

Part B: Narrative Performance Information

I. State Leadership Activities: Required Uses of Funds

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

Secondary-level Programs

A CTE internal workgroup was convened to assess the status of CTE programming state-wide and to explore possible policy recommendations that would build upon the 2001 Board of Regents Policy on CTE. While this policy has created CTE programs of much higher quality, those entities choosing to apply for CTE program approval under the Policy are primarily the State's technical centers, the Boards of Cooperative Education Services (BOCES). The Regents CTE Policy is the framework for New York's definition of "program of study" for Perkins IV. The workgroup's lines of inquiry focused on creating higher participation levels in the existing approval process and exploring what might be needed to take the policy to the next level. A broader policy could offer more students a wider range of opportunities to experience CTE as an integrated component of core academic studies. The discussion framework consisted of three components: quality, access, and delivery.

Planning the CTE Future Directions Initiative

The workgroup analyzed reform and program improvement initiatives in the New York City Mayoral Task Force Report on Career and Technical Education, and New York State Department of Labor economic and workforce trend data to determine how CTE could better align with areas of increasing workforce demand.

Four national researchers contributed background for the group's initial drafting of a discussion framework. Planning and perspective full-day sessions were held with the following researchers: Anthony Carnavale, Director, Center on Education and the Workforce, Georgetown University; James Stone, Director, National Research Center for Career and Technical Education, University of Kentucky at Louisville; Gary Hoachlander, President, ConnectEd, The California Center for College and Careers; and Betsy Brand, Executive Director, American Youth Policy Forum, Washington, DC.

Foundational Study Topics Developed by the CTE internal work group

Under the guidance of a consulting facilitator, the workgroup created a number of frameworks to direct inquiry.

- Best practices in applied, performance-based learning opportunities
- Integrated coursework to promote rigor and relevance for all learners
- Use of graduation plans/portfolios to make graduation decisions
- Development of data models to inform and support programmatic success
- Use of multiple measures of academic and applied knowledge to inform graduation decisions

Agricultural Education: A total of 142 visits were made to various agricultural education sites in the State to evaluate programs, curriculum, and FFA activities. There is a plan for New York to participate in 2010 in a statewide evaluation of programs based on the National Quality Program Standards for Agricultural Education. Ten schools will be selected to do a complete evaluation of their programming.

Health: Onsite evaluations of approximately 150 health occupations were completed. Nursing assistant and home health aide programs were assessed in accordance with state and federal regulations.

Postsecondary-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 complete degrees, and employment placement rates.

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

An internal workgroup was formed between the CTE office and the Office of Information Reporting Services to review and revise existing data management procedures. Revisions to the Student Information Repository System (SIRS) user manual were begun by this group.

The Office of Career and Technical Education completed a complete redesign of its web page as a part of a New York State Education Department's web site improvement initiative. Navigation has been greatly improved and a Google search appliance has been added for more effective location of desired information. A CTE listserv was developed for all content areas and has fostered more CTE community interaction.

Agricultural Education: Staff at Camp Oswegatchie developed extensive curriculum for agricultural educators. Training was provided to these educators in the use of Smart Board Technology in teaching and learning and in the use of the high resolution digital microscope for use in environmental training.

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.

The Office Career and Technical Education, and the Office Teaching Initiatives completed a review of CTE teacher certification parameters to meet the needs of emerging CTE fields. Field guidance was issued for BOCES regional certification officers and school district human resources personnel to assist in identifying appropriate Career and Technical Education teacher certification. This guidance is targeted to cases where it is not clear who may be qualified to teach in new or significantly revised programs (e.g., during the CTE Program Approval process). SED confirmation about proper certification may also be needed when teachers update existing programs with emerging content (e.g., infusion of green technology). The internal workgroup continues to work with the field on issues concerning the preparation of CTE teachers, increasing the number of institutions that prepare CTE teachers, and certification flexibility.

The workgroup met with CTE directors of the Big 5 school districts and held information sessions as part of the Long Island and Syracuse Regional CTE meetings. Through feedback from these sessions and contact with individuals and schools, the workgroup learned that communication about certification in CTE areas is sometimes problematic. To address this problem, the Office of Teaching Initiatives and the CTE team worked collaboratively to hold sessions at each of the seven scheduled CTE Regional Conferences to provide certification information and on-site technical assistance.

Reports that schools may have hired uncertified CTE teachers do not reach the Department until information is submitted on the Basic Education Data System form (completed October in each school year). This does not permit the Department to assist schools in a timely way. In order to provide schools with greater information about CTE certification and to provide greater guidance prior to hiring, the Office of Teaching Initiatives began developing a communication system using the regional certification offices and Big 5 human resources offices to gather information about proposed teaching assignments so that the school district and the prospective teacher receive guidance for appropriate certification earlier in the process.

In September 2008, the Board of Regents reviewed the issue of expediting the certification of CTE. Efforts made in this regard include:

Increased time to achieve professional certification. The workgroup reviewed the current certification pathway for CTE teachers and the CTE program approval process to determine where improvements could be made. Staff in districts expressed concern that CTE teachers who began with transitional certificates might not have sufficient time to complete all requirements for the professional certificate, which could dissuade candidates from becoming CTE teachers. The workgroup reviewed the existing timeframe for a CTE candidate to move from a Transitional A certificate to a Professional certificate and found that the timeframe is actually less than the five years afforded to other classroom teaching certification areas. The Office of Teaching Initiatives implemented a new policy to assign the effective date of the initial certificate in CTE in the same manner as for other classroom teaching applicants; the initial CTE

certificate is now valid for a full five years. A memo to the field dated July 29, 2008 informed school personnel of this change in policy.

With the goal of creating a more flexible and responsive certification system, the workgroup began to examine national industry certifications and licenses to evaluate whether or not the possession of these certifications and licenses can be used to meet a portion of the experience or education requirements for CTE certification.

The workgroup began to consider the supply of Career and Technical Education teachers and possible remedies to shortages. Three colleges provide postsecondary education for the preparation of teachers in the trade subject areas, which is often a CTE shortage area. The workgroup examined the feasibility of increasing the number of institutions that prepare CTE teachers, including community colleges in partnership with four year institutions.

The workgroup reviewed data revealed shortages of teachers in CTE areas requiring a baccalaureate degree for initial certification (e.g., Family and Consumer Sciences—a shortage of 190, Business and Marketing—102, and Technology Education—284). To analyze the capacity of the baccalaureate CTE programs in filling these shortages, the workgroup planned to consult with BOCES District Superintendents, CTE Directors, CTE professional organizations, and colleges and universities with these areas of teacher preparation programs.

To ensure that certification requirements do not inadvertently contribute to teacher shortages, the Board of Regents voted at its July 2008 meeting to amend Section 80-3.7 of the Regulations of the Commissioner of Education. This will extend the expiration date for applicants seeking certification through the individual evaluation pathway in all classroom titles except childhood education from February 1, 2009 to February 1, 2012. The timeframe that the individual evaluation pathway remains available to these applicants is therefore extended.

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. The workgroup continues to collect school district data regarding CTE teacher shortages from 2008-09 to analyze the most recent data.

Professional Development Initiatives

Agriculture: Over 265 participants in the following professional development activities: NYAAE Summer Professional Development Conference, new teacher professional development, horticulture/greenhouse technical professional development, spring agricultural education in-service, 2009 Made for Excellence, electricity summer professional development workshop, masonry summer professional development workshop, smart board workshop, and national officer tour (FFA). Major focus areas were on: teaching strategies; innovative practices in curriculum development including the use of the CAERT Agriscience curriculum in context with the aligned state standards to the curriculum; new teacher development including identification of resources available in the program and the use of hardware appropriate in the classroom.

Business: Continued publication of the bimonthly newsletter to the business CTE community to provide updates and promising practices.

Family and Consumer Sciences: Professional development provided for 779 teachers in the areas of: National Standards updates, high school FACS best instructional practices, financial literacy and FACS standards, Textiles and Design Workshop, portfolio evaluations at SUNY Oneonta, seminar on understanding standards for pre-service FACS teachers, the New York State CTE Approval Process, and Professional Learning Communities.

Health: Assistance provided in selection of professional health careers speakers and in program content development for professional workshop day for over 100 health occupations educators and administrators. Provided health occupations regulatory updates and health occupations teacher certification requirements and resources at statewide professional educator's conference.

Trade and Technical: Initiated a Listserve online communication tool for teachers to communicate across the state that enables them to share best practices and tools.

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.

In November 2008, the Office of Career and Technical Education presented the Board of Regents the following policy issues for consideration:

Promoting contextual learning for all students and employing CTE as a gap-closing and transition measure. Implementation of the Regents 2001 CTE Policy is responsible for significant gains in the quality of CTE programs in New York State, yet program approval has not been widely adopted in the LEAs. A central goal focuses on the creation even more flexibility for students to meet graduation requirements while fostering wider access to quality CTE programs.

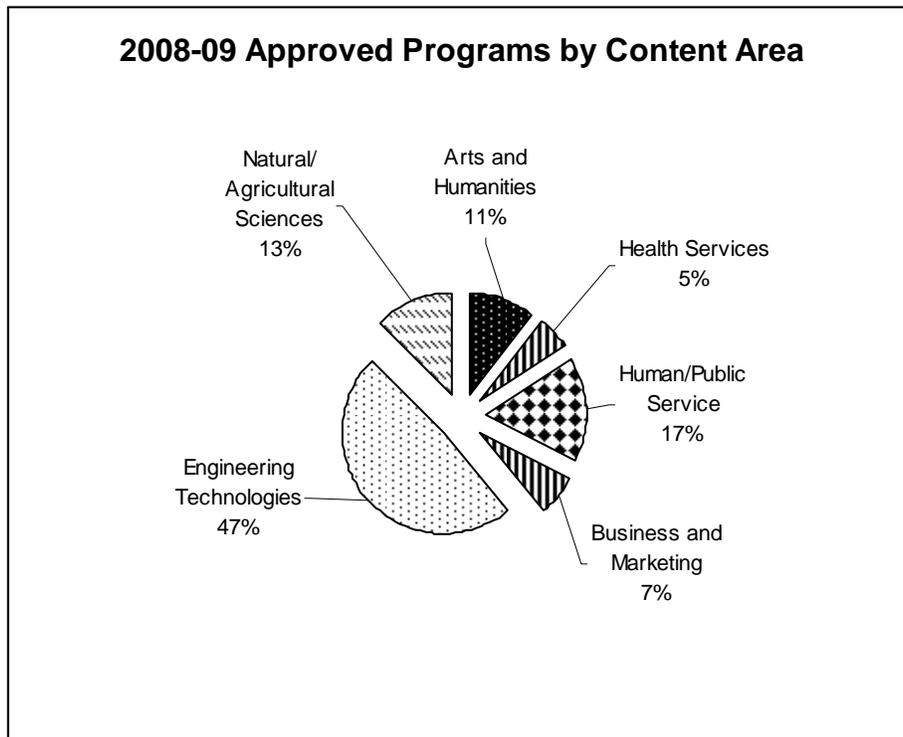
Enhancements to be considered as we advance the Program Approval Process to the next level. Preliminary discussions targeted ways to strengthen the Program Approval Process by considering revision of the "all aspects of the industry" concept. Exposing CTE students to all aspects of an industry has come to be narrowly defined as "work-based learning opportunities." An improved emphasis on a broader preparation of students in all aspects of an industry would require a paradigm shift in many CTE programs, especially those found within our BOCES and technical high schools. This new approach would provide students with an understanding of all aspects of the industry to include the breadth and depth of knowledge and skills. Schools/BOCES would need to develop curriculum and classroom practices that will enable a student to not only learn the technical skills but also the 21st Century skills necessary in the industry for a variety of occupations. A partial list includes:

- Personal work habits
- Technology production skills
- Labor issues
- Finance
- Business planning
- Management
- Health, safety, and environment
- Community issues

For example, in this new paradigm, automotive students would spend time developing skills in dealership management and entrepreneurship, learning the procedures for financing an automobile purchase, the skills required in customer service, learning how automobiles are designed and marketed and the interpersonal, thinking, planning, and teamwork skills that are necessary for success in any of the occupations found within the industry. Students would also be able to discuss the industry at large including the emerging trends, skills, and technologies required for employment. Broadening instruction to include all aspects of the industry creates the opportunity for students to secure technical and transferable skills for success in postsecondary studies and careers.

Continued Implementation of the 2001 Regents CTE Policy

The fourth cycle of secondary program re-approvals took place in program year 2008-09. The CTE team provided technical assistance to schools and BOCES applying for CTE program approval and authorization to offer academic credit in CTE subject areas. Of the 183 programs up for re-approval, 153 programs were re-approved. The distribution of programs by New York’s six Career Development and Occupational Studies subject areas is comparable to prior years.



Of these programs, 132 offered “integrated” credit (does not include specialized). 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 programs applying for re-approval in 2008-09 offered the following integrated academics for credit:

Number of Approved Programs offering Academic Credit

29 offered ELA	9 offered math	4 offered science	1 offered ELA, science, and Participation in Government
57 offered ELA and science	25 offered ELA and mathematics	6 offered math and science	1 offered ELA, math and science

Academic Integration Initiatives

Agriculture Education: Supported the development of a guide to be used by programs seeking CTE Program approval. This document supplements SED's CTE program approval guidelines.

Family and Consumer Sciences: Directed the FACS high school curriculum update with six teachers and led the curriculum development project for Food Science with two FACS teachers and one science teacher.

Health occupations: Provided statewide leadership to a co-curricular student leadership organization (HOSA) that provided opportunities for approximately 120 students to enhance academic learning and acquisition of skills in the health care field. Provided technical support for 65 student and advisors participating in the national HOSA Conference in June 2009.

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

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 100 new CTE degree and certificate programs at postsecondary institutions in 2008-2009.

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.

Non-traditional gender education seminars were provided to over 200 CTE administrators. Seminars were given by the NET Project at CTERC Education Assistance meetings in Syracuse, Rochester, Buffalo, Yonkers, Albany, Long Island, and Lake Placid.

Agriculture Education: Supported partnerships among LEAs, institutions of higher education such as SUNY Morrisville, and SUNY Cobleskill, to develop and deliver training and workshops in high skill, high wage occupations as in renewable energy, environmental leadership, and agricultural mechanics for teachers.

Health: Provided ongoing support for program and curriculum development and CTE approvals for emerging health occupations.

Trade and Technical Education: Met with and provided technical assistance to several career programs to increase the number of non-traditional student enrollment. Participated in county wide collaboration days that encouraged CTE teachers to share best practices and technology updates in various fields of study.

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.

The CTE Future Directions internal workgroup expanded its activities by obtaining the support of the New York Comprehensive Center and including partners in other New York State Education Department offices representing secondary, postsecondary, adult education, and the division of Vocational Education and Services for Individuals with Disabilities (VESID). The Department of Labor was also an active participant.

These groups identified many issues in need of review including: articulation, assessment, at-risk students, certification, collaboration, middle-level CTE requirements, data, differentiated instruction, graduation requirements, individual graduation plans, integration, middle level, perception of CTE, and project-based learning.

The Office of CTE also participated in a regional meeting of the VESID Committee of the Board of Regents that was held in Yonkers on April 29, 2009. Parents, teachers and administrators as well as representatives from teacher unions, institutions of higher education and agencies engaged in workforce development were invited to participate in a discussion with members of the Board of Regents. The discussion focused on four questions that evolved from an analysis of the recurring themes presented at the public sessions and offered through written comments. Specifically, the participants discussed the possible creation of an "alternative credential" to replace the IEP diploma for students with disabilities recognizing that at another time, the discussion may broaden to include all students.

Business partnership activities

- Worked with New York State Certified Public Accountants Association to provide career opportunities to over 200 students across State.
- Worked with professional organization to provide in-service opportunities for over 150 teachers across the State. Worked with Buffalo and Albany FBI offices to offer an in-service day for business teachers.
- Meetings with Business Review, New York State Credit Union Foundation, American Marketing Association and New Jersey Nets staff to develop partnerships for business and marketing teachers and workshops for summer 2009

Health partnership activities

- Participated on statewide advisory council to Area Health Education Center and regularly communicated efforts, and encouraged local CTE program linkages with AHEC activities via website postings, e-mail notifications, and professional associations.
- Provided technical assistance to local HOSA chapters and CTE programs with suggestions of individual local industry and professional contacts for development of advisory committees.
- Participated as the CTE representative to diverse group of community, labor, and education organization representatives serving in an advisory capacity to the New York State Governor's Summit on Student Engagement and Dropout Prevention. Efforts to encourage the committee to consider the importance of using quality CTE programs as a means to assist students in meeting academic standards and graduate were made.

Trade and Technical partnership activities

- Continued 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 OSHA, NYCOSH, NAWIC, and NYSBA.
- Continued to provide assistance to the Department of State regarding appearance enhancement programs and licensing.
- Participated in planning and implementing Career Pathways Emerging Technologies conferences.

FACS partnership activities

- Served as liaison to the Association of CTE Administrators, participating in monthly sessions to provide technical assistance and updates.
- Provided State Education Department update at Capital Region Culinary Collaboration Day attended by the BOCES, local high schools, and post-secondary culinary programs.

Postsecondary

- SED Office of Higher Education staff participates 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 2008-2009.

Serving individuals in state institutions

Perkins funded projects were offered 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. CTEIA, Title I funds supported programs in New York State that provided technical skills instruction and support services to persons incarcerated in county or state correctional facilities.

Local Agencies	State Agencies
Rochester City School District	Department of Correctional Services
LaGuardia Community College	Office of Children and Family Services
Eastern Suffolk BOCES	Commission of Corrections
Schuyler-Steuben-Chemung-Tioga-Allegany BOCES	
Onondaga-Cortland-Madison BOCES	

2008-09 Program Year Efforts

The Career and Technical Education Training and Entrepreneurship introduces students to fundamental management skills. Part of the curriculum consists of teacher-designed “Web Quests” that are aligned with the New York State Education Department Core Academic and CDOS Standards. Additionally, there are sessions in resume writing, business planning, and interview skills. Hands-on material was provided by English language learners who have been successful in their entrepreneurial endeavors. This effort served 465 students.

The Career Pathways Effort, used to increase math skills of incarcerated students, served 78 students. Math concepts were integrated with hands-on career based activities. For example, classes focused on math instruction specific to various vocations, such as machine trades, business, culinary, automotive, carpentry, and blueprint reading. One agency reports that based on the National Reporting System guidelines, 33 students achieved grade level advancements in math and four passed the GED exam.

The Drafting and Computer Assisted Design pilot program introduced 25 students to authentic technology usage. Students were given projects that provided hands-on experience using drafting and CAD skills. This resulted in a 75 percent increase in the use of technology among students in this program.

Computer Instruction was provided to 203 students to give them a basic understanding of Word, Excel, and PowerPoint. Students completed real-life assignments such as resume writing, basic word processing, and working with spreadsheets. Eighty-seven students received a course completion certificate.

Occupational Safety and Health Administration Effort provided technical instruction and safety training at multiple sites. One had 680 students who received safety training to prevent injuries relating to electrical trades and the plumbing and heating field. Another program had 90 students who received certification in at least one of these courses: OSHA 10-hour certification, Construction Essentials Overview, or Life Skills certification.

Trades, a course taught by conducted by National Center for Construction Education and Research (NCCER) certified craft instructors, permits successful completers to receive certification. The program uses NCCER resource materials and vocational instructional curricula materials specific to each trade. There were 726 students in this program and 516 completed Part 1 of the Core Curriculum.

The Carpentry program had 10 students enrolled to develop beginning residential construction skills. Students were introduced to the use of hand tools, hand tool safety, carpentry, terminology, measurements, and the understanding of blueprints.

The Green Industry Effort piloted two programs. One of the programs allowed 15 students to gain an industry recognized certification of completion as entry level Weatherization Assistance Installers. Connections for field related employment will be created with the Community Action Programs that are located throughout New York State. This Effort also provides an opportunity for students to obtain the work readiness credentials for entry-level workers. The other Green Industry offering was Custodial Maintenance. This program had 748 students and instruction was provided in the use of green cleaning materials.

Occupational educational training in the building trades was made available to the 250 female youths currently in the Office of Children and Family Service (OCFS) sites.

Transitional Support Services

The Pre-Release Transition Planning Effort addresses the problem of recidivism. OCFS Regional teams work with local entities to address the workforce development needs for youth prior to release. Part of this effort is the Skills Training Employment Program Supports. This program is a referral based workforce development initiative which targets youth 16 and older who have dropped out of school. OCFS helps appropriate community-based programs. This may include occupational related agencies, public libraries, community colleges, and postsecondary educational institutions. Eleven youth were referred to this year's pilot program.

A transition counselor was available to guide students in job search and interviewing skills, and to assist them in securing employment. There was guidance for students who were to be released to become aware of local community agencies available for support for food, housing, health and job preparation. Of the 218 students, 91 completed the entire course. Another program relating to the transitional services entailed 150 youth receiving this service while incarcerated and another 150 youth served upon release,

The Workforce Development Effort included an incentive program available to youth who have transitioned to community-based opportunities. A total of 41 students participated in the incentive program which offered workforce development opportunities such as internships, community service, job shadowing, and peer-tutoring.

The Career Program offered a credit-bearing Financial Management course for 162 students. The local One-Stop provided guidance for enhanced job searching and career requirements. Students were able to utilize the New York State Career Zone to gather information aligned with their career interests and goals.

Postsecondary business, government, and other partnerships: A total of 71 students completed on-line community college courses. A participating agency provided 100 percent of their teacher staff professional development relating to CDOS. Other programs developed include a partnership between education staff, the Sheriff's Department, jail facility staff, local business persons, and the Cornell Cooperative Extension, and in-service professional development related to the building trades for its staff.

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

The New York State Education Department began considering the establishment of an Alternative Credential. Parents, school administrators, and representatives from a variety of disability advocacy groups strongly supported offering different pathways to graduation. Many advocated for a credential that has "quality, status, and value," and that specifically documents a student's academic and career skills. To be awarded such a credential, they emphasized that these students should be provided a modified curriculum that infuses New York State academic and Career Development and Occupational Studies (CDOS) Learning Standards.

There was strong support for increased provision of course credit for vocational experiences including service learning, internships and demonstrated mastery of specific skill sets. Administrators from rural communities, however, were quick to point out the challenges associated with requiring students to engage in work experiences as a prerequisite for graduation when few businesses exist in a region.

Many suggested that the IEP diploma be eliminated in favor of the establishment of an alternative curriculum accompanied by a credential that documents specific skills and is recognized by employers. They acknowledged that while the IEP diploma was once effective when access to education for students with disabilities was an issue, an alternative credential is especially important now with the increased focus on student post-school outcomes. Most individuals supported the establishment of an alternative credential for all students, including general education students, indicating that students at risk would be less likely to drop-out of school and would be better prepared for post school employment.

The CTE office conducted 15 civil rights reviews to ensure that all students have equal access to career and technical education programs. Reviewed CTE programs in New York City, Technical Education and Syracuse, Haverstraw-Stony Point CSD, Gates-Chili CSD, Troy; Cattaraugus-Allegany-Erie-Wyoming counties and Nassau County.

Offering technical assistance for eligible recipients.

The CTE Resource Center (CTERC) entered the last year of its contract. Its focus for the 2008-09 school year was to introduce new and emerging professions throughout the state. Each of the regional conferences offered workshops on green technology, nanotechnology, biotechnology, or advanced manufacturing. Keynote speakers were from companies such as NYSERDA. Follow-up activities were provided upon request.

SED staff provided 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 specialists 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).

II. 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.¹ 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.

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: 183 secondary programs were required to complete the re-approval process in 2008-09; 153 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.

New York's Perkins Title II funding provided 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.

¹ 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.

Supporting career and technical student organizations.

Continued oversight and assistance was provided to student leadership organizations in the fields of health; marketing and business; agriculture; family and consumer sciences; trade, and technology through delivery of workshops, advising boards of directors, convening groups of student leadership advisors, 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).

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

See required activity 4.

State-registered work experience programs continue to offer students the chance to try out technical skills in the field of choice. The program that confers school credit, the Career Exploration Internship Program, provides students with extended on-site career exploration experiences. There are 149 active, registered CEIP programs. 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—234 registered programs; the General Education Work Experience Program—68 registered programs, and the Work Experience and Career Exploration Program—34 registered programs. See <http://www.emsc.nysed.gov/cte/wbl/> for more detail.

Supporting family and consumer sciences programs.

References to FACS are found in the “Required Use 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 Visions program, 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.

Partnerships with business and industry have also been used to expand CTE programs into public schools. For example, the Rochester City School District, with assistance from the Department’s Career and Technical Education Resource Center is exploring partnerships with Paychex, to get students interested in business and finance. Monroe High School is working with Optimax, another Rochester business, to start a program in optics-photonics.

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

The CTE Future Directions Initiative worked in the 2008-09 program year to study quality, access, and delivery issues impacting New York's CTE programs.

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 awarded 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.

Content specialists on the CTE team assisted independent test developers in aligning assessments with New York State learning standards.

Health Occupations curricula were adapted to meet needs of all learners and all lead to high skill, high wage and high demand occupations—individual consultation was provided for testing and assessment situations

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

An internal workgroup consisting of staff from the CTE program office and the Information and Reporting office was formed. Revisions to field guidance publications were completed.

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 of 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 has developed strategies that will begin to address this critical component. The work of this internal group was reported to the Regents Statewide CTE Task Force for its consideration.

Supporting occupational and employment information resources.

SED continues to collaborate with the State Department of Labor (DOL) to provide career resources for students. Plans for an enhanced web-based career exploration site were begun in the 2008-09 program year.

2. 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 Regents 2001 Policy. 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 2008-09 program year, there were approximately 990 approved CTE programs, the large majority of them offered at the BOCES². 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 in the future. To view a list of state-approved programs see:

<http://www.emsc.nysed.gov/cte/Approved.htm> .

The CTE Resource Center developed documentation for schools statewide that identifies technical assessment for each cluster and program area. It further identifies written and/or performance assessments as well as contact information.

While the data from the Student Information Repository System shows an increase in the number of concentrators taking and passing the technical skills assessment, we believe that this increase is more a reflection of improved compliance with the new data collection system than a jump in levels of participation.

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 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 that are valid and reliable. 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.

3. Implementation of State Program Improvement Plans

Students with disabilities showed some gains in meeting the performance levels, but their achievement levels did not meet the targets in 1S1, 1S2, and 2S1.

The offices of CTE and Vocational Education and Services for Individuals with Disabilities began a new collaboration July 2008 to assess graduation requirements and exit credentials for students with disabilities. The Board of Regents began considering whether or not the current IEP diploma should be replaced with an alternative high school exiting credential such as a High School Career and Technical Skills Achievement Credential that would be available to all students, including students with disabilities. This credential could be based on an assessment of the student's capacities in relation to the New York State Career Development and Occupational Studies (CDOS) Learning Standards through the use of the Department developed Career and Technical Education Skills Achievement Profile, which is based on industry standards. Such a credential could indicate different levels of achievement such as job entry level achievement or specific occupational achievement designations.

² BOCES enrollments represent approximately 18 percent of the total CTE enrollment for the state.

VESID and the Office of Elementary, Middle, Secondary and Continuing Education (EMSC) began work to explore the development of career and technical education program options for students with disabilities to effectively decrease dropout rates. The public comment that was obtained revealed broad support for the Department to develop an alternative exiting credential to the IEP diploma that specifically documents a student's academic and career skills for the small percentage of students who may not be able to earn a Regents or local diploma.

The following policy questions were presented for the Board of Regents to consider.

- Should the Department pursue the development of an alternative credential(s) that documents the skills of students taking the New York State Alternate Assessment (NYSAA) and/or those whose disability precludes them from earning a regular high school diploma? (to replace the current IEP diploma) If so,
 - What should be the criteria for eligibility for this credential?
 - On what standards would the award of this credential be based (e.g., completion of specific coursework, skills attainment assessments, and/or community based work experiences)?
 - How would a student's attainment of various levels of academic and Career Development and Occupations Studies (CDOS) Standards be documented (e.g., "Basic," "Intermediate," "Advanced")?
 - Should this alternate credential be referred to as a "diploma?"

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 51 percent of institutions are not meeting the completion indicator standard, while a significant majority are meeting the retention standard. Additional review is underway to determine which of these institutions do not reflect the minimum three 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.

4. Implementation of Local Program Improvement Plans

Secondary: Local recipients achieved most of the agreed upon levels of performance. Once again, the indicator that presented the most challenge to schools was the non-traditional indicator. Roughly half of local recipients did not meet this (56.4% missed 6S1 and 51.9% missed 6S2). Better results for this indicator are seen at the local high schools, which have greater influence on enrollment decisions of students. The BOCES, conversely, most often begin work with students after an enrollment decisions are made. This leaves the BOCES with little influence over the levels of participation in non-traditional fields. The core academic indicators show much better results, only 3.7% missed 1S1, and 1.9% missed 1S2. School completion and high school graduation rates show similar strong results with 1.9% missing 3S1 and 4S1, Technical skill assessments are largely offered in approved programs at the BOCES. Since concentrations of hard to serve students are higher than average at the BOCES (e.g., approximately 35% of students at a BOCES are students with disabilities) the 2S1 levels show room for improvement—16.7% of local recipients did not meet the target. Data for 5S1 shows that 4% did not meet the target.

A request for proposals was developed to address future directions identified in the New York State Perkins five year plan and Board of Regents priorities. This RFP replaces the existing contract for a CTE resource center that ends December 31, 2009. Regent's priorities and future directions for CTE in New York State look to provide targeted professional development and technical assistance to high need school districts with the result of increasing access to high quality, rigorous CTE programs leading to post secondary education or careers. The RFP also addresses areas where the NYSED capacity is lacking. A major component will address the statewide individual student data collection system for CTE data and provide localized technical assistance around consistency, accuracy, and completeness of data. Additional components will address program evaluation, teacher quality, and collaboration with professional teacher and student organizations to build awareness of CTE opportunities.

Postsecondary: As noted above, recent data shows that approximately 51 percent of institutions are not meeting the aggregate completion performance indicator standard. The majority of institutions met the retention standard, with only six percent not doing so. 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.

5. Tech Prep Grant Award Information

The regional Perkins Title II awards are developing student career pathways that reflect high skill, high wage, and high demand opportunities projected within the fourteen designated regions of New York State. Grants and contracts were awarded on a competitive basis; no formula was used to award grants. The Request for Proposals for Title II funds were issued in the beginning of program year 2008-09. Continued funding of the regional projects is contingent on meeting performance levels and satisfactory reporting as aligned with elements of five-year plans for the years 2008-2013. Program budgets are requested yearly.

Regional funding better aligns with workforce and economic patterns in the State and promotes equitable distribution of funds between urban and rural areas. The Perkins 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).

Region and member counties	Funding based on CTE enrollments BEDS 2006-07
Capital District: Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren and Washington	\$427,800
Central New York: Cayuga, Cortland, Onondaga and Oswego	\$295,776
Finger Lakes: Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming and Yates	\$474,026
Hudson Valley: Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester	\$606,440
Long Island: Nassau and Suffolk	\$937,475
Mohawk Valley: Fulton, Herkimer, Madison, Montgomery, Oneida and Schoharie	\$214,291
North Country: Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis and St. Lawrence	\$204,105
Southern Tier: Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga and Tompkins	\$275,405
Western New York: Allegany, Cattaraugus, Chautauqua, Erie and Niagara counties	\$514,768
New York City: Bronx	\$224,476
New York City: Kings	\$311,055
New York City: New York	\$178,641
New York City: Queens	\$336,519
New York City: Richmond	\$92,062
Total funds available	\$5,092,846

NYSED has requested student performance data from the Tech Prep/Title II projects and within the reconfigured regions for the 2008-09 funding period. However, the phasing out and phasing in of new projects have resulted in uneven reporting of secondary and postsecondary data. NYSED met with the new Title II projects in early 2009. Discussed during this meeting were expectations of local performance data collection and reporting. Data collection and reporting secondary and postsecondary Title II students will continue to be a challenge until an effective P-20 data system is in place. Efforts are underway to join the secondary and postsecondary data components.