

## PART B: NARRATIVE PERFORMANCE INFORMATION

### 1 STATE LEADERSHIP ACTIVITIES

#### a. Required Uses of Funds

Conducting assessments of vocational and technical education programs funded under Perkins IV.

**Secondary-level Programs:** The revision of New York's Perkins secondary application materials begins a new emphasis on more clearly connecting the five-year plan to Perkins IV requirements. From there, it draws a strong connection to the Major Efforts, which in turn, connect directly to the Plan for Program Improvement and the FS20 details. We have been characterizing this interconnectedness with the idea that grantees should be able to "draw a straight line between" all of the components; they should align. SED grant reviewers are able to more readily assess the impact of Perkins funding.

A technical assessment for agricultural education has been developed by a consortium of Central New York Agriculture teachers, private and public sector partnerships and Cornell University.

State staff evaluations of the following Family and Consumer Sciences (FACS) activities were completed: Evaluation of Buffalo City Schools middle-level Model B application for time modifications in their FACS program. Evaluation of Syracuse City Schools plan for a potential Model B application for time modifications in their FACS program.

Over 150 health occupations nursing assistant programs were assessed to ensure that state and federal regulatory requirements continue to be met.

The CTE Resource Center, has worked directly with approximately 30 CTE programs throughout the year to complete the New York State program approval and re-approval process. Targeted assistance provided includes curriculum review and evaluation, and gap analysis.

**Post secondary-level Programs:** Section 237 of New York State Education Law requires the Board of Regents to adopt or revise a master plan for higher education, known as the Regents Statewide Plan for Higher Education, that covers an eight-year period. On June 21, 2005, the Board of Regents adopted its Statewide Plan for Higher Education for the period 2004-2012. The Plan delineates priorities, initiatives, and indicators for the higher education members of The University of the State of New York to focus on over the eight year period. The Plan includes statements of action by the Regents and the Department related to each

Regents priority. Under each priority, the Plan includes indicators of progress. Section 237 requires the Board to report to the Governor and the Legislature on progress in carrying out the Plan at its half-way mark.

Tracking the progress of 271 institutions is challenging. With all its complexities, the Plan's focus can be summarized to encompass student needs (e.g., closing performance gaps), state needs (e.g., citizens having access to higher education to meet future economic and workforce needs), and institutional needs (e.g., meeting student needs along with New York State's workforce, economic, and societal needs).

Since one of the Regents priorities is closing performance gaps, the Board asks institutions to focus their master plans on student retention and on activities that raises performance on lower performing subgroups. The Regents performance indicators for this priority include persistence rates, graduation rates, length of time to degree and employment placement rates.

#### Developing, improving, or expanding the use of technology in vocational and technical education

**Health Occupations:** Online and virtual health learning systems resources were shared with health occupations educators via website postings and group notification.

**Technology Education:** As a result of the SED and NYSTEA April 30th and May 1st [Summit deliberations](#), NYSTEA and New York Institute of Technology have agreed to support a Teacher Center Online Academy (OLA). This 45-hour OLA course is available to educators who are interested in becoming an online facilitator for Technology Education and/or Science, Technology, Engineering and Mathematics (STEM) courses. The training is intended to prepare participants to create and offer an original 15 hour online course with a focus on the development of curriculum and structure for the course.

The CTE Resource Center worked collaboratively with the Association for Career and Technical Education Administrators (ACTEA), and an outside vendor to house CTE curriculum in a central hub from which individual school districts can access.

#### Postsecondary

SED Office of Higher Education has been working with postsecondary institutions to adopt a unit record data system approach. The initial use of this system indicates that institutions are able to more easily conduct data queries and have more flexibility in data analysis. As the system has more comprehensive use, institutions will be better able to perform impact analysis and develop strategies for improving student performance.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

All professional development sessions offered by SED associates included increased emphasis on the 2001 New York State Regents Policy on CTE. This policy defines how students may earn integrated academic credit in approved programs and is the foundation of the Program Approval Process. New York has defined Perkins programs of study as those that are approvable under the Regents Policy on CTE.

### Professional Development Initiatives

**Agriculture:** Professional development is provided through the Agriculture Education Outreach (AEO); Oswegatchie Educational Center (OEC), New York Agriculture-in-the Classroom (NYAITC); New York FFA (NYFFA); New York Association of Agricultural Educators (NYAAE); in collaboration with postsecondary institutions with programs in agriculture.

**Business:** Over 500 Business teachers statewide benefited from SED presentations in the following forums: Business Teacher's Association Executive Board; Suffolk County Business Teacher's Association, Business teachers attending SED's Regional CTE Conferences in New York City, Long Island and Albany, Suburban Council meeting, Business and Marketing Capital District group, St. Lawrence County Business Teacher's workshop, Ulster County Business teachers at Staff development day. Convened meetings with SUNY Cortland, representatives of the New York State Credit Union Foundation, Dartfish Media, and the FBI to develop in-service opportunities for over 360 CTE business teachers.

**Family and Consumer Sciences:** Over 250 family and consumer sciences teachers, CTE directors and FCCLA advisors were provided with professional development in the following areas: the New York State Regents Policy on CTE and its program approval process, implementation of the state's best practices template and rubric, national standards update, and learning standards in FACS curricula.

**Health Occupations:** Provided assistance in selection of professional speakers and program content development for professional workshop day for over 100 health occupations educators and administrators. Provided health occupations regulatory updates and NCLB teacher requirements and resources at SED regional CTE conferences.

**The CTE Resource Center**, under contract with SED, held seven regional conferences that focused on the needs of the schools in those regions. Approximately 2275 CTE educators and administrators attended. The CTE Resource Center also provided information and professional development at a statewide leadership conference for 140 CTE administrators. Focused workshop topics included project-based learning, study tours at Tech Valley High School (a best practice instructional model), data workshops, leadership workshops, etc.

**Postsecondary:** Based on data collected from school districts, SED Office of Higher Education identified CTE as a teacher shortage area. This information was disseminated statewide and prompted a Board of Regents report to investigate alternative pathways for prospective CTE teachers. The SED Office of Higher education participated in regional meeting workshops about the shortage issue, seeking input from educators and community leaders.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

The third cycle of secondary program re-approvals took place in program year 2007-08. SED provided guidance to schools and BOCES seeking program re-approval. Of the 240 programs up for re-approval, 206 programs were re-approved.

The distribution of programs by New York's six Career Development and Occupational Studies subject areas has been fairly consistent since the start of the program approval process in 2001. The programs applying for re-approval in 2007-08 are illustrative. Approximately 10 percent of the programs were in the Arts and Humanities area, 12 percent were in the Business and Marketing area, 8 percent were in the Health Services, 44 percent in Engineering Technologies, 15 percent in Human/Public Service and 12 percent in Natural/Agricultural Sciences.

Secondary-level spending on mandated activities is approximately as follows: strengthening academic and technical skills, 35.9 percent; linking secondary CTE with postsecondary studies: 6.9 percent; providing experience in all aspects of an industry, 9.7 percent; expanding the use of technology, 10.1 percent; provide professional development, 8.3 percent; developing evaluations of CTE programs, 6.7 percent; improve, expand and modernize CTE programs 15.3 percent; provide programs that are of size, scope and quality to be effective, 6.8 percent and services to special populations accounted for .07 percent. The special population spending figures do not represent an accurate picture of the programs for special populations in New York State CTE. The regional technical schools (Boards of Cooperative Educational Services or BOCES) provide

most of the state's CTE programming outside of the Big 5 cities. The BOCES student populations are consistently comprised of 30-40 percent special populations—predominately special education students. The same is true in the New York City schools (which constitutes over half of the state's CTE enrollments). High levels of special population enrollments necessitate that all programming be supportive of different learning style needs. As a result of the high level of built-in supports for special populations in the majority of CTE programs, schools do not consider it to be discrete category of spending.

Of the approved programs in the most recent cycle, 193 offered integrated academic credit, most frequently in English and math. The use of integrated academic credit to satisfy graduation requirements opens adequate time in many students' schedules to make participation in half-day CTE programs possible. The use of integration is reflected in the distribution of project costs statewide. Over 35 percent of Perkins funds are used for professional salaries, frequently, to increase and improve the use of integrated academics.

#### **Academic Integration Initiatives**

**Business:** SED worked with business teachers and representatives from *USA Today* to develop activities and lessons to integrate ELA into the business curriculum.

**FACS:** SED provided Family and Consumer Sciences leadership on a curricular development writing team of FACS and science teachers. Developed examples of learning experiences that integrate CDOS with Social Studies standards for statewide use.

**Health occupations:** SED initiatives included review of a new model of curriculum delivery and assessment of learning that would improve integration of academic and technical skills. Health occupations were also supported through SED's statewide leadership to Health Occupations Students of America, a co-curricular student leadership organization that provides students opportunities to enhance academic learning and acquisition of skills in the health care field. Support and guidance provided to over 200 students and advisors.

**Technology education:** provided conference workshops focusing on how technology education can utilize the CTE program approval process.

**The CTE Resource Center:** provided theoretical and practical information on the integration of academics and CTE programs at the regional conferences. A workshop on project-based learning was also developed by the integration staff.

**Postsecondary:** At the postsecondary level, curricula leading to associate in applied science (A.A.S.), associate in science (A.S.), and associate in arts (A.A.) degrees, including those in occupational subject areas, must include a minimum percentage of work in the liberal arts and sciences. Section 3.47 of the *Rules of the Board of Regents* (8NYCRR 3.47) requires that not less than one-third of the work in A.A.S. curricula be in the liberal arts and sciences. For the A.A. degree, the requirement is that two-thirds of the work be in the liberal arts and sciences. For the A.S. degree, the requirement is that at least one-half of the work be in the liberal arts and sciences. Similar percentages are not required for curricula leading to an associate in occupational studies (A.O.S.) degrees or to certificates and diplomas; however, for pedagogical soundness, such curricula generally include between three and twelve semester hours of general education courses (depending on length of curriculum). Such curricula must be registered by the Commissioner of Education as meeting the quality standards for program registration set forth in the Regulations of the Commissioner of Education. To be registered, a curriculum must show evidence of careful planning, among other requirements.

The SED Office of Higher Education approved approximately 300 new CTE degree and certificate programs at postsecondary institutions in 2007-2008.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.

The NET Project website is maintained as a source of information, resources and communication for Perkins-funded institutions—secondary and postsecondary—in New York State and includes the following:

The *Spotlight* e-newsletter is distributed semi-monthly to more than 400 individuals in New York State and throughout the country. A clearinghouse for Vanguard Award materials and information; previews and order forms for NTO careers poster sets.

Updated Crosswalks of Nontraditional Occupations for males and females from the US Department of Labor.

Development of model programs and workshops: Camp GEOG, a summer camp for middle school girls in collaboration with Girls Incorporated and the University at Albany's Department of Geography and Planning; and Girls Get I.T. , a partnership with Capital Region BOCES and Time Warner's Capital News 9 resulted in a one-day program for 20 10<sup>th</sup> grade females. *Gender and Career Choices: Relevant in the 21<sup>st</sup> Century* workshop was delivered at each of the seven CTE Regional Conferences. *Girls Get I.T.: presented* at the

Tech Prep Annual Conference. *Making CDOS Learning Standards a Reality*, presented at the Annual New York State Conference for BOCES Leadership.

CTE Resource Center provided a workshop on non-traditional programs at each of the regional conferences that provided participants with follow-up activities and resources.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

SED's continuing partnership with the New York State Department of Labor was key in the Perkins public hearing process and in the formation of the definition of New York's definition of "high skills, high wage, high demand" occupations. SED's new application guidelines encourage the formation of new partnerships by providing increased flexibility to LEAs in the formation of consortia.

### **Perkins Partnership Initiatives**

**Agriculture:** The SED continues to support partnerships among LEAs and postsecondary institutions in the State. The partnership involving LEAs in Central New York and Cornell University has resulted in the development of a consortium technical assessment for the agricultural programs.

**Business:** Presentations to staff and students at SUNY Oswego, College of St. Rose, Nazareth College Hofstra, Buffalo State College and Siena College Meetings with Basketball Hall of Fame personnel to develop Sport Management resource guide; New York State Society of Certified Public Accountants to develop a summer program to introduce over 250 students to the accounting profession; representatives of the American Cancer Society to develop "sports marketing" opportunities for teachers and students; representatives of the New York Mets to promote business and marketing education at Shea Stadium and representatives from the *Business Review* newspaper to develop workshops for CTE business teachers.

**Health:** Participated on statewide advisory council to Area Health Education Center to further develop local CTE program linkages with AHEC activities via website postings, e-mail notifications, and professional associations. Ongoing assistance provided to Health Occupations Students of America chapters with referrals to individual contacts for development of industry advisory committees. Provided significant consultation to the

New York State Department of Health and its testing company in support of students' readiness and success on state written and skills assessments.

**Trade and Technical:** Continue to provide technical assistance to student leadership organizations in Trade and Technical Education. Activities included delivering workshops for students and advisors, advising the board of directors, and presentations at state conferences. Collaborated with various organizations such as Occupational Safety and Health Administration, New York Committee for Occupational Safety and Health, National Association of Women in Construction, New York State Builders Association and apprenticeship programs. Continue to provide assistance to the New York State Department of State regarding appearance enhancement programs and licensing.

**Technology Education:** SED and the New York State Technology Education Association (NYSTEA) engaged in a two day technology education summit to share ideas and to develop recommendations targeting increased student achievement in Technology Education. The summit resulted in seven mutually agreed upon action steps for the upcoming year.

**The CTE Resource Center:** held four meetings with the Big 5 Cities and Roosevelt High School which addressed barriers to progress and the formation of plan of actions.

**Postsecondary:** SED Office of Higher Education staff participate in monthly meetings of the statewide Business and Education Partnership Consortium. This body includes a cross section of workforce preparation agencies that serve to share and coordinate education and training initiatives. The Perkins Title II regional career pathways funding initiative was a key focus during 2007-2008.

### Serving individuals in state institutions

Perkins supported projects were implemented through the Office of Children and Family Services, the Department of Correctional Services, the Commission of Corrections, four local educational agencies and a community college. The funds provided technical skills instruction and support services to persons incarcerated in county or state correctional facilities.

The following local agencies received funds: Rochester City School District, LaGuardia Community College, Eastern Suffolk BOCES, Schuyler-Steuben-Chemung-Tioga-Allegany BOCES, and Onondaga-Cortland-Madison BOCES. The following state agencies received funds: Department of Correctional Services, Office of Children and Family Services, and Commission of Corrections.

#### **Results Achieved in Locally Operated Programs**

Students received instruction and certificates of competency, where appropriate, in the following areas: computer basics, building trades, OSHA, basic automotive, retail/restaurant, carpentry, culinary, math and measurements, basic business education, job readiness, career planning and transitional activities.

Transitional services and the use of the One-Stop systems, Job Corps and New York State Department of Labor resulted in a large number of students being employed and placed in post-secondary or other training experiences. Many students advanced their academic levels and/or passed the GED tests and earned a high school equivalency diploma. Students who participated in the program developed a career plan that included assessment results achieved through administration of the Career Zone, CHOICES, and Career Choice.

#### **Results Achieved in State Operated Programs**

All programs that are operated in county jails were visited to ensure that program quality standards were met.

New York State Department of Correctional Services (DOCS): The 2007-2008 Perkins grant provided DOCS funding to improve curriculum in the construction field. The National Center for Construction Education and Research (NCCER) recognized 24 vocational instructors as certified craft instructors, which brings the total of certified craft instructors to 159 for the 5 year period of the Perkins grant. The craft instructors provided instruction to inmates at various DOCS facilities. As a result, 981 students have passed portions of the training materials and have been reported to the NCCER national registry. Of these 981 students, 292 have completed

the core curriculum, 16 students have completed Level I in a specific NCCER craft trade, 4 students completed Level II and 2 students completed Level III in the various craft trades. Funding was also used to purchase additional materials for the NCCER trade areas, which included materials in Spanish. In addition, materials were purchased pertaining to communication and soft skills to improve students handling work place issues. Funding was used to purchase 11 computers with vocational drafting software for use at various sites. Also, funds were used to purchase the food service vocational training courses. A total of 80 inmates received this food service training.

New York State Office of Children and Family Services (OCFS): The 2007-2008 Perkins grant provided OCFS funding to provide industry-standard occupational training and transitional services to the young people in OCFS residential centers as they return to their home communities. Among the services provided were: vocational assessments plus career and financial management (job readiness) instruction; industry-specific vocational instruction, including certificates awarded by nationally recognized associations, and career portfolio preparation; on-the-job-training experiences, job development and placement in training programs and apprenticeships; placement in post-secondary educational experiences and introduction to opportunities in military.

OCFS connected youth placed in juvenile justice residential centers with the following community colleges: Columbia-Greene Community College, Mohawk Valley Community College, Hudson Valley Community College, and various on-line community colleges.

During this program year, 29 youth currently residing at the OCFS Brookwood Secure Center, successfully completed classes (one each) at Columbia Green Community College. Ten youth at the OCFS Louis Gossett Residential Center took two courses each from Tompkins County Community College. This partnership is continuing in the 2008-09 program year.

A partnership to refer young people released from OCFS Secure Centers to workforce development services was made with the Center for Employment Opportunities (CEO). Youth transitioning from secure centers began to receive CEO support in May 2008.

Perkins program staff were provided Global Career Development Facilitator (GCDF) training that culminated in each being awarded GCDF Certification. GCDF is a professional certification program for career counsellors, job developers, case managers, career coaches, career center staff, trainers, job coaches, employer reps, outplacement staff, and interviewers. Perkins program staff are authorized to award GCDF

Certificates sanctioned by the New York State Department of Labor and the Heldrich Center for Workforce Development at Rutgers University.

#### Support for programs for special populations that lead to high skill high wage careers

New York's revised Perkins application requires that local recipients provide an analysis of how Perkins programming aligns with economic development needs in their region. In conjunction with the New York State Department of Labor, SED developed a web-based supply and demand crosswalk that local CTE providers can use to target regional high skill, high wage and high demand occupations through 2014. Full implementation of this crosswalk is anticipated for 2009-10.

CTE programs in the LEAs and the BOCES serve a higher proportion of students with special needs than general education programs. Many Major Efforts funded include enhancement of differentiated instruction in all program areas. Curricula are adapted to meet needs of all learners. In some cases, particularly in Health Occupations, SED staff provide guidance to programs regarding testing and assessment modifications.

Conducted 18 Occupational Education Civil Rights reviews at New York State high schools and technical schools to ensure that all students have equal access to Career and Technical Education programs.

The CTE Resource center assisted 15 schools in the development of programs in high skill, high wage, and high demand occupations such as Optics/Photonics, Computer Networking, Multi Media, and Photography in Rochester City School District. In New York City, appropriate technical assessments for Computer Programming, Medical Billing and Coding, Bio Technology and Virtual Enterprise were suggested. Workshops at the regional conferences provided professional development on changes in regulations, differentiated instruction and literacy to teacher assistants, special education consultant teachers, and administrators.

#### Offering technical assistance for eligible recipients.

SED staff provide technical assistance to local educators through existing centers and networks, such as Regional School Support Centers (RSSC) Teacher Centers, Special Education Training and Resource Centers (SETRC), Staff and Curriculum Development Network, and the Career and Technical Education Resource Center. CTE subject area content experts within the SED provide specific expertise in the areas of curriculum and instruction, assessments, evaluation and reporting, and professional development.

Continuous guidance on program improvement, curriculum, assessment, national standards, NCLB, teacher certification and the program approval process has been provided to numerous stakeholder groups (e.g., executive boards of directors for health occupations and business education; New York administrators of CTE for urban and rural schools; and student leadership associations)

The CTE Resource Center provided 33 technical assistance visits to Big 5 cities and Roosevelt and Wyandanch school districts, (New York's highest need districts). Technical assistance was also provided through researching topics such as CTE teacher certification and technical assessments for constituents.

The Oswegatchie Center provided seasonal training to agricultural students and teachers and registers over 1,000 participants.

In March 2008, SED conducted a full-day technical assistance workshop for local postsecondary CTE program directors. This workshop provided guidance for submitting multi-year plans, annual applications and performance data.

#### **b. Permissible Activities**

##### Improving career guidance and academic counseling programs.

New York's Career Development and Occupational Studies (CDOS) learning standards are the foundation of all secondary Perkins programming.<sup>1</sup> Applicants must clearly show how these standards, (Career Development, Integrated Learning, Universal Foundation Skills and Career Majors) are embedded in program delivery strategies. The CDOS Learning Standards promote instructional strategies that address individual learning styles and provide experiential activities to increase student understanding of academic concepts. Students engaged in experiential learning gain a better understanding of academic concepts and the connections that link school, career options and their own personal development.

---

<sup>1</sup> Standard 1, Career Development: students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes, and abilities to future career decisions; Standard 2, Integrated Learning: students will demonstrate how academic knowledge and skills are applied in the workplace and other settings; Standard 3a, Universal foundation Skills: students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace; and Standard 3b, Career Majors: students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in post-secondary programs.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

**CTE program re-approval process:** 240 secondary programs were required to complete the re-approval process in 2007-08; 206 of them successfully completed these comprehensive reviews (for more detail on the New York State CTE approval process see, <http://www.emsc.nysed.gov/cte/ctepolicy/>) Approved programs are required to have articulation agreements in place that benefit the student by easing the transition to postsecondary studies. Most of the articulation agreements provide the student with advanced standing or college credit. Through prior work of the Tech Prep initiatives, many other articulation agreements exist in LEA CTE programs that have not yet sought program approval.

SED is distributing Perkins Title II funding to provide competitive grants to regional partnerships of Local Educational Agencies (LEAs), BOCES and postsecondary education institutions for the development and operation of programs consisting of at least the last two years of secondary education and at least two years of postsecondary education. Such programs at the secondary education level are designed to provide technical skill education that prepares students to transition to postsecondary studies. Through these programs of study, students will be able to receive postsecondary credit for college, and be able to transition to associate degree or baccalaureate degree programs.

The Title II regional funding requires written articulation agreements among partners designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions.

Supporting career and technical student organizations.

Continued oversight and assistance to student leadership organizations in the fields of health; marketing; business; agriculture; family and consumer sciences; trade, and technology by delivering workshops, advising boards of directors, convening groups of student leadership advisors to revise bylaws and participating in conferences. Organizations were encouraged to enhance the level of academic content included and focus efforts on opening participation to a wider, more diverse group of students. (*for details on student leadership see <http://www.emsc.nysed.gov/cte/cdleader.html>*)

New York State Education Department CTE staff gave presentations to hundreds of educators at many CTE organization forums to share Department updates and to assist association members with continued

implementation of high quality learning opportunities for CTE students. Organizations include: Future Business Leaders of America; Family, Career, Community Leaders of America; Health Occupations Students of America; New York State Health Occupations Educators Association, DECA, (formerly, Distributive Education Clubs of America); Skills USA, and New York FFA (formerly, Future Farmers of America).

NYFFA conducted training for FFA officers and in-service training for teachers upon demand. More than 1,000 teachers have been served this program year. SED provides appropriate technical assistance in the development and implementation of each activity.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

Many state-approved work experience programs continue to offer students the chance to try-out technical skills in the field of choice. The program that conveys school credit is the Career Exploration Internship Program (CEIP), which provides students with extended on-site career exploration experiences. Within the paid category, there are three available programs that convey graduation and/or sequence credit: the Cooperative Career and Technical Education Work Experience Program (CO-OP), the General Education Work Experience Program (GEWEP), and the Work Experience and Career Exploration Program (WECEP). See <http://www.emsc.nysed.gov/cte/wbl/> for more detail.

Supporting family and consumer sciences programs.

The FACS associate presented information to 40 pre-service school administrators from College of St. Rose on role of CTE in secondary education-presentation. (Other references to FACS are found in required uses of funds section).

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

New York's approved programs offer students work-based learning experiences. Many other partnerships have been formed through the continued evolution of the internships, New Vision and other work-based learning programs offered to CTE students. The State continues to forge more ties to local area economic stakeholders in order to maintain the relevance of programming.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

The Board of Regents has called for a review and update of the learning standards in the state. The Career Development and Occupational Studies standards review was scheduled as the second standard area to be reviewed (after English Language Arts).

The SED is a member of the New York Agricultural Education Leadership Council and provides technical assistance to this body as well as to the boards of NYAAE, NYFFA, and the FFA Foundation.

Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

New York State awards Perkins Postsecondary/Adult formula funding to nine BOCES centers and five large city school districts that provide academic and technical skills needed by adults to establish initial labor force attachment from which further training can be continued.

Developing valid and reliable assessments of technical skills.

Identified national skills standards and assessments in support of program developments and approval for two emerging health occupations.

The Resource Center team compiled information about technical assessments used in the 50 states. Ohio Career-Technical Competency Assessments were investigated. Many other states were contacted which increased the Center's ability to assist schools in assessment selection. The Resource Center researched technical assessments for Biotechnology, BioMed, X-Ray technician, Computer Programming, Business programs, Fire Fighter certification, among others.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

The Resource Center provided assistance to school districts in developing applications for the funding as well as workshops to improve understanding of the data elements.

For postsecondary, the SED Office of Research and Information Systems has enhanced its data collection approach with local postsecondary institutions. The revised approach collects student data using a unit record format, which is better aligned to meeting performance expectations established in Section 113 of Perkins IV. SED staff conducted meetings with representatives of postsecondary institutions to discuss necessary modifications of the data collection process.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

As reported to the Regents at the September 2008 Higher Education Committee meeting, the Department continues to address shortages in certified CTE teachers. An internal workgroup formed with staff from the Offices of Elementary Middle, Secondary and Continuing Education, and Office of Teaching Initiatives has identified key issues around shortages or inappropriate CTE certification and developed strategies that will begin to address this critical component. The work of this internal workgroup will be provided to the Regents Statewide CTE Task Force for its consideration.

Contributed to the development of criteria and qualifications for teachers in two emerging programs in the health CTE field. Two new teacher titles were adopted by New York State in the CTE health area.

Supporting occupational and employment information resources.

SED entered into an MOU with the State Department of Labor (DOL) to provide career resources for students. Under this MOU, the DOL enhances and maintains a web-based career exploration and resource site that is used by educators, parents and students, statewide. This site, CareerZone, is available at: <http://www.nycareerzone.org/graphic/index.jsp> . In conjunction with DOL, SED is developing a web-based supply and demand crosswalk that will feature regional high skill, high wage and high demand occupations through 2014. Full implementation of this crosswalk is anticipated for 2009-10.

## **B2. Progress in Developing and Implementing Technical Skill Assessments**

The plan for implementing technical skill assessments parallels the plan to increase the number of CTE programs approved under the 2001 Regents Policy on secondary-level CTE. New York is requiring Perkins applicants to have at least three programs that are approvable under the Regent Policy by the end of Program Year 2008-09 (requirements are modified for first-time applicants so that they are able to build programs incrementally). The state policy requires that approved programs offer students the opportunity take the technical skills assessment, but it does not mandate it. Students in approved career and technical education programs must pass an industry-approved technical assessment, and five end-of-course Regents examinations to earn technical endorsements on their diplomas.

In the 2007-08 program year, there were approximately 800 approved CTE programs, the large majority of them offered at the BOCES<sup>2</sup>. As these programs undergo the re-approval process (programs must be re-approved every five years) information is provided regarding percentage of students receiving CTE endorsements (the number of completers who passed the technical assessment, the five Regents exams and credit requirements for graduation). Approximately 31 percent of completers in the first cohort of students in approved programs received endorsements, and 45 percent achieved this level of performance in the second cohort. Technical assessment information from the Big 5 Cities was not available. Receiving a Technical Endorsement represents a higher level of achievement than passing the assessment alone. Preliminary data suggests that over 60 percent of concentrators taking the technical skills assessment pass.

Since Perkins eligibility now depends on offering programs that are approvable under the 2001 policy, SED expects to see increased availability of technical assessments to more CTE students. A survey regarding technical skills assessment policies at the BOCES showed that 43 percent of the schools require all students to take the technical skills assessment, 35 percent established performance and attendance criteria to be met to qualify to take the assessment, and 14 percent had

---

<sup>2</sup> BOCES enrollments represent approximately 18 percent of the total CTE enrollment for the state.

no school-wide policy, leaving decisions to be made at the program level. Preliminary statewide information shows approximately 11 percent of concentrators of reporting programs are taking technical skills assessments.

At present, there are approximately 33,000 postsecondary students who will receive technical skills assessments in allied health and technical programs. Postsecondary institutions that receive Perkins funds were surveyed during 2007-2008 to determine the extent of CTE programs that use reliable and valid third-party assessments to measure student technical skills. This information will also provide the basis for determining baseline data on concentrators who attempt and successfully pass technical skill assessments. SED is currently reviewing and finalizing this list of third-party assessments. Once this is completed, the Perkins Postsecondary Performance Advisory Group will be convened to provide input regarding options for increasing the coverage of programs and students reported in this indicator during the subsequent years of Perkins IV. The Advisory Group is anticipated to meet in early 2009.

A list of state-approved programs is found at <http://www.emsc.nysed.gov/cte/Approved.htm>.

Secondary program areas for which the state has technical skills assessments are found in Attachment A.

### **B3. Implementation of State Program Improvement Plans**

This is the first year that data that has been obtained from the Student Information Repository System (SIRS), an individual student record system that is not yet fully operational for CTE data use. Data submitted is not final. While it shows that all special populations meet the performance measures in 4S1, it is probable that past trends regarding performance of disabled and LEP populations continue to show lower performance levels than other student groups. Performance gaps for disabled and LEP populations have appeared for the three required indicators in available data.

SED's approach to closing the achievement gap for disabled populations is headed by the Vocational Education and Services for Individual with Disabilities (VESID) division. In 2008, VESID revised its vocational rehabilitation transition policy, establishing an affirmative role for VR counselors in transition from school to work. Similar to their non-disabled peers, youth with disabilities benefit from career planning and normative work experiences during young adulthood. To address this need, VESID revised the 421.00 Youth in School -

Transition Referral, Planning and Services Policy in August 2008. The policy reinforces VESID's commitment to begin working with students with disabilities two years prior to the student's expected school exit. It outlines the role of the vocational rehabilitation counselor as an active participant in the transition planning process. The policy clarifies what documentation can be obtained from school districts to assist the VR counselor to determine the student's eligibility for VR services and to expedite post-school services.

As an active participant in the transition planning process, the VESID VR counselor:

1. Informs students, parents and school staff about VESID VR services related to employment;
2. Works with the school district to identify students who may benefit from VR services and determines eligibility for VR services;
3. Counsels students and their parents about career planning and employment related to the individualized education program (IEP) and engages the student in assessing post-school options;
4. Advises students, parents and school staff during the transition planning regarding current labor market information, community resources and other community-based services, such as independent living centers;
5. Contributes to the transition planning by communicating with school-based staff so that students, parents and school district staff can avail themselves of the VESID VR counselors' expertise in post-school options;
6. Develops the Individualized Plan for Employment (IPE) prior to school exit which outlines the student's employment goal and the services necessary to achieve the employment goal;
7. Provides transition services if they are beyond the scope of special education and within the scope of VR services; and
8. Provides employment-related services.

The policy is intended to ensure that students with disabilities have clear post-school plans and are engaged in postsecondary activities leading to employment.

VESID's Model Transition Program (MTP) puts many aspects of the revised VR Transition Policy into practice: specifically, the role of counselors, referral timeline, eligibility and VR services. The MTP provides funding for 60 projects that include more than 180 private and public high schools to develop school-wide plans, activities and programs to facilitate the transition of students with disabilities to postsecondary placements. These placements include college, vocational training programs and competitive employment with and without supports. The primary goal of the MTP is to facilitate future employment opportunities for students with disabilities. At the end of this three-year project, successful transition strategies will be identified and

shared with high schools throughout the State. Over the projected three-year period of the MTP, over 12,000 students with disabilities will be made eligible for vocational rehabilitation programs and services.

During the first academic year, significant progress has been made in the implementation of transition activities, formation of partnerships, training, and data collection/analysis. As reported by Cornell University, MTP has generated extensive individual student data regarding participating student demographics, employment and postsecondary preparation, VESID referrals, and collaborative service delivery. As of June 2008, a total of 9,454 students have received transition services; over half of those were expected to achieve a Regents Diploma. Highlights include:

- Sixty-one percent (5,769) of students participate in career development activities.
- Nineteen percent (1,782) of MTP students participated in paid/unpaid work experiences, most of this being part-time work.
- Eighteen percent (1,664) of MTP students participated in activities aimed to facilitate transition to postsecondary education. Most of these were college information nights and assistance with college applications.
- More than 3,000 referrals to VESID have been made.

**Limited English Proficient Students:** Part 154 of the Commissioner's Regulations holds all school districts accountable for identifying and serving LEP students. Districts are required to adopt a policy on the education of LEP students, plan and provide appropriate services for them, and evaluate and report their academic achievement. Instructional programs for LEP students are funded primarily through local funds but are supplemented by State LEP Aid, known as State Bilingual Categorical Funds. New York State authorizes additional funds that are administered by Office of Bilingual Education and Foreign Language Studies to address current critical needs identified in the state. To guide and support districts in providing better services to LEP students, OBEFLS has undertaken several initiatives:

- addressing the needs of LEP students in early childhood education;
- providing resources and technical assistance to school districts to prepare bilingual and ESL teachers to raise standards and achievement levels for LEP students;
- identifying instructional strategies for LEP students with interrupted formal education;
- developing resource documents to support literacy development for LEP students.

New York State's Contracts for Excellence requires selected school districts to target funds for students with the greatest educational needs and to supplement, rather than supplant, existing district effort. Districts

provide data on the allocation of Contract for Excellence funds on programs with a track record of success in raising student achievement and identify student performance targets they expect as a result of these expenditures. The following model programs have been approved as strategies to close the achievement gap for Limited English Proficient/English Language Learners (LEP/ELLs) in New York State's Contract for Excellence funding. These model programs can be implemented locally as part of the seven allowable Contracts for Excellence contract program areas and services: (1) class size reduction; (2) time on task; (3) teacher/principal quality initiatives; (4) middle and high school restructuring; (5) full-day pre-kindergarten and kindergarten; (6) model programs for English Language Learners; and (7) experimental programs.

For postsecondary institutions, standards are established for each of the performance indicators, across several career clusters. Institutions are expected to meet each standard or to reflect a three percent improvement toward the standard in a given year. Institutions are expected to address the standards for both overall CTE students and for the aggregate special population categories. Even though the statewide baseline rate for the completion indicator is being met, recent data reflects that approximately 40 percent of institutions are not meeting the completion indicator standard. Additional review is underway to determine which of these institutions do not reflect the minimum 3 percent progress requirement. State-level program staff will directly interact with academic policy administrators at these institutions to discuss the targeting of subsequent year funding to major efforts that address student performance needs.

#### **B4. Implementation of Local Program Improvement Plans**

**Secondary:** The new Perkins application places increased emphasis on directing funds to the indicators most in need of improvement. In addition capturing more detail on the Local Program Improvement Plan, the application now includes a budget reporting form that requires short narratives that further strengthen the alignment between the overarching five-year major efforts to be funded and the item lines that constitute each major effort. Application materials for subsequent program funding years will require locals to amend their five-year plans and align resources to better address performance deficiencies.

Information collection through the program approval process shows that New York State's approved programs meet all three performance indicators since program year 2004-05. The Approved Programs have been meeting targets for academic achievement and graduation even though special education students comprise approximately 38 percent of their enrollment. LEAs are expected to form improvement plans based on what works in the Approved Programs (i.e., academic integration, differentiated instruction in contextual learning experiences, using teams of academic and CTE teachers when revising content and improving delivery strategies). Local report card data for Perkins recipients was not final for the most recent program year.

**Postsecondary:** As noted above, recent data shows that approximately 40 percent of institutions are not meeting the completion performance indicator standard. An additional determination will be made for which institutions are not making sufficient progress toward the standard. These institutions will review performance reports prepared at the State level and develop a local improvement plan to address targeted student needs. The improvement plan is expected to reflect an application of resources in addition to Perkins funding. Given the number of categories for which standards must be addressed, the likelihood is high that almost all of the institutions will need to develop a local improvement plan in a given year. This expectation is based on Perkins accountability results over the past fifteen years. Local improvement plans are used by institutions to target resources in areas that need improved student performance. The targeting of resources based on local improvement plans has resulted in incremental improvements for many of the performance indicators on the State level during this fifteen year period.

### **B5. Tech Prep Grant Award Information**

New York's Tech Prep programs will now be called Perkins Title II programs. These regional Title II awards require the development of student career pathways that reflect high skill, high wage, and high demand opportunities projected within the fourteen designated regions. Because grants and contracts are to be awarded on a competitive basis, no formula was used to award grants. The Request for Proposals for Title II funds were issued in June of 2008. Funding decisions were contingent on meeting performance levels and satisfactory reporting as aligned with elements of the five-year plan for the years 2008-2013. Program budgets will be requested yearly.

To ensure an equitable distribution of funds throughout the State, there will be at least one grant awarded in each of 14 regions. Regional funding better aligns with workforce and economic patterns in the State and promotes equitable distribution of funds between urban and rural areas. The Title II funding awards follow the fourteen regional designations that currently exist for workforce planning and economic development.

Regional funding amounts are calculated by determining the percentage that each region's CTE enrollments represents in the total CTE enrollment for the State (as reported in the 2006-07 BEDS data submitted to SED by the BOCES and LEAs). Note: Amounts shown are prorated to reflect the shortened first year grant period. The applicant may apply to serve only one region and must serve it in its entirety. The agency submitting the application on behalf of the partnership/consortium can be the fiscal agent for one region only.

Region and member counties	Funding based on CTE enrollments BEDS 2006-07
<b>Capital District:</b> Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren and Washington	\$427,800
<b>Central New York:</b> Cayuga, Cortland, Onondaga and Oswego	\$295,776
<b>Finger Lakes:</b> Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming and Yates	\$474,026
<b>Hudson Valley:</b> Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester	\$606,440
<b>Long Island:</b> Nassau and Suffolk	\$937,475
<b>Mohawk Valley:</b> Fulton, Herkimer, Madison, Montgomery, Oneida and Schoharie	\$214,291
<b>North Country:</b> Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis and St. Lawrence	\$204,105
<b>Southern Tier:</b> Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga and Tompkins	\$275,405
<b>Western New York:</b> Allegany, Cattaraugus, Chautauqua, Erie and Niagara	\$514,768

Attachment A: New York State secondary-level program areas having technical skills assessments

counties	
<b>New York City: Bronx</b>	\$224,476
<b>New York City: Kings</b>	\$311,055
<b>New York City: New York</b>	\$178,641
<b>New York City: Queens</b>	\$336,519
<b>New York City: Richmond</b>	\$92,062
<b>Total funds available</b>	<b>\$5,092,846</b>

NYSED collected student performance data from the Tech Prep projects during the transition year. However, the phasing out of projects resulted in uneven reporting of secondary and postsecondary data. NYSED anticipates a meeting with the new Title II projects in early 2009. Discussed during this meeting will be the responsibility expectations of local performance data collection and reporting. In general, the previous consortia provided services and programs to a limited number in their particular geographical areas. Consortia addressed local needs in the areas of professional development and Tech Prep-structured programming for students. While there was a level of effectiveness and impact on student achievement, it was localized and limited by the funding.

**Agriculture**

Agriculture

Agriculture & Applied Science

Agriculture Production & Science

Animal Science

Conservation Environmental

Conservation & Forestry

Environmental Technology

Equine Science

Floral Design

Floriculture

Horticulture

Landscape & Greenhouse

Management

Landscaping

Natural Resource Management &

Development

Natural Resource Occupation

Natural Resources Plant, Animal &

Life Sciences

Ornamental Horticulture

Urban Forestry

Accounting & Finance

Accounting & Law

Basic Office Applications

Business Computer Applications

Business Education

Business-General & Commerce

Business Information Systems

Business Ownership & Accounting

Business Specialist

CISCO Networking

Computerized Business Technology

Systems International

Computer Careers

Computer Information Sciences

Computer Networking

Computer Programming

Data Processing

E-Business

Entrepreneurship & Virtual

Enterprise

Finance

Information Technology &

Networking

Information Finance & Economic

Development

International Virtual Enterprise

Integrated Software Applications

Legal Office Assisting

Lodging Management

Marketing & Entrepreneurship

Marketing

Microsoft User/Expert

Office & Computer Technology

Sales, Marketing & Retail

Travel & Tourism

**Family & Consumer Sciences**

Career Pathways/Food Services

Child Care

Child Care Provider/Assistant

Children & Education

Culinary Arts & Hospitality

Technology

Drama

Dramatic Arts

Early Childhood Development &

Care

Early Childhood Education

Fashion Design

Fashion & Interior Design

Fashion Merchandising

Hospitality & Food Service

Hospitality & Culinary Technology

Human Services

Pastry Arts

Retail & Fashion Merchandising

**Business & Marketing**

**Health Occupations**

Allied Health Assistant  
 Allied Health Diagnostic  
 Certified Nurse Assisting  
 Clinical Medical Assisting  
 Dental Assisting  
 Dental Laboratory Technology  
 Emergency Medical Services  
 Health Assisting  
 Health Dimensions  
 Health Careers & Occupations  
 Health Services Home Health Aide  
 Introduction to Health Careers

Machine Trades  
 Manufacturing Technology  
 Marine & Outdoor Power  
 Equipment  
 Masonry  
 Medium/Heavy Duty Metal Trades  
 Metal Working Technology  
 Motorcycle Technology  
 Nail Technology  
 Outdoor Power Equipment  
 Plumbing & Heating  
 Police Science  
 Power Mechanics & Conservation  
 Precision Machine Technology  
 Precision Manufacturing  
 Public & Private Security  
 Public Safety & Law Enforcement  
 Recreational Outdoor Power  
 Equipment  
 Residential Electricity

**Trade**

Heavy Equipment Operations  
 Heavy Equipment Repair  
 Heating Ventilation, Air Conditioning  
 & Refrigeration  
 Mechanical Science & Technology  
 Law Enforcement  
 Machine Technologist  
 Machine Tool Technology

Security & Law  
 Small Engine Technology  
 Small Engine Repair  
 Spa Specialty  
 Transit Technician  
 Truck Repair  
 Welding & Metal Fabrication

**Technical**

A+ Computer Repair	Computer & Network Technician	Graphic Design & Communication
Advertising Art & Design	Computer Network Technology	Graphic Design & New Media
Advertising Design & Production	Computer Programming & Web Design	Media Communications Technology
Architecture	Computer Repair Networking	Microcomputer Technology
Architectural Drafting	Computer & Robotic Technology	Multimedia
Audio Production	Computer Service Technology	Network Technology
Technology	Design & Visual Communications	Offset Lithography & Printing
Broadcast Occupations	Digital Design Imaging	PC Repair & Network Technician
Business Technology & Web	Digital Media Arts	Photography
Animation Design	Drafting, Computer Aided & Manual Drafting/CAD	Technology Education
Cartooning & Animation	Drafting Manufacturing Technologies	Technology Education
Commercial Art & Illustration	Electromechanical Technology	Pre-Engineering
Commercial Offset Printing	Electronics & Computer Circuitry	Professional & Digital Photography
Commercial Photography	Electronics Technician	Radio & TV Broadcasting
Communication Arts	Electronics Technology	Technical Electronics
Communication Technology	Graphic & Illustrations	Theater Arts Technology
Computer Aided Design & Manufacturing	Graphic Arts & Media Technology	Telecommunications
Computer Assisted Drafting & Design	Graphic Arts & Visual Communications	Television Production
Computer Electronics, Robotics, Networking	Graphic Communications & Printing	Video Production & Communications
Computer Information Technology	Graphic Design	Visual & Graphic Communications
Computerized Industrial Design		Visual Merchandising
Computer Graphics		Web & Graphic Design
		Web & Internet Technology