

Strengthening Career & Technical Education for the 21st Century Act

New York State Perkins V State Plan Update

BOARD OF REGENTS MEETING

NOVEMBER 4, 2019

What is the Perkins V State Plan?

The State Plan: A roadmap for change

- Partners and directions for improving the delivery of career and technical education (CTE) in Perkins-funded programs are identified.
- The activities and work products New York will develop to comply with the requirements of the federal law are specified.



SED P-20 Offices Overseeing Perkins Grant Administration

(NYS Allocation - \$56,867,904)

P-12 Offices

Instructional Support

Career & Technical Education

- 51 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

- 52 postsecondary-level Perkins recipients in community colleges
- 8 Educational Opportunity Centers

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

Steps taken in the development of the State Plan

Submission of the Transition Plan for the 2019-20 program year

- The transition year provided the opportunity to prepare for the changes in Perkins V and allowed NYSED to work with stakeholders in the development of the State Plan.

Revision of the CTE certification web pages

- The Office of Career & Technical Education (CTE) and the Office of Teaching Initiatives collaborated to add more detail to teacher certification titles by aligning them to the nationally recognized 16 career clusters.
- NYSED's website now specifies lists of acceptable industry-related credentials and occupational work experience necessary for certification via alternative pathways.

Steps taken in the development of the State Plan continued

Data Reporting

- The Office of CTE and the Office of Information Reporting Services completed a major revision of data reporting procedures in consultation with Regional Information Centers' data managers to align with new Perkins requirements and reduce the reporting burden on the districts.

Creation of a Perkins V CTE Advisory Panel

- Representatives from secondary and postsecondary CTE participated in work sessions.
- The panel will convene at least quarterly to advise NYSED on the development and implementation of the State Plan.

Stakeholder Engagement

12 in-person meetings thus far with

- Association of Career and Technical Education Administrators (ACTEA)
- Small City Schools
- Workforce Innovation Opportunity Act (WIOA) Combined Plan Workgroup
- WIOA Youth Collaboration Workgroup
- Economic Opportunity Commission
- Big 5 CTE Directors
- Future Business Leaders of America (FBLA)
- CTE Advisory Panel
- Capital Region Workforce Development Board
- Skills USA
- CTE Leadership Seminar
- Advance CTE School Counselor Workshop



Stakeholder Engagement



Outreach to the following groups/organizations via phone, e-mail, survey, etc.

- Work Experience Coordinators Association
- CTE teachers and administrators
- NYS Technology & Engineering Educators
- NYS Parent Teacher Association
- Representatives of business and industry
- NYS Tribal organizations & Tribal representatives
- Military families/dependents
- McKinney-Vento representatives
- Governor's office



I would love to correlate local business needs with internships at the High School & College levels. It's important that students are exposed to (1) opportunities that feed their innate creative, trade or business acumen... (2) what it takes to realistically run a business.

Business/industry partner

Students choose CTE classes because they are non-traditional classroom learners. These are children who have a specific goal in mind of what they want to do outside of high school and [they don't want to be] sitting inside of a traditional classroom listening to a lecture when they could be DOING what they're learning about.

Parent of CTE student

State Plan Priorities



Increase

Increase access to high-quality CTE programs.



Support

Support at-risk students enrolled in CTE programs.



Improve

Improve career development for all students.



Build

Build regional collaboration amongst secondary and postsecondary education and business/industry grounded in labor market needs, including the development of regional articulation agreements.

Major changes from Perkins IV to Perkins V



Only NYSED-approved CTE programs at the secondary level will be eligible for Perkins funding. At the postsecondary level, only applicants with at least one program meeting the federal definition of Program of Study will be eligible for Perkins funding.



A Comprehensive Local Needs Assessment (CLNA) must be conducted by applicants biennially in order to apply for funding.



Program-level data will now be used to assess programs and identify specific areas in need of improvement.



Perkins funds will now be tied directly to the needs/gaps identified in the CLNA.



Work-based learning will now be included in the secondary-level Performance Indicators.



Postsecondary Performance Indicators will now only include three Core Indicators instead of six.

Comprehensive Local Needs Assessment

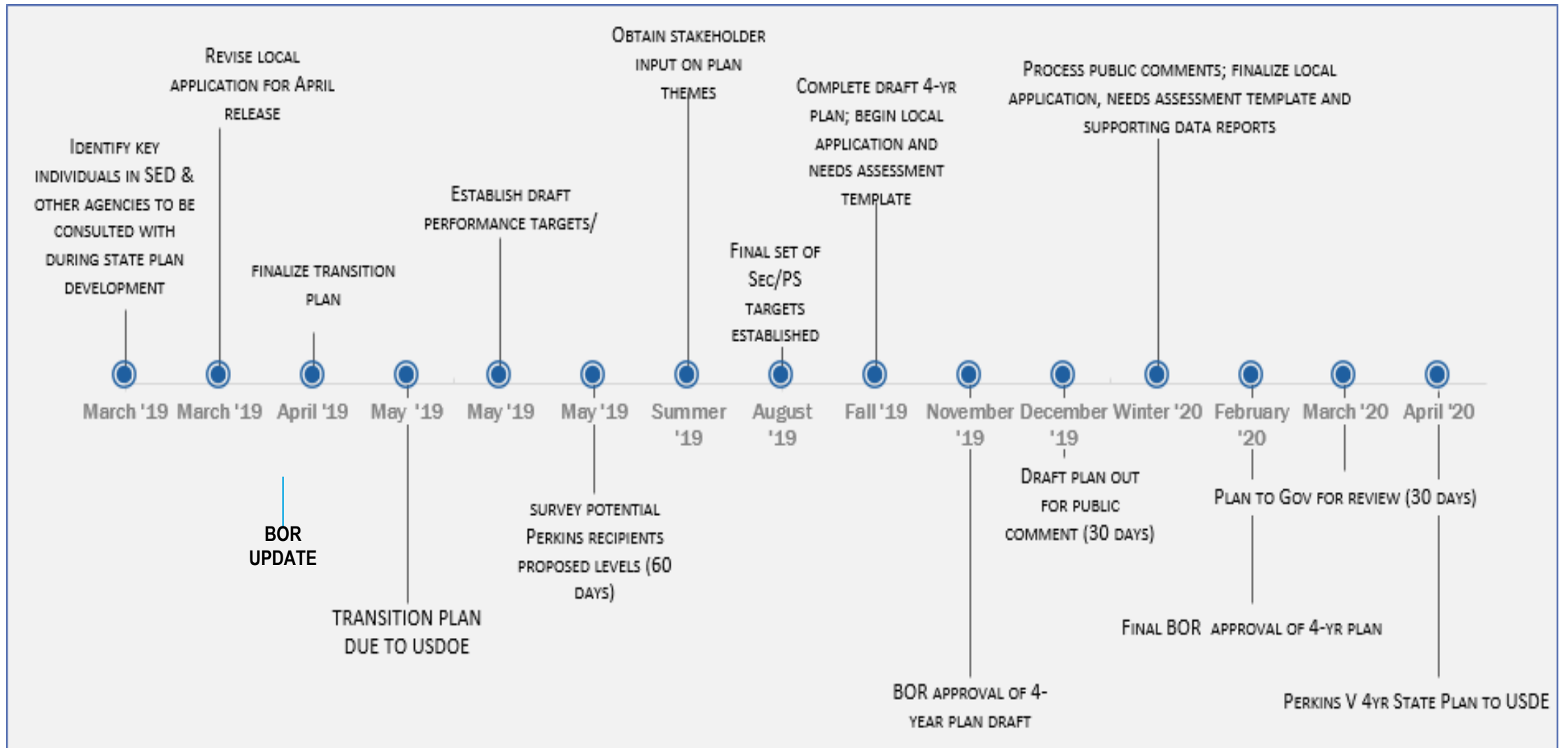
A CLNA template is provided for standardized, structured assessment of all NYSED-approved programs offered by applicants.

The assessment process ensures that applicants use program-level student performance data to examine where gaps may exist in access, equity, support, and outcomes.

The assessment process ensures applicants examine their programs' alignment with local, regional, and State workforce needs and identify where gaps may exist and improvements may be made.

After the completion of the CLNA template, applicants will direct Perkins funding to identified program elements in need of improvement.

Perkins V: Timeline



Next Steps

Public Hearings

- December 10, 2019
 - Syracuse: OCM BOCES
- December 12, 2019
 - Albany: Capital Region BOCES
- January 7, 2020
 - New York City: UFT Headquarters

Perkins V CTE Advisory Panel meeting

- January 2020
- Will incorporate public/stakeholder feedback

Final Plan Submission to the Board of Regents for consideration

- February 2020

Review by the Governor's office 30 days prior to submission

- March 2020

Submission to USDE

- April 15, 2020

Continued outreach to stakeholder groups for comment

Questions?