



**NEW YORK STATE  
CAREER & TECHNICAL EDUCATION AND  
PERKINS V PLANNING**

# CTE ENROLLMENT IN NYS (2017-18)

## Secondary CTE Student Enrollment: 206,483

- During Perkins IV, NY required recipients to offer at least 3 approved CTE programs
- Approved CTE programs consist of a sequence of courses that culminate in a technical skills assessment based on industry standards
- Number of NYSED approved programs: 1116
- Students in approved CTE programs: 143,846

## Postsecondary CTE Student Enrollment: 175,641

- During Perkins IV, NY required recipients to offer at least 5 programs in different clusters
- Postsecondary-level student enrollment is for Perkins-funded CTE programs  
*Postsecondary CTE Programs with HEGIS codes 5000-5599 are eligible for Perkins funding*

# SED P-20 OFFICES OVERSEEING PERKINS GRANT ADMINISTRATION (NYS ALLOCATION, OVER \$50M)

## P-12 Offices

### Instructional Support

Career & Technical Education

53 secondary-level Perkins recipients in BOCES, Big Five, and LEAs

2 agencies serving incarcerated youth (OCFS, DOCCS)

## Higher Education Offices

### Access, Equity & Community Engagement Services

Postsecondary Access, Support & Success

43 postsecondary Perkins recipients in community colleges

9 education opportunity centers

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

Grants administered by P-12

Postsecondary allocation

# PERKINS V GOALS

Improving the entire CTE delivery continuum through evidence-based

- program development
- instructional strategies
- funding decisions

Career exploration and preparation for high-skill, high-wage or in-demand occupations

Providing individuals with opportunities and skills needed to compete in the rapidly changing workforce

Increasing the employment opportunities for learners who experience significant barriers to success in the workplace



## PERKINS V:

Commitment to programs of study – **Program quality**

Introduces comprehensive local needs assessment – **Data-driven decisions**

Increases reserve fund to spur **local innovation** and implement programs of study

Increased focus on alignment to workforce needs – **Use of state, regional, local labor market data**

Stronger focus on equity, including a new purpose on increasing opportunities for special populations - **Equity & Access**

**Career development** across the continuum

# PROGRAM OF STUDY

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

# RECOGNIZED POSTSECONDARY CREDENTIAL

As defined in WIOA:

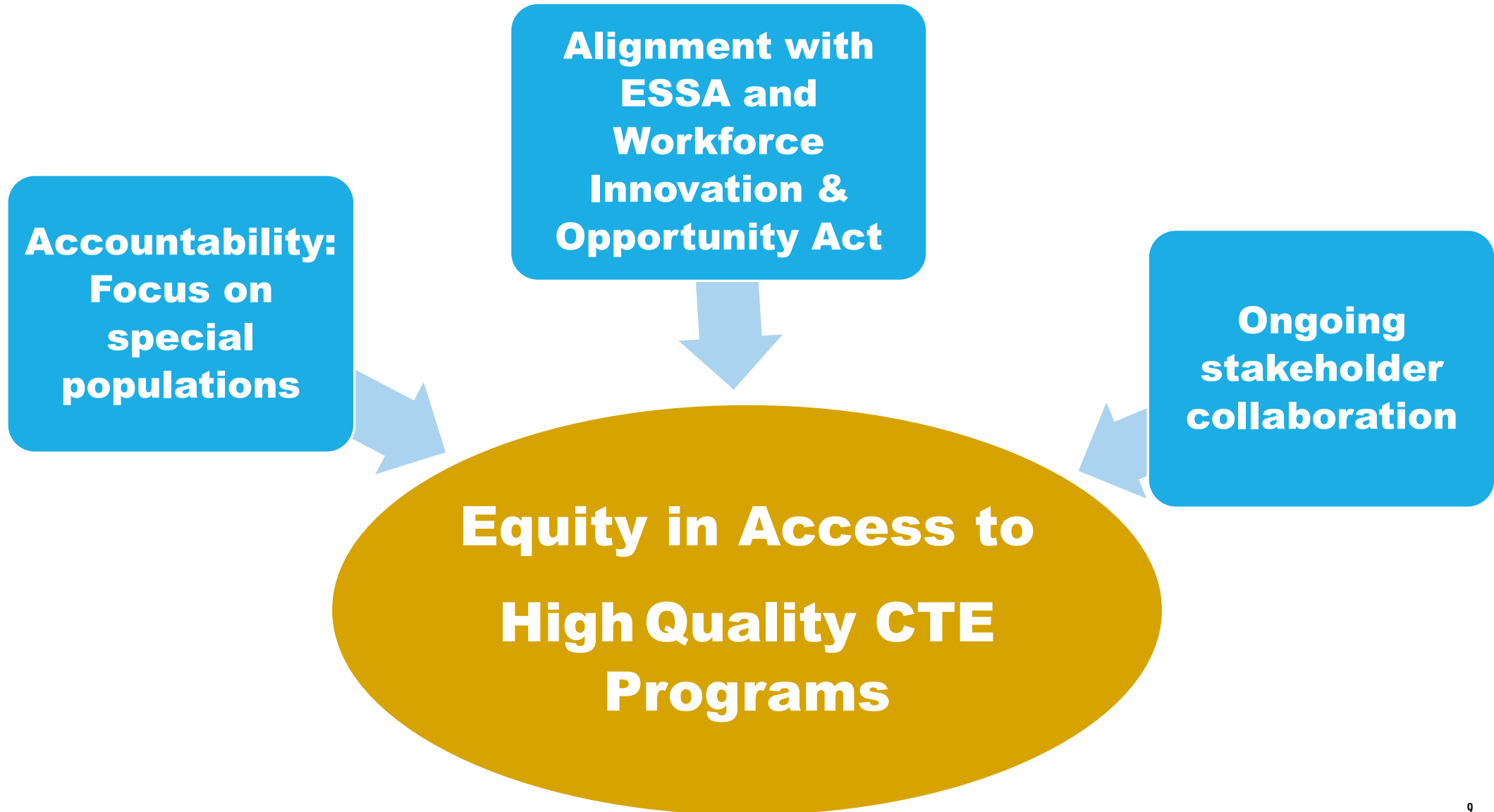
“A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.”

# SPECIAL POPULATIONS

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including **low-income youth and adults**;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) **out-of-workforce individuals**;
- (F) **English learners**;
- (G) **homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)**;
- (H) **youth who are in, or have aged out of, the foster care system; and**
- (I) **youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).**



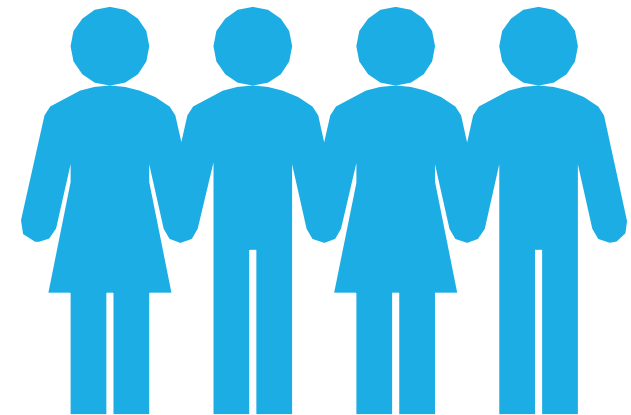
# PERKINS PLAN GOALS: QUALITY AND ACCESS



# ENGAGING COMMUNITIES AND STRENGTHENING PARTNERSHIPS

Perkins V requires:

- Increased stakeholder engagement in the development of the state plan
- Coordination between high schools and community colleges to offer programs of study
- Increased program connections to industry through access to industry experts and work-based learning opportunities



# DATA-DRIVEN DECISION MAKING

Access and equity gaps

Labor market information ---in-demand industries and occupations

Program specific data – enrollment and performance

Public reporting



# STATE PLAN REQUIRES

State to describe strategic vision and set of goals for preparing an educated and skilled workforce and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations identified by the State and how the State's CTE programs will help meet these goals.

Describe how state's CTE programs and programs of study are aligned with and address education and skill needs of employers in the State.

## DRAFT VISION FOR CTE IN NYS

*High-quality Career & Technical Education opportunities that are equitably and deliberately integrated at all educational levels will better prepare New York students for lifelong learning and career success.*

# STATE PRIORITIES

Increase access to high-quality CTE programs

Support at-risk students, including students with disabilities and ELL, when enrolled in CTE programs

Build regional collaboration – secondary, postsecondary & business & industry grounded in labor market needs, including the development of regional articulation agreements

Identify and replicate high-quality CTE approved program models

Improve CTE program approval and re-approval process

Improve career development for all students



# STRATEGIC FUNDING DECISIONS

Using resources strategically to improve outcomes

# COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Driving data-driven decision making and spending decisions

Align planning, spending and accountability activities

Strengths and weaknesses identified in local needs assessment should seamlessly connect to the strategies and activities in the local application

State creates template and guidelines for local needs assessment

Consideration of state priorities

What part of the assessment be completed collaboratively through a regional approach with secondary and postsecondary?

What data can the state provide to local recipients?



# ONGOING CONSULTATION (SEC. 134(D-E) )

Comprehensive Local Needs Assessment must involve a diverse body of stakeholders:

- Representatives of CTE programs in LEA (teachers, career & academic counselors, school leaders)
- Representatives of CTE programs at postsecondary educational institutions (faculty & administrators)
- Representatives from local workforce boards and a range of local or regional business or industries
- Parents and students
- Representatives of Special populations
- Representatives of regional/local agencies serving out-of-school youth, homeless, at-risk students
- others

# COMPONENTS OF COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Student Performance

Progress toward Improving equity and access

Size, Scope and Quality

Labor Market Alignment

Program of Study Implementation

Recruitment, Retention and Training of CTE Educators

# PERKINS V LOCAL REQUIREMENTS

## Needs Assessment

Identify areas of strength in CTE system/programs

Identify areas of weakness and gaps in CTE system/program

Informed/validated by stakeholders and partners

## Local Application

Lay out eligible recipients vision for CTE

Identify strategies, solutions and investments to sustain and scale strengths in CTE system/programs

Identify strategies, solutions and investments to address weaknesses and gaps in CTE system/programs

Needs Assessment will need to be completed prior to funding year July 2020 -21

# ACCOUNTABILITY/STUDENT PERFORMANCE

## Secondary

Graduation rate

Academic proficiency (aligned to ESSA)

The percentage of CTE concentrators who, during the second quarter after exiting from secondary education, are in postsecondary education, or advanced training, military service, or a service program, the Peace Corps or are employed

A measure of “CTE program quality”; Percentage of CTE concentrators graduating from high school having (One of the following)

- Attained a recognized postsecondary credential
- Attained postsecondary credits in the relevant CTE program through dual/concurrent enrollment of another transfer agreement
- Participated in work-based learning.

The percentage of CTE concentrators in CTE programs that lead to nontraditional fields

## Postsecondary

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, a service program, the Peace Corps or are placed or retained in employment.

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

# SIZE, SCOPE AND QUALITY

Critical to state's funding decisions: Sec 135 (b): Funds made available to eligible recipients shall be used to support CTE programs that are of sufficient size, scope and quality

State defines Size, Scope and Quality



# NEW DEFINITION: WORK-BASED LEARNING

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with tasks required in a given career field, that are aligned to curriculum and instruction.

## DRAFT VISION FOR CTE IN NYS

*High-quality Career & Technical Education opportunities that are equitably and deliberately integrated at all educational levels will better prepare New York students for lifelong learning and career success.*

# PERKINS V: DIRECTION

## Why

- Provide students with
- high-quality Career and Technical Education at all learner level
- equitable and deliberate integration of CTE opportunities to prepare students for lifelong learning and success

## What

- High quality CTE programs that
- Support all learners
- Promote equity in access to career connected learning
- Engage business and industry to keep program content current and provide quality work-based learning
- Recruit, support, and retain strong teachers

## How

- Creating a Comprehensive Local Needs Assessment (CLNA) for recipients
- Data and needs-driven decision making
- Obtaining input from all CTE stakeholders
- Build bridges between secondary and postsecondary education
- Teacher recruitment and retention

## Who

- Postsecondary and adult CTE providers
- Business, industry, and community partners
- Counselors, CTE administrators and teachers
- CTE students and their parents
- Special Populations