
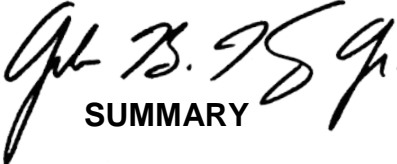




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P- 12 Education Committee  
**FROM:** Ken Slentz   
**SUBJECT:** Career and Technical Education (CTE) Advisory Panel  
Update on CTE Instruction  
**DATE:** October 1, 2012

**AUTHORIZATION(S):**

  
SUMMARY

### **Issue for Discussion**

Should additional integrated CTE instruction be considered for academic credit beyond what is currently allowed in §100.5(d)(6) of the Commissioner's regulations?

### **Reason(s) for Consideration**

Review of Policy

### **Proposed Handling**

This issue will come before the P-12 Education Committee for discussion at the October 2012 meeting.

### **Background Information**

In February 2012, the Board discussed the formation of a content advisory panel to review the implications of CTE programs and technical assessments for accountability purposes. In March and April 2012, the Board revisited the idea of forming a content advisory panel and expanded the scope of its work, including the viability of increasing the number of integrated courses and credits to students starting as early as 7<sup>th</sup> grade (through acceleration) with focused emphasis on grades 9 and 10.

## **Procedural History**

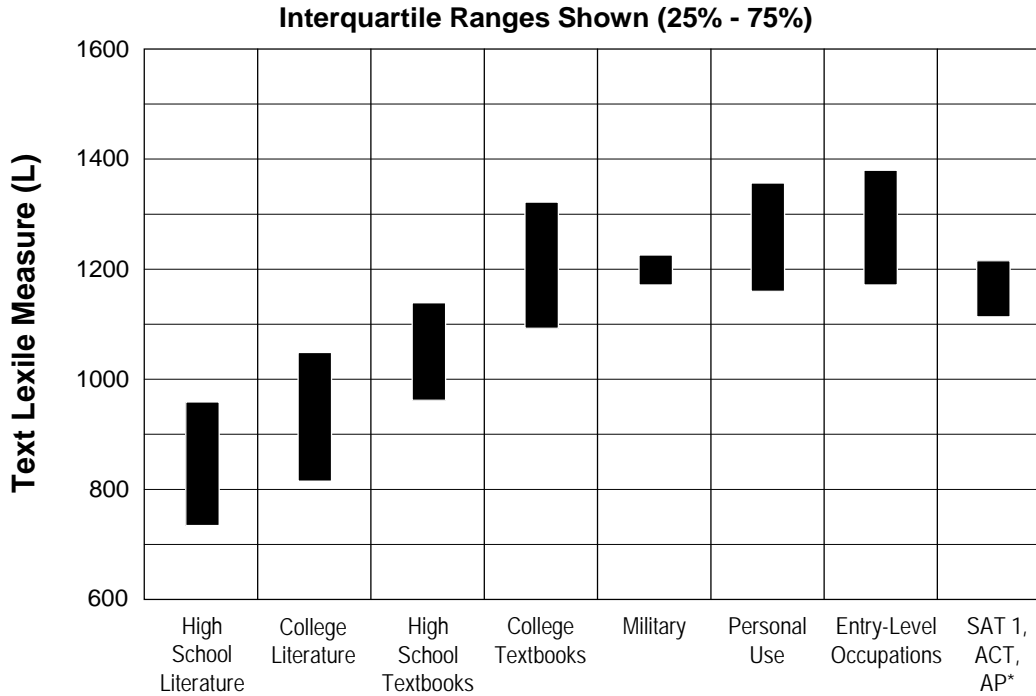
In 2001, the Regents approved a CTE policy which promulgated a program approval process that permitted up to four academic credits (English, science, mathematics, and economics/government) to be earned by students through integrated CTE coursework in approved CTE programs. This option allowed students to pursue career and technical education in courses that also offered academic skills and content. In general, this policy increased flexibility in both coursework and overall programs for both students and schools.

## **Advisory Panel Update**

The CTE Advisory Panel consisting of practitioners of K-12 and higher education educators, business leaders, representatives from Big 5, small city, suburban and rural school districts met for the first time on September 18, 2012 to develop and make recommendations for strengthening CTE K-12 learning and to address the gaps seen in the CTE learning continuum statewide. The intent of this initial meeting was to establish a common understanding of the issues associated with providing career and technical education. The panel was able to focus discussion on key understandings and reached agreement on the priorities that will be addressed in subsequent meetings to improve CTE in the state.

Presentations were made that established the critical need for literacy in the content area. The graph below illustrates the complex nature of what is required of entry level occupations as it relates to current student literacy requirements. This point reinforced the ideas of increased reading in the content area and a compelling argument for more students to take CTE courses aligned with the Common Core State Standards and subsequent assessments.

# National Reading Study



\* Source of National Test Data: MetaMetrics

Metametrics has realigned its Lexile ranges to match the Common Core State Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at college and career readiness level by no later than the end of high school.

## Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)<sup>1</sup>

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to College and Career Ready Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

<sup>1</sup> Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards, Retrieved from [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf) (page 8).

9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

### **Advisory Panel Next Steps**

Panel discussions and initial recommendations were organized into actions and needs around four critical areas:

#### **Students**

- Providing diploma flexibility to meet students' career goals. (Alternative exams, more integrated courses and dual options)
- Expansion of dual credit option for career programs
- Providing seamless transitions (middle to high and high to postsecondary) related to career development

#### **Teachers**

- Affirming the role of all adults and experience in career decision-making
- Creating career-related questions in core Regents exams to match career pathways
- Encouraging innovative instructional models (through funding, research and dissemination)

#### **School Leaders**

- Allowing more flexible options in instructional assignments within certification area
- Establishing measures of career readiness

#### **Community Economic Development**

- Statewide career emphasis (commitment of education to economic development)
- Expanding school accountability measures to include school career readiness and career preparation
- Increasing aid for career programs that address high growth job demand.

An imperative was established by the Panel that high-quality CTE programs and courses must maintain rigorous content when addressing the Common Core and industry standards. The Panel will reconvene on October 15 and focus on recommendations around these four critical areas.

In particular, the Panel will address the current CTE-related requirements in middle school for technology education and home and career skills with the goal of providing a broader CTE experience for grades 6-8 by providing program options that will develop career pathways they can pursue in high school. This discussion will be followed by consideration of integrated course options for 9<sup>th</sup> and 10<sup>th</sup> grade to enhance student academic performance and engagement as they pursue their CTE studies and Regents diploma.

### **Recommendation**

It is recommended that the Department continue to convene the Panel to make recommendations to the P-12 Education Committee on expanding integrated credits for students in CTE programs. Department staff will review Commissioner's Regulations and begin to draft language to support the Panel recommendations approved by the Board of Regents for approval at their January 2013 meeting.

### **Timetable for Implementation**

Tentative meeting dates of the Advisory Panel have been set for October 15, November 9, and December 14, 2012 with Board discussion on proposed regulatory language to support a CTE instructional continuum in January 2013.