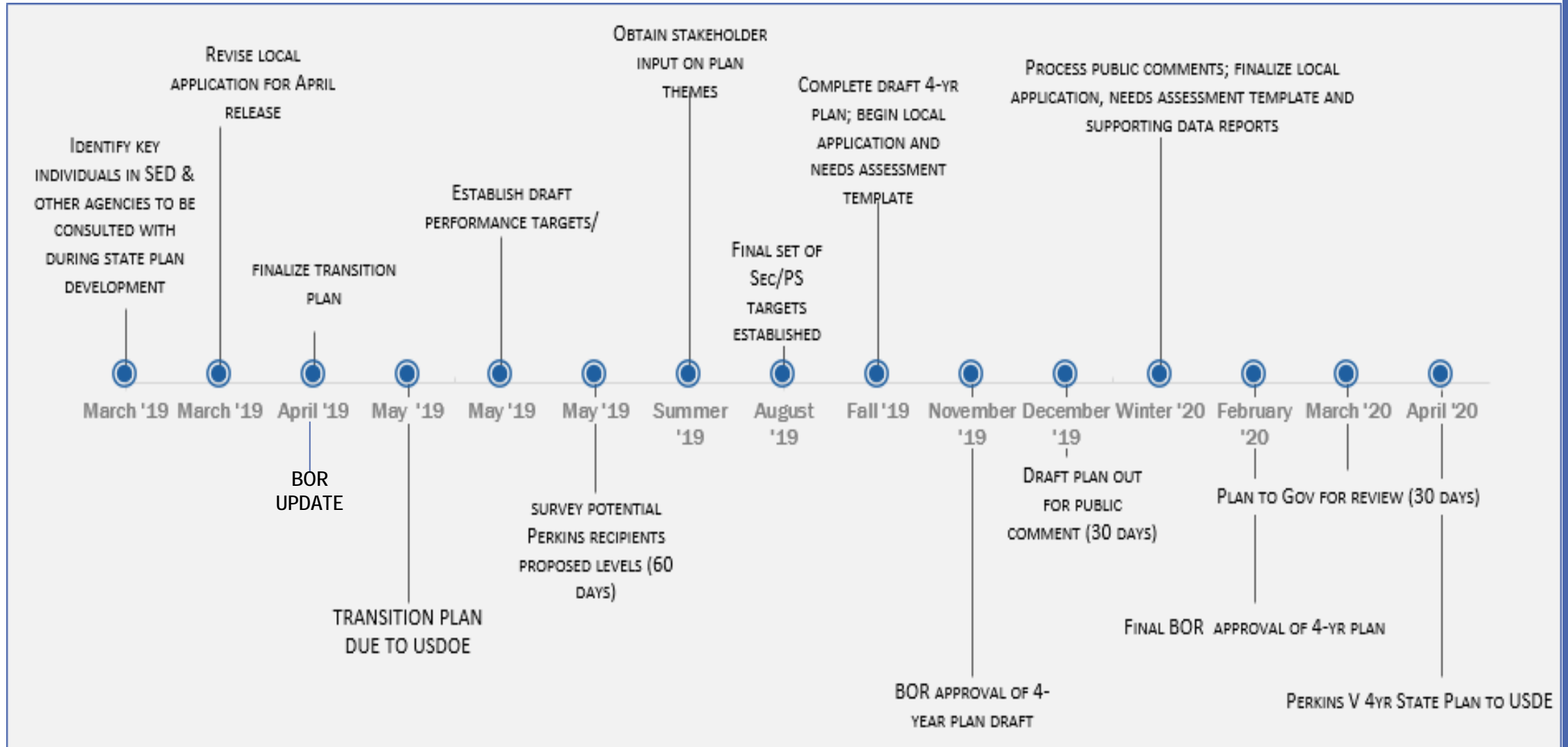


Perkins Plan Coaching and Project Management

Advance CTE, the professional organization for state CTE directors, selected NY as one three states to receive the following resources

- Technical assistance and project management support from Perkins coach, Marie Barry, the former NJ state director of CTE
- Participation in national Perkins workgroups and professional development

Perkins V: Timeline



Questions?