

5. Cover Page Remarks:

- The Basic Grant enrollment table shows enrollment in conventional Career Technical Education (CTE) programs only. Tech Prep is excluded.
- The Tech Prep enrollment table shows enrollment in Tech Prep programs only.
- All the accountability tables use the latest available data. They show 2003-2004 data with the exception of performance indicator #4 "Participation in Non-Traditional Programs." Those use 2004-2005 data.
- The Financial Status Reports (FSR) are both being filed as interim. Both FSRs were prepared using an overall State expenditure count that relies on expenditures specifically identifiable as expenditures for CTE. This approach is based on ongoing discussions with OVAE. These discussions date from December 2000 and are related to the 1997 Single Audit Finding on this topic. The State expenditure data used are;
- Special Services Aid for CTE in the Big 5 City Districts,
- BOCES Shared Services Aid for CTE, and
- State Administrative Expenditures for CTE (State Education Department -SED).

The FSRs show aggregate overall State expenditures have been maintained.

Year	Total State Expenditures
2000-2001	\$191,679,847
2001-2002	\$191,679,847
2002-2003	\$196,972,997
2003-2004	\$208,560,103
2004-2005	\$218,437,764

Both FSRs were prepared using a State expenditure for administration methodology that includes only;

- SED expenditures for administration of CTE.

The FSRs show aggregate administrative State expenditures have been maintained under the methodology discussed with OVAE.

Year	Total State Administrative Expenditures
2000-2001	\$1,218,228
2001-2002	\$1,218,228
2002-2003	\$957,130
2003-2004	\$601,573
2004-2005	\$735,766

Expenditures of Perkins-VTEA funds for State administration have declined from \$1,218,228 in 2000-2001 to \$735,766 in 2004-2005, a decline of \$482,462 or 39.6%.

SECTION B:

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The Perkins act is coordinated under the supervision of State Director Jean C. Stevens, Assistant Commissioner for Curriculum and Instructional Support. The Postsecondary Basic Grant and Tech Prep awards are administered in the New York State Education Department Office of Higher Education. Within Higher Education, it is the Office of K-16 Initiatives and Access Programs, Collegiate Development Programs Unit that is responsible for monitoring and technical assistance of Perkins grants awarded annually to approximately 60 postsecondary institutions statewide (organization chart attached).

The secondary Basic Grant and Tech Prep awards are administered by the Career and Technical Education team in the Office of Curriculum and Instructional Support (organization chart attached).

B. Organization of Vocational and Technical Education Programs

Postsecondary vocational and technical programs are approved by the New York State Education Department Office of Higher Education. These programs are approved with appropriate HEGIS codes. This coding system provides a consistent method of clustering all vocational and technical education programs. These HEGIS codes are matched with the federal Career Cluster codes and CIP codes. The State Education Department assures, through program registration requirements, that vocational education students are taught to the same challenging standards as other students. All curricula offered by public and independent colleges (including lower-division career education programs) that (1) are creditable towards a degree, (2) lead to licensure in a profession regulated by the Board of Regents, or (3) are otherwise required by statute or regulation to be registered must be registered by the Commissioner of Education as meeting the standards of quality in the Regulations of the Commissioner of Education. These registration standards and procedures meet the Secretary of Education's requirements for recognition of the Regents and the SED as a Nationally Recognized Accrediting Agency.

Secondary career and technical education programs are conducted in school districts and Boards of Cooperative Educational Services (BOCES). The State Education Department requires that all students meet the same learning standards and pass the same assessments in core curriculum areas for graduation. Thus CTE students must meet the same rigorous standards as any other student. In addition, students who complete approved programs and pass an appropriate technical examination may receive a technical endorsement on their Regents Diploma.

II State Leadership Activities [Section 124]

A. Required Uses of Funds

The New York State Education Department (NYSED) strongly encourages each sub-recipient to address the eight required activities under Section 124 of the Perkins Act. Sub-recipients must either use their VTEA allocations for these activities or show, in their local plans or institutional profiles, how these activities are otherwise addressed in the local service area. The NYSED undertook the following state-level leadership activities during the July 1, 2003 – June 30, 2004 program year. To assist grantees, the following activities were conducted:

Curriculum

To ensure that Career and Occupational Studies Learning Standards (CDOS) were effectively aligned within curriculum and instructional programs related to the New York State Learning Standards in the core academic areas for all students, the New York State Education Department:

- Assembled a group of 30 business and marketing educators to create new curricula in business education. The new curriculum documents are as follows: Cyberlaw, Entertainment Law, Sport Law and Accounting for Investing & Managing.
- Assembled a group of 15 business teachers from across the State to crosswalk two business education curricula to the new mathematics standards. The crosswalks to Math & Financial Applications and Accounting for Investing and Managing will make it easier for districts desiring to use either course to meet the third math unit requirement for graduation in New York State.
- Assembled a group of ten business teachers to collaborate with the Foundation for Investor Education, creators of the Stock Market Game, to correlate student activities on the foundation's website to courses in business and marketing education thus making the Stock Market Game an integral part of the business and marketing curriculum.
- Convened meeting of ten teachers of Health Occupations Education to develop an addendum to the State Education Department Nurse Assisting Curriculum to align it with the newly mandated Department of Health Curriculum. Crosswalks were done between the two documents and additions made as appropriate.
- Convened a group of student leadership advisors from Health Occupations Students of America to review organizational bylaws and upgrade the technical assistance information provided to teachers and administrators regarding leadership activities.
- Created the Mentor Network to help business teachers in the State connect with other business teachers who are teaching similar courses. Teachers with questions about textbooks, classroom lessons, web resources, print resources, workshops, etc., can e-mail

"mentors" who have volunteered to help their colleagues who may be just beginning to teach or teaching a course for the first time.

- Assembled a group of Family and Consumer Sciences teachers, to finalize a Home and Career Skills – Core Curriculum Guide and twenty-one scenarios assessments for middle school. The recently developed draft version of the Home and Career Skill - Core Curriculum 3/4 unit program is designed to bring Home and Career Skills into alignment with all educational requirements and recommendations at the State and national levels. The group also developed a Facilities Guide to be used by both Home and Career Skills and Family and Consumer Science teachers in setting up their classrooms.
- Developed a field response evaluation form for the newly developed Home and Career Skills – Core Curriculum to get feedback information from teachers using the new core curriculum.
- Staff participated in two-day each, *HSTW* national State Coordinators meetings and national Board meetings during March, July, and November.
- Staff participated in a three-day *HSTW* national professional development conference, along with 7000 educators from across the U.S.

Assessment of Academic and Vocational/Technical Proficiencies

To assess student attainment of academic and career technical proficiencies, the New York State Education Department:

- Worked with internal workgroup to develop Middle Level Indicators of Achievement Checklists. These checklists of knowledge and skills assess the strengths and limitations of programs in the non-tested areas, to facilitate student achievement of the New York State Learning Standards. Each checklist assesses, at minimum, ten common program indicators. An Action Plan Template is included for developing and/or listing strategies to address identified gaps. Also included is a collection of resources with web links, where available, that administrators and teachers can view for information to assist them as they work to strengthen or enrich their programs. The document concludes with a brief Question and Answer section.
- Continued to provide oversight and technical assistance to the Career and Technical Education student leadership organizations in the form of delivering workshops, advising Boards of Directors, and attending conferences. The organizations were encouraged to enhance the level of academic content included in the event performance checklists and open up participation to a wider, more diverse group of students.

Technical Assistance/Staff Development

To ensure that educators and students receive high quality CTE programs, and to ensure that CTE educators are appropriately prepared to deliver these high quality programs, the New York State Education Department:

- Presented information to 30+ teachers/administrators, at the State-wide Tech-Prep Conference, related to the Regents Policy on Career and Technical Education. Information was provided on the approval/re-approval process as well as overall updates on Career and Technical Education.
- Continued to refine internal protocols, with the assistance of the field, in order to make the CTE approval process more comprehensive and to bring the programs to an even higher level. In the period of June, 2004 to June, 2005, a total of 67 new programs applied and were granted CTE program approval. These programs were from the areas of arts/humanities, business/information systems, engineering/technologies, health services, human and public services and natural and agricultural sciences.
- Opened the New York State Career and Technical Education Resource Center to coordinate a number of initiatives to bolster student achievement statewide. The CTE Resource Center - part of the State's technical and support system aimed at closing the achievement gap in low performing school districts-will collaborate with educators and partner organizations to raise student achievement in school districts and BOCES identified as needing improvement, including those failing to meet the Perkins Act or NCLB performance standards. The center will provide professional development opportunities, technical assistance and a framework of proven strategies and recommended curriculum, research on successful practices, and regional meetings/conferences to increase student achievement.
- Provided professional development for CTE 85 teachers in the areas of Criminal Justice and Construction in conjunction with Business/Industry partners. Teachers met with business/industry representatives to discuss current curriculum changes and develop strategies to integrate academic requirements.
- Provided workshops for Business Teacher's Association of NYS in the months of July & August at various BOCES throughout NY. Approximately 100 teachers attended. Topics such as the Stock Market Game, Banking in the High School and the Credit Abuse Resistance Education Program (CARE) were discussed with the audiences.
- Continued to provide support to the business education network, which has expanded to over 1500 business teachers. This essentially means that a large majority of business teachers across the State are connected to SED and can be connected to each other.
- Conducted full-day Technical Review Visits (TRV), along with staff from the Southern Regional Education Board, at three *High Schools That Work (HSTW)* sites to assist the sites with implementation of the *HSTW* Key Practices for continued school improvement.

- Conducted a three-day Technical Assistant Visit (TAV), along with staff from the Southern Regional Education Board and staff from other *HSTW* sites, at one *High Schools That Work (HSTW)* site to assist the site with implementation of the *HSTW* Key Practices for continued school improvement.
- Conducted a *HSTW* Spring State Meeting and a Summer State Meeting for 13 *HSTW* sites to share instructional resources, teaching strategies, and program improvement information.
- Conducted a full-day *HSTW* Fall Site Refresher Workshop, along with staff from the Southern Regional Education Board, for 13 *HSTW* sites to share instructional resources, teaching strategies, and program improvement information for advanced implementation of the *HSTW* Key Practices.
- Disseminated 43 electronic *SED E-NEWS* weekly news briefs to an electronic network of 350 educators across the State to share State Education Department updates, instructional resources, teaching strategies, and program improvement information, on an ongoing basis.
- Continued to do presentations at in numerous regional and State meetings of the New York State Work Experience Coordinators Association (WECA) to share State Education Department updates and to assist association members with continued implementation of high quality experiential/work-based learning opportunities for students.
- Conducted 15 Occupational Education Civil Rights reviews at New York State high schools to ensure that all students have equal access to Career and Technical Education programs.
- Continued to work on the State Education Departments *High School Initiative Task Force* and assisted with three multi-day *Destination Diploma* conferences designed to provide technical assistance to 23 school districts with low graduation rates.
- Provided technical assistance and support to the New York Agriculture in the Classrooms (NYAITC) survey “Kids Growing Food Project.” Kids Growing Food school gardens have been successful curriculum integration tools for increasing knowledge of agriculture and food systems and addressing standards across the curriculum. Information from the survey will help the SED/NYAITL support schools and teachers, expand to more schools, and enhance the program through the addition of curriculum integration components and other features.
- Department postsecondary staff conducted a workshop for grants officers who were new to their respective institutions. This workshop covered postsecondary grant guidelines and procedures regarding effective local administration of Perkins funds;

- Department postsecondary staff conducted site visits to provide technical assistance especially for sub-recipients that needed to develop improvement plans to raise student performance.

Criminal Offender – Adult-2004-05

VTEA supported projects were implemented through the OCFS, the Department of Corrections and the Commission of Corrections. VTEA, Title I funds were used for incarcerated programs in New York State. The funds provided technical skills instruction and support services to persons incarcerated in county or State correctional facilities. During the 2004-2005 program year, seven local and three State agencies were the recipients of these funds.

The following agencies received funds:

Local Agencies	State Agencies
Schenectady City School District	Department of Correctional Services
LaGuardia Community College	Office of Children and Family Services
Oswego County BOCES	Commission of Corrections
Oneida-Herkimer-Madison (OHM) BOCES	
Sullivan County BOCES	
Syracuse City School District	
Onondaga-Cortland-Madison (OCM) BOCES	

Results Achieved

Locally Operated Programs

1. Students received instruction and certificates of competency, where appropriate, in the following areas: institutional cooking sanitation, commercial/industrial painting, Landscape/horticulture, small engine repair, office 2000 computer literacy, basic office skills, food service, consumer electronics, plumbing, building maintenance, nails technology and baking.
2. Apprenticeship programs in professional painting were offered in concert with Painters and Allied Trades International Union District Council #4, and plumbing with the Plumbers and Steamfitters Union Local 267.
3. Transitional services and the use of the One-Stop systems resulted in a large number of students being employed and placed in post-secondary or other training experiences.

4. Many students advanced their academic levels and/or passed the GED tests and earned a high school equivalency diploma.
5. Students who participated in the program developed a career plan that included assessment results achieved through administration of a Career Interest, Jobs Value, and Learning Style Inventory as well as a Personality Type Assessment.
6. Inmates completed a 20 plus-hour module of career development/work skills training and a 20 plus-hour module of computer information technology training.

State Operated Programs

1. All programs that are operated in county jails were visited to ensure that program quality standards were met.
2. The 2004-2005 VATEA grant provided the New York State Department of Correctional Services funds to improve curriculum in the construction field. Twenty DOCS teachers, who have achieved recognition by the National Center for Construction Education and Research (NCCER) as Master Teachers, and 65 Craft Instructors who were certified by NCCER provided instruction to inmates at various DOCS facilities. As a result 27 inmates completed the core curriculum, passed the written and performance testing and have been registered with the NCCER National Registry. Of these 27, 8 inmates have completed Electrical Level 1, which is equivalent to a first year apprenticeship program. Another 100 inmates have received recognition for the parts of the curriculum that they have mastered.
3. Funding was also used to purchase an additional 15 computers and printers to provide computer-assisted instruction in shops at various. Over 850 inmates benefited from these resources. In addition, funding was also used to update existing Career Zone software. The software was piloted in seven facilities (5 work release, 1 parole violators, and 1 general confinement facilities) Career Zone is a joint project with the Department of Labor and this material provides information related to assisting inmates develop a career plan used to locate and secure employment upon release. Over 1300 inmates have access to the information currently and DOCS expects to use it in all 70 correctional facilities for use in Phase 3 of Transitional Services. Classroom materials that deals with topics such as finances, employment, shopping and insurance will help to better prepare over 100 inmates at each facility to live independently.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

For secondary (Section 131) and postsecondary formula distribution (Section 134), see attached allocation listing and application guidelines.

IV. Accountability [Section 113] -

A. State's Overall Performance Results and Program Improvement Strategies

All of the postsecondary performance indicator standards were met. The likely reason for this is the targeting of Perkins annual grant funding toward academic support strategies that improve the success of at-risk students. The targeting of annual funding toward short-term academic objectives has had the effect of incrementally improving long-term statewide performance. State level monitoring and technical assistance has resulted in a consistent message about improving student performance at the local level. An increasing number of postsecondary institutions are linking the Perkins performance improvement agenda with similar expectations of various accrediting bodies and approval agencies. This provides a greater number of available resources that can be applied to student academic needs. The significant performance rate increase for the Employment Retention indicator is likely due to a number of postsecondary institutions transitioning from two follow-up surveys to one follow-up survey. This approach resulted in more accurate and complete data.

B. State's Performance Results for Special Populations and Program Improvement Strategies

The rationale for improving the overall statewide performance of special population students on the postsecondary level is the same as discussed under item A., above.

C. Definitions

- Vocational participant
- Vocational concentrator
- Vocational completer
- Tech-Prep student

Secondary and Postsecondary vocational participant – a first-time, full-time credit bearing participant of an entry cohort for the fall of a given year.

Postsecondary vocational concentrator – a first-time, full-time credit –bearing participant of an entry cohort for the fall of a given year, who attains at least 12 credits by June 30 of the reporting year.

Secondary Concentrator- a participant who completes a sequence of courses.

Postsecondary vocational completer – (a) a credit-bearing concentrator, who receives a credential as of June 30 of the reporting year.

Secondary completer- a participant who receives a credential as of June 30 of the reporting year.

Postsecondary vocational completer – (b) a credit-bearing participant who receives a credential between July 1 and June 30 of the year, which precedes the reporting year.

Tech-Prep student - A Tech Prep student is one who has signed a Tech Prep enrollment form and meets the following criteria:

- receives academic content through applied learning;
- completes a sequence of two or more standards-based career oriented courses that provide technical skills;
- is enabled to be employed in skilled entry level jobs and complete the postsecondary portion of a secondary/postsecondary program;
- if a postsecondary student, has completed the secondary portion of the secondary/postsecondary program and has enrolled in an articulated, State registered postsecondary Tech Prep program; and
- is a completer of a two-year associate degree program, a two-year certificate program or a two-year apprenticeship that follows secondary Tech Prep instruction.

D. Measurement Approaches

Secondary

1S1, Student attainment of challenging State established academic skills

- Measurement Approach; State academic standards and assessment system

- GOAL in 2003-2004 = 50.12 percent

Numerator = Number of Completers that pass all applicable Regents exams

Denominator = Number of all Completers

1S2, Student attainment of challenging State established vocational/technical skills

- Measurement Approach; State/academic standards and local assessment system

- GOAL in 2003-2004 = 78.48 percent

Numerator = Number of Completers that achieved a Grade Point Average of 75 percent in their CTE courses

Denominator = Number of all Completers

2S1 and 2S2, Student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma

- Measurement Approach; State and local academic standards and local assessment system

- GOAL in 2003-2004 = 96.80 percent

Numerator = Number of Completers that attain a High School diploma

Denominator = Number of all Completers

3S1, Placement in postsecondary education or advanced training, placement in military service or employment

- Measurement Approach; Locally conducted annual follow-up surveys as per State direction
- GOAL in 2003-2004 = 93.65 percent
 - Numerator = Number of Completers that were placed in employment in related fields plus those in unrelated fields plus those in the military plus those in postsecondary
 - Denominator = Total Completers less Status Unknowns

4S1, Student participation in CTE programs that lead to nontraditional training and employment

- Measurement Approach; Locally completed annual enrollment reports as per State direction
- GOAL in 2003-2004 = 27.27 percent
 - Numerator = Number of Nontraditional Gender Enrollees in all Nontraditional Programs
 - Denominator = Number of all Enrollees in all Nontraditional Programs

4S2, Student completion of CTE programs that lead to nontraditional training and employment

- Measurement Approach; Locally conducted annual follow-up surveys as per State direction
- GOAL in 2003-2004 = 22.27 percent
 - Numerator = Number of Nontraditional Gender Completers of all Nontraditional Programs
 - Denominator = Number of all Completers of all Nontraditional Programs

All performance data is collected at the local level and reported in aggregate form to the State. All sub-recipients collect data for performance indicator #3S1 through follow-up surveys of their program completers. These are generally conducted between three and six months after program completion. At present, there is no State administered automated unit record system that uses individual identifiers for reporting student participation or performance.

Postsecondary

- For performance indicators 1P1, 1P2, 2P1, 4P1 and 4P2, the measurement approach is based on State/local administrative data.
- For performance indicators 3P1 and 3P2, the measurement approach is based on State developed/locally administered survey placement records.

Performance data that is collected for performance indicator 2P1 also satisfies performance indicators 1P1 and 1P2. Performance data that is collected for all performance indicators is reported from the local level to the State. Sub-recipients that are affiliated with either the City University of New York (CUNY) system or with the State University of New York (SUNY) system can obtain some of the data for performance indicators 1P1, 1P2, 2P1, 4P1 and 4P2 from the respective system central administrative offices. All sub-recipients must collect data for performance indicators 3P1 and 3P2 through follow-up surveys. At present, there is no State

administered automated unit record system that uses individual identifiers for reporting student participation or performance. Likewise, there are no formal agreements between the State and federal agencies, or among various State agencies for reporting student participation or performance.

Discussions regarding the development of an automated unit record system and the negotiation of formal agency agreements is continuing. However, the recent enactment of State student privacy legislation is a barrier to the reporting of student data, despite the flexibility of federal Family Education Rights and Privacy Act (FERPA) regulations. Through extensive technical assistance, provided by the NYSED to sub-recipients, the comprehensiveness of data reported for 2002-2003 addressed most of the data elements approved by the Office of Vocational and Adult Education (OVAE).

Credit-Bearing Postsecondary Measures:

1P1 Credit-Bearing Academic Skill Attainment

1P2 Credit-Bearing Vocational Skill Attainment

2P1 Credit-Bearing Completion

Numerator = The total number of credit-bearing concentrators, who become completers (a) {see above - Credit-Bearing Completer (a) for definition}

Denominator = The total number of credit-bearing concentrators

3P1 Credit-Bearing Total Placement

Numerator = The total number of credit-bearing completers (b) {see above - Credit-Bearing Completer (b) for definition}, who enter advanced training, the military or employment within six months after receiving a credential

Denominator = The total number of credit-bearing completers (b), who receive a credential between June 1 and July 30 of the year preceding the reporting year

3P1 Credit-Bearing Advanced Training Placement

Numerator = The total number of credit-bearing completers (b), who enter advanced training within six months after receiving a credential

Denominator = The total number of credit-bearing completers (b), who enter advanced training, the military or employment within six months after receiving a credential

3P1 Credit-Bearing Placement in the Military

Numerator = The total number of credit-bearing completers (b), who enter the military within six months after receiving a credential

Denominator = The total number of credit-bearing completers (b), who enter advanced training, the military or employment within six months after receiving a credential

3P1 Credit-Bearing Placement in Employment

Numerator = The total number of credit-bearing completers (b), who enter employment within six months after receiving a credential

Denominator = The total number of credit-bearing completers (b), who enter advanced training, the military or employment within six months after receiving a credential

3P2 Credit-Bearing Employment Retention

Numerator = The total number of credit-bearing completers (b), who enter employment within six months after receiving a credential, and who are still employed at 12 months after receiving a credential

Denominator = The total number of credit-bearing completers (b), who enter employment within six months after receiving a credential

4P1 Nontraditional Participation

Numerator = The total number of credit-bearing males enrolled in traditionally female programs, plus the total number of credit-bearing females enrolled in traditionally male programs

Denominator = The total number of credit-bearing males and females, who are enrolled in underrepresented programs

4P2 Nontraditional Completion

Numerator = The total number of credit-bearing male completers (a) of traditionally female programs, plus the total number of credit-bearing female completers (a) of traditionally male programs

Denominator = The total number of male and female credit-bearing completers (a) of underrepresented programs

E. Improvement Strategies

The major disappointment in achievement remains the area of secondary, non-traditional participation and completion. To improve that category, the Career and Technical Education team will be hiring a new staff person who will have as a primary assignment, the revitalization of the no-traditional effort across the State. This staff person will work with our sub-contractor to develop new strategies for improving our performance. The State also missed 2S1 and 2S2 measures by a small margin. It is believed that better reporting will rectify this, and appropriate technical assistance to sub-recipients is planned by staff and the CTE Resource Center. Other improvement strategies are discussed below under **V. Monitoring Follow-up**.

V. Monitoring Follow-up

One finding of the monitoring visit for postsecondary addressed the absence of ethnic data for each gender, as reported on the CAR. The State Education Department developed an Action

Plan and Timeline for this finding. One of the steps on the Timeline was to initiate a pilot activity with 3-4 postsecondary institutions, whereby data could be accessed from the State level, relieving the burden of reporting on the local level. The postsecondary institutions for this pilot have been identified, consistent with the Timeline and Action Plan.

Another finding of the monitoring visit for postsecondary addressed the need to report Tech-Prep student data on the postsecondary level. An action Plan was developed to commence in the spring of 2006.

A third finding was that updated census data was needed for the allocation of funds for the period beginning July 1, 2005. The formula was re-run and allocations were adjusted accordingly.

The final finding was in regard to the use of funds for travel for student organizations. Such expenditures were disallowed for the current year and the department is reviewing the two prior years to determine any retroactive adjustments that may be required.

The Department is also reviewing the many suggestions for program improvement that were made by the monitoring team for inclusion in the future administration of these funds.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Not applicable.

Tech Prep

The most current Tech Prep student data to report, for the 2004-2005 reporting period, is for the 32 Tech Prep consortia in existence as implementation projects. There are six of the original seven consortia sustaining that began as planning projects as of 2001-2002.

Data reported for the 32 Tech Prep consortia have been in existence for five years and one consortium that started as a planning grant for only three years has begun to show student data. These consortia are located in urban and rural settings throughout the State. They reported a total of 23,328 students with more males (12,011) than females (11,317). Tech Prep counts are based on students who have indicated intent to complete the minimum four-year Tech Prep education program and enroll in or have completed the core curriculum in mathematics, science, communications and technology.

Student outcomes for the 32 implementation Tech Prep programs in unduplicated counts were as follows: 1,702 received associate degrees or certificates in technical areas, and 8,764 were successfully placed. Of those placed, 2,887 were employed or in the military; and 5,697 went on to additional education and advanced training.

Tech Prep consortia, in varying degrees, offer the national sixteen Career Clusters as depicted by the following chart:

National Career Cluster	Number of Consortia
Agriculture, Food and Natural Resources	12
Architecture and Construction	13
Arts, A-V Technology and Communications	2
Business Management and Administration	18
Education and Training	13
Finance	11
Government and Public Administration	6
Health	21
Hospitality and Tourism	15
Human Services	15
Information Technology	19
Law, Public Safety, Corrections and Security	13
Manufacturing	11
Marketing Sales and Services	8
Transportation, Distribution and Logistics	9
Scientific, Technology, Engineering & Math	19

The offerings within these clusters include technical preparation in mechanical, medical laboratory, construction, computer information systems, civil engineering, chemical business/marketing, health occupations, agriculture, robotics, culinary arts, electrical engineering, communications, criminal justice, manufacturing, drafting and design, automotive, fashion and resort and hospitality services.

In-service and curriculum development sessions occurred at all consortia. Core curriculum development was the major focus of all of the consortia. Participants in in-service and curriculum development included 3,468 high school teachers, 918 high school counselors, 1,334 college faculty and 423 other college personnel. In-service training included providing opportunities for teacher/faculty and counselors to visit model Tech Prep projects inside and outside the State; bringing in consultants to conduct training sessions for teachers, faculty and counselors inside the consortium; and sending teachers and counselors to national conferences, as well as, regional conferences and the statewide conference sponsored by New York State Tech Prep directors. A three-day retreat is held each year specifically for professional development, sharing successful practices and networking for the 32 consortia directors and coordinators.

Most consortia work closely with state and community agencies such as, Local Workforce Investment Boards (LWIBs), One-Stop Centers, the New York State Education Department's Vocational Educational Services for Individuals with Disabilities, the Local Departments of: Social Services, Labor, Mental Health; ACCESS Centers, labor organizations and Chambers of Commerce. All consortia work collaboratively with local businesses (total of 716 statewide). There were 370 high schools, 34 Boards of Cooperative Educational Services [BOCES], 62 two-year colleges and 46 four-year colleges participating with the Tech Prep consortia statewide.