



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

TO: Professional Practice Committee
P-12 Education Committee

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SUBJECT: Intersections Between the Work of the Office of the Professions and other Educational Initiatives

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AUTHORIZATION(S):

SUMMARY

Issue for Discussion

The broad oversight of authority of the Office of the Professions provides wide ranging opportunities for the department in areas ranging from student development and career goals to children's health.

Background Information

In New York State, the Board of Regents exercises a somewhat unique, statutory oversight system that includes not only the oversight of educational systems from pre-school through higher education, but also of licensed professionals, professional programs and proprietary schools. In most other jurisdictions these areas would be housed in different agencies. However, the New York model recognizes the intertwined nature of education in all of its forms, which includes not only elementary and high school programs, but also the education, licensing, and practice of professionals.

The Office of the Professions oversees 53 different licensed professions resulting in nearly 900,000 individual registered licensees and tens of thousands of professional business entities. Currently, 33 different professional boards assist the Department and the Board of Regents and those professional boards number nearly 600 accomplished professionals.

At the same time, the Office of P-12 Education ensures that the state's elementary, middle and secondary students are well prepared for career and college. Many of those students will fill New York's needs as licensed professionals in the coming decades. Since becoming a licensed professional represents a successful career path for many of our students, it is important that we strive to give all of our students the best available means to obtain professional credentials.

Historically, we have not focused on intersecting the work of the professions directly to the students who form the pipeline that comprises our future professionals. Additionally, all too often, we have isolated our professional work from important initiatives that would benefit student health, such as school based health, behavioral health, nutrition, vision and auditory issues, to name a few.

Despite a number of professional associations and external organizations that promote individual professions and existing curricular and co-curricular programs, reaching all of the students in the state to inform them of professional careers and pathways does not occur through universal implementation measures. There are several existing career exploration and development programs available within the P-12 system, as outlined below, but just as there are programs that provide excellent school-based health services, delivery can be isolated and the resources unavailable to many students.

Several existing mechanisms for introducing New York's students to professional careers include:

- The NYS Area Health Education Center System, with a statewide oversight office and nine regional centers, has well-developed strategies over the past fourteen years to increase P-16 students' knowledge and awareness of health careers through pipeline programs that promote health professions as viable options, particularly for students from disadvantaged and underrepresented minority backgrounds, in order to promote a culturally diverse healthcare workforce.
- The New York State Department of Labor CareerZone is an interactive tool for students, parents and educators to explore available careers and educational pathways to careers.
- The NYS Career and Development and Occupational Studies Learning Standards (CDOS) allow students to acquire the career-specific knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.
- Health science curriculum modules are implemented in some middle school Family and Consumer Science classes, and health science standards are met in hundreds of 9-12 career exploration and health science Career and Technical Education programs of study.
- Co-curricular student leadership organizations such as national and NY HOSA-Future Health Professionals, New Visions Health Career Exploration

Programs, and P-Tech models provide opportunities for students to explore and prepare for their future careers.

- Professional organizations throughout the state offer a variety of professional health career exploratory opportunities, including summer camps, mentoring, and immersion programs.

While the myriad types of career exploration methods are available, the accessibility for *all* students is limited, and the focus for most has not typically been on careers in the licensed professions. To close these gaps and provide the needed and coordinated resources to the students of the state, it is necessary to provide departmental focus. While the Department has implemented prior initiatives that have made some gains, they clearly have not been adequate. Going forward, to achieve our goals, we believe that it is important to dedicate effort in this area that will ensure that comprehensive coordination and delivery of both existing and to-be-developed professional career resources are focused accordingly to be successful.

As important first steps, we will begin by providing information directly to student populations that are typically not captured in our outreach, such as English Language Learners and students in struggling schools who may not have strong career development programs. Our long term goals include furthering partnerships with key providers and stakeholders who have concurrent interests and who already provide meaningful services, although in isolated circumstances. Additionally, we will look to increase our web presence and utilize other methods of increasing our communication efforts, such as regional engagement of the members of the State Board representing the licensed professions and professional associations, along with Regents, students, administrators, and business leaders in schools and communities across the state.

In addition, we plan on dedicating certain SED staff members to this project to ensure continuity and longevity.

Next Steps

While this item is brought to you for discussion today, it is our hope that we will routinely return to the Board for discussion of the progress we have made and the issues that we encounter.