



The University of the State of New York

The New York State Education Department

Career and Technical Education

New York State Perkins V Plan: 2020-21 to 2023-2024

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II. NARRATIVE DESCRIPTIONS

A. PLAN DEVELOPMENT AND CONSULTATION

A1 Plan development in consultation with stakeholders

Describe how the State Plan was developed in consultation with the stakeholders, and in accordance with the procedures in Section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.

The New York State Education Department (NYSED) developed the Perkins State Plan in consultation with both secondary and postsecondary career and technical education teams with feedback from a variety of stakeholders around the state. Recommendations were considered from a variety of stakeholder groups including P-12 academic and CTE teachers and administrators; higher education faculty and administration; career guidance and academic counselors; eligible Perkins recipients; parents and students; representatives of students with disabilities and English language learners; representatives of business and industry (including representatives of small business); representatives of labor organizations; representatives of agencies serving out-of-school youth; homeless children and youth; and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3)); representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State.

Methods of gathering stakeholder input were varied. Face to face meetings were held with the following stakeholder groups:

Association of Career and Technical Education Administrators (ACTEA)

New York State Technology and Engineering Educators Association

NYS Business Educators

DECA Career and technical student organization

Future Business Leaders of America

NYS Association of Family and Consumer Sciences Educators

Agricultural Education Teachers

NYS Technology & Engineering Educators' Assoc

Small City Schools

NYS Parent Teacher Association

Cosmetology teachers

Workforce Innovation Opportunity Act Combined Plan Workgroup

Workforce Innovation Opportunity Act Youth Collaborative Workgroup

EOC Directors Meeting

BIG 5 CTE Schools CTE Directors, Yonkers, NYC, Syracuse, Rochester, Buffalo

In addition, several surveys to the field were deployed. There were 1800 surveys responses compiled and analyzed by NYSED staff. Feedback was considered in the development of each plan component.

The Governor's Office was consulted with respect to State Plan development including the participation of the Governor's staff in meetings with NYSED's executive deputy commissioner who provided an initial overview of the Perkins legislation and strategies for plan development. At various stages in plan development the Governor's Director of Workforce Development and Assistant Director for Education in the Executive Chamber were provided drafts of plan components as well as the final draft plan before the first and final submission to the Board of Regents.

The same stakeholder groups who participated in the development of the State Plan were invited to provide public comment both through public hearings and/or in writing.

Numerous activities and procedures described in section 1 above, provided comprehensive and ready access for all key stakeholders. These included face-to-face opportunities for input through the public hearings, as well as access to electronic and print information that were designed to be readily available and user-friendly. Interested stakeholders had a variety of mechanisms available to them to review materials and to provide input. Representatives of the following groups were sought out for their perspective. The New York State plan was developed in in consultation with—

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii)

Children and Youths established or designated under section 722(d)(3) McKinney Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State;

(viii) individuals with disabilities and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

A2 Section 122(e)(1)

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objection and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

The New York State Education Department serves as the administrative entity for secondary, postsecondary, and adult career and technical education. The New York State Board of Regents serves as the policymaking entity for all of these areas. The State Plan, as developed by the NYSED and approved by the Board of Regents, does not require consultation with any other state agency in the areas of adult, postsecondary, and secondary career and technical education.

A3 Opportunities for Public Comment

Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

NYSED conducted public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

State Plan development activities were conducted in accordance with the framework of consultations required by section 122(c)(1)(B) and section 122(c)(2) of the Act. Accordingly, NYSED:

created a steering committee comprised of representatives from secondary, postsecondary and adult education CTE personnel at NYSED to solicit input from diverse stakeholders to ensure there was a comprehensive and accessible approach to the development of the State Plan;

f developed a State Plan webpage, which included potential new directions under consideration for inclusion in the State Plan ways to provide stakeholder input, and other related content such as

- o determined levels of performance on Perkins V indicators
- o vision and state priorities for CTE
- o dates, times and locations of the public hearings;
- o related documents for background information, including Perkins V Act and the NYSED 2012020 Transition Plan;
- o forms for submitting input to the State Plan and
- o a Questions and Answers section about the State Plan and the development process

f established a CTE Advisory Panel comprised of representatives from secondary and postsecondary local recipients and experts to provide specific input and feedback on key components of the State Plan, the Comprehensive Local Needs Assessment, and the local application

Once the State Plan draft was submitted to the New York State Board of Regents for review, regional public hearings were conducted in New York City, the Capital District, and Central New York to provide opportunities for public input. Plan informational sessions were included in the New York State Career and Technical Education Technical Assistance (CTE TAC) Call and winter (December 2019 and January 2020), one on Long Island and one in Albany meetings. These provided an overview of new features and directions reflected in the application process for formula and competitive funding under the Act.

Public Hearings NYSED in consultation with the CTE TAC designed and conducted a series of public hearings to obtain input into the drafting of the State Plan. Each public hearing included presentations by NYSED personnel that provided background information on Strengthening Career and Technical Education for the 21st Century Act and the process used to develop the State Plan. Throughout the public hearing period, comments were also received via email and in writing from interested stakeholders. CTE TAC hearing announcements, summary of comments and recommendations received during the public hearing process, and a summary of comments and recommendations are found below.

to such recommendations in the State plan [Sec. 122(a)(3)]

SUMMARY OF PUBLIC COMMENTS

State Priorities for Perkins V	
<p>As referenced on page 24 of the Perkins V draft plan to CTE for special populations by beginning with an inquiry into the nature of the existing barriers to state suggest there are existing barriers to participation for that special population when some program enrollment is predominantly composed of special populations?</p>	<p>Access to programs involves more than the ability to enroll and attend. The New York State Education Department released guidance on equitable course access guidance November 2019 to assist school districts in their efforts to provide course access equity. The guidance focused on advanced courses, but the guiding principles put forth apply to all subject areas, including CTE. Five district school level guiding principles are offered:</p> <ol style="list-style-type: none"> 1. Providing a course sequence and foundation building in earlier grades 2. Creating multiple access points programs 3. Using only enrollment access criteria that are educationally necessary; 4. Offering a robust set of student supports that help all students succeed 5. Publishing materials that encourage all students participate (e.g., materials available in multiple languages).¹

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<p>State Priorities for Perkins V</p>	
<p>developed programs for approval. The state should consider licensing/contracting these offerings to reduce the costs to LEAs/BOCES and require the to be audited or to reapply through statewide RFPs to ensure programs remain aligned to postsecondary degree pathways, as well as relevant to industry demand and employer needs.</p>	
<p>Use of Funds</p>	
<p>How were the 6 uses of Perkins funds determined? We don't understand how these 6 uses will be able to improve gaps identified in the 7 steps of the CLNA. It seems like we may need more flexibility in how funding is spent to address gaps.</p>	<p>The six uses of funds were determined by the Perkins V legislation in Section 135.</p>

New Programs without NYSED Approval

We are hoping that there are opportunities in the future for a set-aside of the allocation to be used on new programs in emerging fields.

The description of the local plan contents found in Sec. 1 charts the sequence for applicants must use to determine the use of funds. The legislation specifies that applicants must show:

how the results of the comprehensive needs assessment described in ~~section~~ (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

them with additional career pathways and fill gaps in the workforce as well.

worked with Office of Charter Schools to provide information on the Perkins V eligibility criteria.

Middle School

We believe that an early start to career exploration in the middle grades can empower students to start thinking about their future after high school, help them explore all the different options and pathways for postsecondary

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<p>While academic achievement is an important aspect of any student's high school experience, construction industry employers believe an emphasis on these core CTE attributes provide students with the greatest advantages and career opportunities in today's competitive workforce environment:</p> <ul style="list-style-type: none"> Work Based Learning Career Ready Practices National Industry Assessments State Credentials: 	<p>rounded education includes a range of knowledge, skills and abilities acquired in a number of settings, including CTE.</p> <p>Programs are developed at the district/BOCES level. The selection of the program content and culminating technical skills assessment is a local decision. No change is being contemplated for Perkins V implementation purposes.</p>
<p>Broaden program outcomes to include additional measures of program quality for funding eligibility (i.e., including dual/college credit, job/postsecondary placement, earning valued industry credentials). Districts and BOCES could then flexibly meet outcomes to serve all students, including those special populations that may require additional supports and services (e.g., students in temporary housing) rather than recognize outcomes that are not valued by industry or postsecondary institutions.</p>	<p>Performance outcomes reflecting achievement in literacy, numeracy, high school and postsecondary completion are common benchmarks used by employers across industries. States are permitted to add performance measures to those required by Perkins V, but they cannot substitute a measure they prefer for those defined by the legislation.</p>

<p>definition of a program of study which focus on credentialing. Are the requirements for being sufficient in size, scope and quality different than the requirements for a program of study?</p>	<p>other components to our definitions of size, scope and quality.</p>
<p>Timely award notification it has been our experience that although projects are scheduled to begin on July 1 of each year, it is more often the case that our institutions do not receive their award notifications until mid-to-late fall. This delay negatively impacts the ability to implement new projects; thereby implementing our identified goals.</p>	<p>Depending on the condition of a given application when it arrives at NYSED and the quality and timing of the improvements, this process can take weeks or months. If institutions submit applications to NYSED that are not complete or are not in keeping with all federal and state guidelines, NYSED identifies the shortcomings and allows institutions the opportunity to make the necessary improvements to their applications. Oftentimes institutions submit revised applications that still do not fully meet the requirements, which necessitates further rounds of revisions and additional reviews at NYSED.</p>

The Plan proposes the continuation of State-determined set-asides for assigning Perkins funds to serve special population category students at the postsecondary level

out are not discussed in the draft. The references to homeless individuals appear in the context of secondary educational institutions and BOCES requirements. These are not data postsecondary institutions generally collect on students. How will postsecondary institutions be asked to address these special population.

make sense for local conditions. These regional efforts are shaped by stakeholders who are members of Regional Economic Development Councils (REDCs). The REDCs develop strategic plans with input from a broad spectrum of stakeholders. Strategic plans then serve as a road map for the local implementation of programs to improve economic growth and the quality of education and employment opportunities available.

creation of Finger Lakes Advanced Manufacturing Enterprise (

B1b

: Strategic Vision and Goals

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

New York State's vision for workforce development prioritizes building partnerships to create a

addressing regional workforce needs through a system of flexible and responsive workforce entities;
anticipating the long-term needs of growing industries—with a particular focus on emerging fields like clean energy, health technology, and computer science; and
Supporting programs to improve the economic security of women, youth, and other populations that face significant barriers to career advancement.¹²

B1c Strategy for Joint Planning

funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Planning and coordination of career and workforce development services begins with the New York State Regional Economic Development Councils (REDCs), which establish the broad themes for local workforce and community development activities. Council membership includes local experts and stakeholders from business, education, local government, and non-governmental organizations whose work focuses on competitively funding a range of projects to advance high-level priorities such as workforce development, downtown revitalization, and regional business incubators.

Local One-Stop activities are developed and coordinated by an interagency team that operationalizes New York's WIOA state plan. This team consists of staff from the NYSDOL; NYSED; Office of Children and Family Services; New York State Commission for the Blind; New York State Office for the Aging; the Office of Temporary and Disability Assistance and postsecondary Perkins recipients.

Each program year the implementation strategies developed by these partners is carried out at the local level in the development sector-based workforce strategies that align with REDC priorities. Sector-based workforce strategies build partnerships of businesses, training providers, community organizations, and other key stakeholders around specific industries to address the workforce needs of businesses and the training, employment, and career advancement needs of workers. The NYSDOL [provides labor market information designed](#) to assist in the development of sector strategies that anticipate needs of workers and employers in existing and emerging occupational areas.

The regional framework guides planning done by local One-Stop partners led by the NYSDOL.

Coordination among agencies implementing state and federal career related education and employment

youth, adults lacking a high school diploma, college students, and displaced workers in need of upskilling.

At the secondary level, New York's Perkins and ESSA plans share common goals. Providing all students access to a "well-rounded education" is the foundational theme in New York's ESSA plan. The definition of a well-rounded education considers more than the core academics that organized state priorities during implementation of No Child Left Behind. The new definition of a well-rounded education in New York now includes "a robust array of courses, activities, and programs in visual and performing arts; science, technology, engineering, and math (STEM); humanities; civics and government; economics; computer science; career and technical education; health and wellness; and physical education."¹³ The New York State ESSA accountability framework includes a College, Career, and Civic Readiness Index as a measure of school quality and student success. This measure gives additional credit for students who achieve beyond minimum requirements. In this index, successful completion of a NYSED-approved program is given the same weight as attainment of a Regents Diploma with Advanced Designation, and other academic achievements. The use of a College, Career, and Civic Readiness Index places value not only on the mastery of content knowledge but also the application of that knowledge in a productive way. In CTE, success is measured by more than seat time. The state ESSA accountability and support system raises the profile CTE achievements and makes possible school improvement plans that incorporate CTE-based strategies to address achievement gaps.

study to be developed at the State level and made available for adoption by eligible recipients.
(Section 122(d)(4)(A) of Perkins V)

developed CTE programs of study are in the health sciences and appearance enhancement occupations.

The New York State Department of Health and Education Departments carry out required activities to align nurse assisting (NA) and home health aide (HHA) programs with state and federal regulations. NA and HHA programs in the secondary, adult, and college settings use state-developed curriculum and must meet state operational approval criteria for classroom and competency evaluation program components.

State determined content and program design standards (in areas such as staffing criteria for classroom and supervised clinical experiences, clinical affiliation agreements, facilities, etc.) ensure state

developed and taught by an academic subject teacher and/or a CTE teacher. Successful completion of one unit of study in an integrated CTE course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject.

3. processing all modifications necessary as the result of the external review
4. obtaining the chief administrator's and Board of Education president's certification on the application
5. completing the application for program approval and submitting it to the NYSED

Prior to application submission, self-study and external review committees will have reviewed the program in its entirety to ensure quality in all program components. After five years, an application for reapproval must be submitted. The program re-approval process is the same as first-time approvals, except returning programs must report data about program performance for the previous five-year period.

The NYSED CTE application review is performed by content specialist associates who review CTE program of study applications in their respective areas to ensure program elements include:

- An appropriately certified CTE teacher
- A self-study, with justification of the program in terms of local and statewide workforce development data
- Instruction on career development and employability skills¹⁶
- A meaningful, non-duplicative sequence of courses that increases in specificity from all aspects of an industry to more in-depth studies
- Access to work-based learning opportunities for all students
- Data reporting procedures and the CIP code alignment with program content
- An employability profile for 21st Century skills and technical skills in the appropriate content area
- A technical assessment that is designed to assess all areas of the program. In New York, all assessments must include a written component, a performance component, and a locally developed portfolio of projects and experiences completed within the program.
- An external review of the program by outside persons
- Signatures indicating support of the program from district administration

When carried out with fidelity, the initial program approval process builds course sequences of increasing complex academic, technical, and process skills. The creation of the CTE graduation pathway option in 2015 permits students to use successful completion of an approved program to meet graduation requirements.

Programs are required to obtain re-approval every five years. At this time, student completion and technical assessment performance rates are evaluated. Plans are put into place when necessary to support deficiencies in academic growth and achievement. In addition, content area associates, supported by the contracted CTE TAC, design and deliver targeted professional development opportunities to assist teachers in raising the rigor and relevance of their programs.

The original program approval process created a process for re-approval that is almost identical to the initial process. Inclusion of CTE pathways as an option to meet graduation requirements points to the need to review standards for re-approval decisions. With the addition of the comprehensive local needs

¹⁶ In New York, this is done through a required half-unit (at a minimum) course called Career and Financial Management. Local education agencies may elect to embed this content throughout their course content, or they may present the course content under a locally developed course name.

ensure the relevance of the funded activities to the needs of business and industry and to provide students with opportunities for technical employment in their areas of education. The NYSED evaluates the effectiveness of the plan and requires modifications as appropriate. This evaluation process will continue and will be modified as needed to support the goals of the Perkins legislation.

Institutions that offer noncredit bearing programs must describe in their local applications how their programs meet the definition and standards for CTE. These justifications are then reviewed for approval by Perkins program administrators at NYSED.

B. Program Administration and Implementation

- a. Identify career readiness skills (e.g., critical thinking, problem solving, decision making, communication)
 - b. Explain how career readiness skills contribute to success in a variety of career and life settings
 - c. Reflect on experiences that provide opportunities to gain and/or strengthen career readiness skills
2. Self-Advocacy Students will:
- a. Identify and discuss strategies to overcome obstacles and challenges to success in a variety of career and life settings
 - b. Identify and discuss strategies to overcome obstacles and challenges to success in a variety of career and life settings
 - c. Explain how self-advocacy can assist in reaching short, mid, and long-term goals

Perkins postsecondary eligible institutions are required to maintain a partnership with their local Stop-Career Center System. This, along with work-based learning opportunities are critical methods to supporting the inclusion of employability skills CTE programs. All institutions must maintain a local advisory council to facilitate connections with local industry and stay abreast of workforce needs. This collaboration addresses alignment between workforce and special populations with emphasis on providing special populations access to in-demand and high-wage employment opportunities. Moving forward, NYSED will seek stakeholder input on how to expand and strengthen quality workforce.

Approved CTE programs for high school students have gained more visibility since a CTE graduation pathway was approved by the Board of Regents in 2015. Since then, all information targeted to students about graduation requirements includes details about [multiple pathways to graduation](#). Students and parents can review secondary programs with current CSED approval on

The postsecondary office will expand their website to include portals to target specific audiences: students/parents, educators, and institutions. These portals would include information regarding program availability, work-based learning opportunities, dual enrollment and employment trends.

NYSED continues to gather input from the field to determine if there are additional means to raise the profile of NYSED approved programs. Work is also underway to design a CTE specific report that will display secondary CTE student performance in the accessible format of the NYSED public data web page.

B2c ii Collaboration among eligible recipients

facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Secondary level approved CTE programs

implement new requirements of the comprehensive developmental school counseling/guidance programs regulations⁴⁷ on career planning. Similar visualizations of possible graduation and career plans will be offered to graduation requirement review committees.

Presently, there is the opportunity for dual or concurrent enrollment with the NYSCTECH programs. NYS PTECH is a public

B2c iii Program Alignment to Labor Market Data

use State, regional, or local labor market data to determine alignment of eligible recipients programs of study to the needs of the State, regional, or local economy, including industry sectors and occupations identified by the State board, and to align career technical education with such needs, as appropriate;

The use of labor market information is built into the CTE program approval and Perkins review processes. Districts and BOCES with approved programs are required to meet regularly with advisory councils and a program and project development begins with advisory committee input regarding local labor market conditions. New York Education Law specifies required board composition as follows:

1. The board of education of each school district and of each board of cooperative educational services maintaining an approved career education program shall appoint an advisory council for career education consisting of at least members. The membership shall include, but not be limited to, persons:
 - a. Familiar with the vocational needs and problems of management and labor in the region.
 - b. Familiar with programs of career education at the postsecondary and adult levels.
 - c. Familiar with the manpower needs and requirements of the region to be served.
 - d. Familiar with the special educational needs of the physically and mentally handicapped.
 - e. Representative of community interests, including persons familiar with the special needs of the population to be served.
 - f. A student who is participating in a career education program at the school district or board of cooperative educational services district being served by the advisory council.
2. It shall be the duty of such advisory council for career education to advise the board of education or board of cooperative education on the development of and policy matters arising in the administration of career education, including the preparation of range and annual program plans submitted to the commissioner of education, and assist with an annual evaluation of career education programs, services and activities provided by the school district or board of cooperative education.
3. Advisory councils may appoint consultant committees representative of occupational fields to assist in the work of the council and the board of education or board of cooperative education with respect to the planning, development and requirements for establishment of or evaluation and revision of existing programs.
4. The board of education of any school district or the board of cooperative educational services may employ such professional, technical and clerical personnel as may be necessary to enable the advisory council to carry out its functions specified in this section.¹⁸

Local data on high growth, emerging, and/or significant industries and occupations is produced by the NYSDOL. The NYSDOL regional workforce research and national BLS data is integrated

¹⁸ <https://www.nysenate.gov/legislation/laws/EDN/460> accessed 9/18/19

into two on-line resources that provide current state and regional labor market data for program developers and grant reviewers to evaluate how program content aligns with current

Another strategy supporting equity and access is the Regents initiative on Social and Emotional Learning (SEL). Launched in 2018 to guide schoolwide goals for SEL, this school improvement approach creates a framework for students to take full advantage of educational opportunities and to prepare them for college and/or career through practice in

- x Developing self-awareness and self-management skills essential to success in school and in life
- x Using social awareness and interpersonal skills to establish and maintain positive relationships and
- x Demonstrating ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

These three process skills are introduced to all students in the required middle CTE course that is structured around the [middle-level theme framework](#)

The CTE TAC contributes to equity and access efforts through the professional development workshops focused on instructional strategies to meet the needs of a range of learners.

Improved data reporting and visibility in published CTE outcome data will give us greater clarity on where improvement is needed. Program-level data may yield new insights about specific programs where equity and access issues may exist. The secondary application is a direct extension of the CLNA findings. Projects must clearly define the use of funds address equity and access issues. Recipients with persistent shortfalls in this area will] TJ ET Q q 0.00319tage381rams

B. Program Administration and Implementation

like completion rates by location, attrition rates by year of enrollment, technical endorsement attainment, CTSO membership levels etc. give a fuller understanding program quality as a thread of improvement.

B2 d Dual or Concurrent Enrollment

Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education (Section 122(d)(4)(D) of Perkins V)

Approved secondary CTE programs, by definition, link secondary programs with postsecondary and occupational entry points. All approved programs offer at least articulation agreement with postsecondary studies for certification, apprenticeship, or college degree programs. There is also the opportunity for dual or concurrent enrollment with the NYSETECH programs.

Reporting student participation in dual or concurrent enrollment programs is an ESSA school quality indicator. Most districts in the state (65 of 732 districts) report enrollments in classes offering college credit in CTE. Of the 246,169 enrollments in dual credit high school classes, just 6% were in CTE content areas. The secondary CTE Office is exploring ways of including this data element CTE performance reports so that programs can monitor gains in availability.²²

B2 e Involving Stakeholder Groups

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education program (Section 122(d)(12) of Perkins V)

NYSED plans to continue to rely on the existing communication channels within regional service areas of the BOCES and community colleges. The advisory councils mandated by New York State education law includes broad representation that includes CTE and special education teachers, administrators, school counselors, and representatives of business and industry, unions, Indian Tribes, and students' parents.

The New York State Education Department is developing a [Parent Board](#) to increase transparency and make information about school performance and other school data easier for parents and the public to access. The CTE Office will coordinate publication of CTE program reports with the dashboard development, which was begun as part of [E Á z } œ | | • ^](#) to provide public data to inform decisions about plan revisions.

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students earning the CDOS credential or CTE technical endorsement available at the CTE program level. Provision of these data elements will give programs yearly feedback on special population attainment of these milestones. Tracking these markers of success needs to be easier and readily available to students and parents.

A more standardized process for Perkins project review and approval will be based on goals beyond the Perkins indicators. A new framework to be developed for review will be rubric based and give clearer definitions of the evidence needed to show that activities and funded activities relate to priorities identified in the needs assessment. This will include a focus on any student group where enrollment rates and levels of achievement lag behind other

Performance data at the program level will allow us to better evaluate which programs require support to improve student outcomes. In addition to student performance and achievement data, other data elements may be considered including:

- x Program attendance and completion
- x Enrollment patterns of special populations (e.g., program departures during the first few weeks)
- x Demographics of CTE program vs region
- x Rates of declassification of students with disabilities prior to enrollment in BOEES
- x Involvement of CTE educators in IEP review

The postsecondary program office will promote equal access to activities for special populations through the website and presentations/workshops. The postsecondary comprehensive local needs assessment template will require examination of data to assess gaps in access equity and to develop a plan to address these. The local application will require all projects to describe a plan to recruit, educate and support special populations in CTE and nontraditional fields. Institutions must provide in their local applications a description of how members of special populations will not be discriminated against. Institutions are required to describe approaches they will utilize in order to prevent such discrimination.

During a stakeholder consultation session, CTE program administrators proposed developing specific measures to assist homeless CTE students. The NYSED agrees that addressing the needs of this special population could improve CTE participation rates and school persistence. District post-secondary

schools will be responsible for collecting and reporting data regarding material incidents of discrimination, harassment, and bullying. A state-funded technical assistance center New York State Center for School Safety provides information on DASA provisions and implementation.

New York State Human Rights Law was amended in July 2019 to cover public schools. The new law gives the NYS Division of Human Rights the ability to investigate reports of bullying, harassment and other forms of discrimination at public schools.

The NYSED Office of Special Education works to promote educational equity and excellence for students with disabilities through its roles and responsibilities to:

- x oversee the implementation of federal and State laws and policy for students with disabilities
- x provide general supervision and monitoring of all public and private schools serving New York State preschool and school-age students with disabilities and
- x ensure a system of due process, including special education mediation and impartial hearings.

NYSED secondary and postsecondary offices administering the Perkins grant carry out civil rights reviews as required by the Methods of Administration outlined in Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability

B3a iii-iv Special population programming

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high, high wage, or in-demand industry sectors or occupations and

iv. will be provided with appropriate accommodations;

New York State provides a comprehensive set of accommodations to ensure that Students with Disabilities and/or English Language Learners/Multilingual Learners (ELLs/MLLs) will have an equitable } %o %o } Œ š μ v] š Ç š } %o Œ š]] %o š] v d X E Á z } Œ I ^ š š [• š • š] v P } u u } disabilities are provided in six major categories: Flexibility in Scheduling/Time; Flexibility in Setting; Method of Presentation; Method of Response; Other Accommodations; and Accommodations for Physical Education Assessments. Individualized Educational Program (IEP) team members and school administrators are provided extensive guidance on the provision of specific accommodations within these categories and the application of accommodations in test administration. Specific testing accommodations are made available for all ELLs/MLLs and applied as determined by school administrators, in accordance with guidance provided by the NYSED.

As mentioned above, homeless students confront barriers to accessing CTE programs. Identifying possible accommodations to mitigate these barriers would target funds to this underserved population. State education laws include provisions that homeless students

Act of 1965 or similar state or local programs; educational programs for children with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.²³

Accessing timely support through this law would not be certain (i.e., districts are not required to offer NYSED approved CTE programs) and, therefore, not responsive to needs arising during CTE program enrollment/participation.

The NYSED will work with advisory committees to define ways Perkins may be deployed in ways that are responsive to the needs of homeless students.

B3a v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment (Section 122(9) of Perkins V)

In accordance to state and federal law, instruction and other activities, such as work-based learning, are provided in the least restrictive environment appropriate for individual students. This requires schools to provide supplementary services to enable students with disabilities to attend regular education classes. New York has authorized the use of consultant teachers to provide direct and/or indirect services to students with disabilities who attend regular education classes, including career and technical education classes, and/or to such students' regular education teachers.²⁴

In New York, transition services are provided to students with IEPs at age 15. These services include planning post

increasing the number of students who attempt these assessments as a way to build in rigorous content and effective instruction.

NYSED selected the Perkins program quality indicator that tracks student participation in work-based learning after obtaining input from stakeholders. This is the option that offers students the chance to learn technical and employability skills they explore in great detail occupational fields. Stakeholders While NYSED remains committed to maintaining technical skills assessments as a required component of approved programs, most of them do not meet the definition in Section 1116. The majority of approved programs use an end of program assessment such as the NOCTI or Precision, neither confer a post secondary or industry credential as defined in Perkins V. The NYSED will explore other options for highlighting student achievement in challenging the technical skills assessments of their approved programs.

The postsecondary program office continues to require institutions to provide in their local applications specific criteria and processes explaining how they will promote and evaluate student academic achievement. They are required to analyze data such as enrollment, retention, completion, placement data, and any other measures that reveal performance gaps. New Perkins V is the requirement for applicants to complete a CLNA using a state developed template. Once areas for improvement are identified, Perkins funds must be directed to CTE programs with performance issues.

Each project proposed must include a plan detailing what specific skills students need to attain in their five or more program majors. In the local application, institutions must list all of their CTE programs to demonstrate eligibility.

C1c local needs assessment

each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, and industry sectors and occupations (Section 122(d)(5) of Perkins V)

Secondary and postsecondary eligible recipients will be required to use a common template provided by NYSED. Additionally, common data sources are identified and must be used to complete the CLNA. These data sources are:

- x Secondary Program level performance by location and program code (provided by NYSED)
- x Data submitted by postsecondary institutions to NYSED via the HEDSLive system.
- x [Most recent secondary report cards](#) showing outcomes on the Perkins indicator to be compare to [prior year report cards](#)
- x [New York State Department of Labor Industry and Occupational Projections by NYS Region](#)
- x NYS Department of Labor Regional [Longterm Projections by Industry: 2016](#)

C2Funddistribution

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed

C2a.Secondary

C3 Secondary allocations

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State (Section 131(g) of Perkins V)

For the transition year, the allocation for secondary eligible institutions was \$ 24,719,368

The state will make use of the reserve funding option and will make available the amount of leadership funds required by Section 112(a)(2)(C) for the recruitment of special populations to enroll in CTE.

New York secondary formula funds 2020 program year will be calculated with the same institutions

C5 Use of data

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographic boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

changes in school district boundaries. The [SAIP district boundary data](#) is also referenced to confirm changes.

C6 Secondary waiver

If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)

- a. include a proposal for such an alternative formula; and
- b.

of eligibility criteria. These eligibility criteria expand the scope of economically disadvantaged individuals to include postsecondary students in noncredit career programs who are not eligible for Pell Grants.

The proposed alternative formula defines Economically Disadvantaged to mean individuals who participate in any of the following economic assistance programs:

1. Pell Grant
2. Tuition Assistance Program (TAP)

The steering committee, with the support and participation of key leadership at each partner,

Recruitment and selection of staff with appropriate licensure and experience (as needed);

Design of a ~~Six~~ Year Integrated Scope and Sequence for each career path reflecting all necessary high school and college coursework and -based learning activities for students to complete a high school diploma, AAS degree, and master professional skills for the targeted jobs;

Development of instructional modules for the first year of instruction;

Identification, targeting, recruitment, and enrollment of a full complement of academically and economically at risk students for the first cohort;

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 maintained its fiscal effort and indicate whether the baseline is an continuing level or new
 level. If the baseline is new, please provide the fiscal effort per student, or aggregate
 expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Worksheet to Calculate Perkins MOE

	2016-17	2017-18
Special Services Career Education Aid	\$157,187,916	\$156,046,811
BOCES Shared Services Aid (CTE)	\$378,111,691	\$389,443,640
State Administrative expense	\$1,243,869	\$1,243,869
Total State MOE	\$536,543,476	\$546,734,320

Career Education Aid

The city school districts having a population in excess of one hundred thousand (New York City, Buffalo, Rochester, Syracuse, Yonkers) and any other school district that was a component of a BOCES in the base year are entitled to aid for certain career education pupils in grades 10-12. Aid per pupil equals the career education aid ratio multiplied by \$3,900.

The formula for calculating Career Education Aid is:

$$\$3,900 \times \text{Career Education Aid Ratio} \times 2017 \text{ Weighted Career Education Pupils}$$

Weighted pupils is defined as the sum of the attendance of students in grades 10-12 in career education sequences in trade, industrial, technical, agricultural, or health programs plus multiplied by the attendance of students in grades 10-12 career education sequences in business and marketing.

BOCES Shared Services Aid (CTE)

Shared Services Expense by BOCES from the Annual report "Financial and Statistical Outcomes of the Boards of Cooperative Educational Services" report (i.e., the Chapter 602 report).

State Administrative expense

PART D ACCOUNTABILITY FOR RESULTS

D1 Program quality indicator

Identify and include at least one (1) of the following indicators of career and technical education program quality

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-

Secondary baseline

To establish our baseline for Perkins four-credit program placement (3S1) and nontraditional concentration (4S1) use the average performance for three years of Perkins outcome data for program placement (5S1) and nontraditional completion (6S2 in Perkins IV). Perkins IV nontraditional completion data was used because unlike the it reports on the performance of concentrators. The average difference in yearly Perkins IV performance for 5S1 and 6S2 was used as the multiplier to calculate the increments for progress for the next four program years (i.e., until 2023). For placement the average rate of change is .0020 each year, and for nontraditional completion, it is .0052.

New York has selected participation in work-based learning as the program quality indicator (5S3). Work-based learning is already built into the structure of approved programs. Program-level workbased

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For many years, the New York State Education Department has used the submission system called HEDSLive. NYSED will use this system for one final year in 2020; thereafter, it will use a new system called IDEX. Typically, the first year of data reporting under any new system brings unexpected challenges and delays, which can

Secondary Comments Summary	
<p>Big Five]š] •W ^šZ š ŒP š• P P Q possibly unattainable for the Big Five districts who serve large numbers of high need students.</p>	<p><i>The academic indicators for English and math are the same used for Perkins IV. Report cards from the past several years show that Big 5 students as a whole meet at least 90 % of the targets for ELA and math. In Perkins accountability, the 90 % threshold is sufficient and does not require an improvement plan. Perkins IV did require that recipients look at the special populations not meeting this threshold and develop efforts to improve.</i></p> <p><i>Perkins V continues with a more specific accountability model by requiring recipients to focus more on the groups of students not achieving the targets at the program level.</i></p>

BOCES: While the indicators are not inappropriate, some are not areas in which a BOCES has much impact on where students only attend the CTE programs offered by BOCES for the half a day in 11th and 12th grade. The indicators identified may not be a true representation of the success students have in CTE or a quality indicator that continues to

Postsecondary

Proposed Core Indicator Targets

Postsecondary Indicators	Baseline	FY 2021	FY 2022	FY 2023	FY 2024
1P1	64.00%	64.50%	64.75%	65.00%	65.25%
2P1	32.50%	33.00%	33.25%	33.50%	33.75%
3P1	24.00%	24.50%	24.75%	25.00%	25.25%

D5 Addressing performance gaps

Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. Section 122(d)(11) of Perkins V (minimum required services, technical assistance)

As part of the written response and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELEP), eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence

III. ASSURANCES, CERTIFICATIONS, AND OTHERS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and public comments were taken into account in the development of this State plan.(Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high skill, high wage, or in demand industry sectors or occupations and non traditional fields, as identified by the State.(Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs.(Section 122(d)(13)(E) of Perkins V)

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IV. BUDGET

B: Budget Form [20120 budget used for reference only -20 budget is pending]

State Name: New York State

201920

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation		

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9	- Secondary Recipients	100%	\$ 2,400,000
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Proposed Core Indicator Targets					
Postsecondary Indicators	Baseline	FY 2021	FY 2022	FY 2023	FY 2024
1P1	64.00%	64.50%	64.75%	65.00%	65.25%
2P1	32.50%	33.00%	33.25%	33.50%	33.75%
3P1	24.00%	24.50%	24.75%	25.00%	25.25%

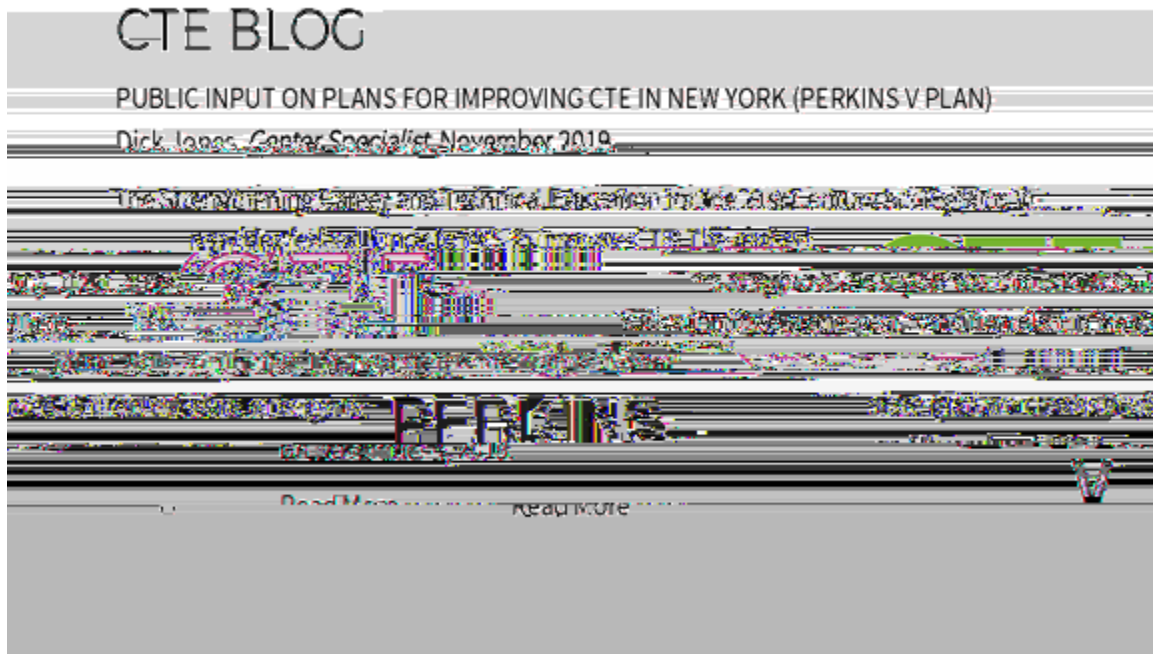
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Counts o Participant Type

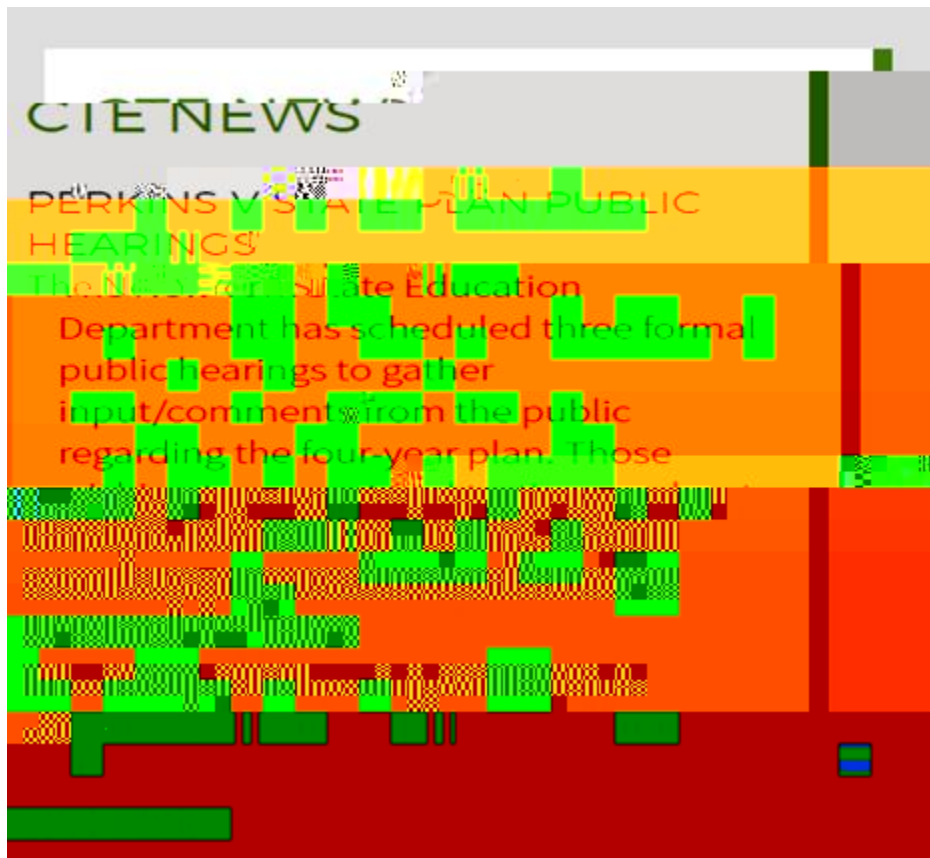
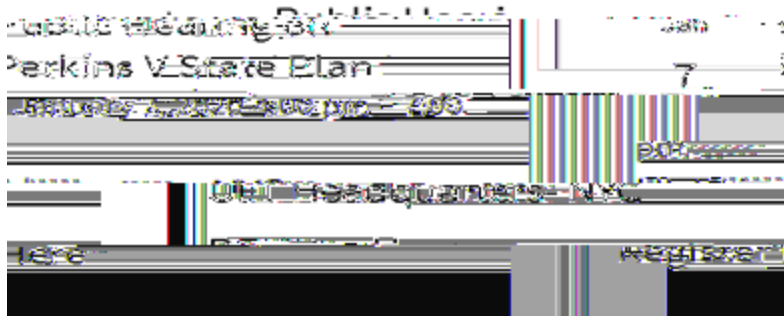
- 16 Academic teachers, faculty and administrators
- 56 Career and technical education teachers, faculty and administrators
- 24 Representatives of eligible secondary providers
- 16 Representatives of eligible postsecondary providers
- 32 Interested community members, including parents, students and community organiz
- 2 Representatives of business and industry
- 9 Representatives of labor organizations

As publicized by the NYS TAC

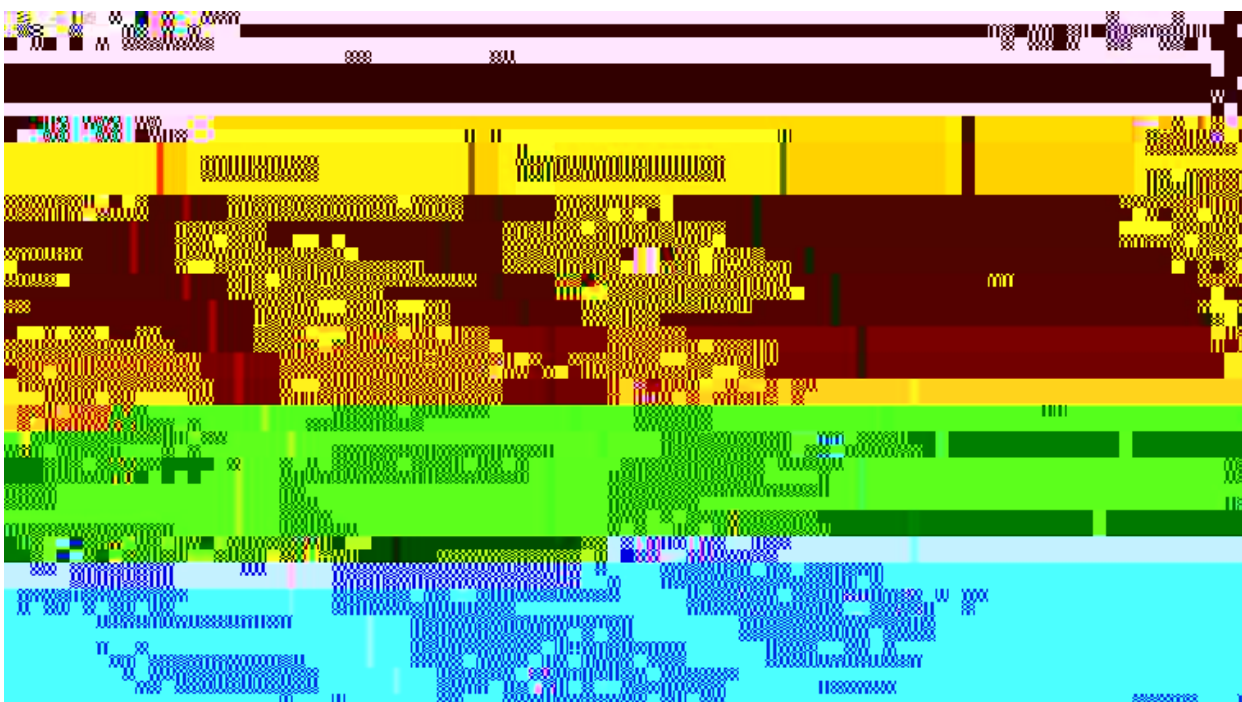
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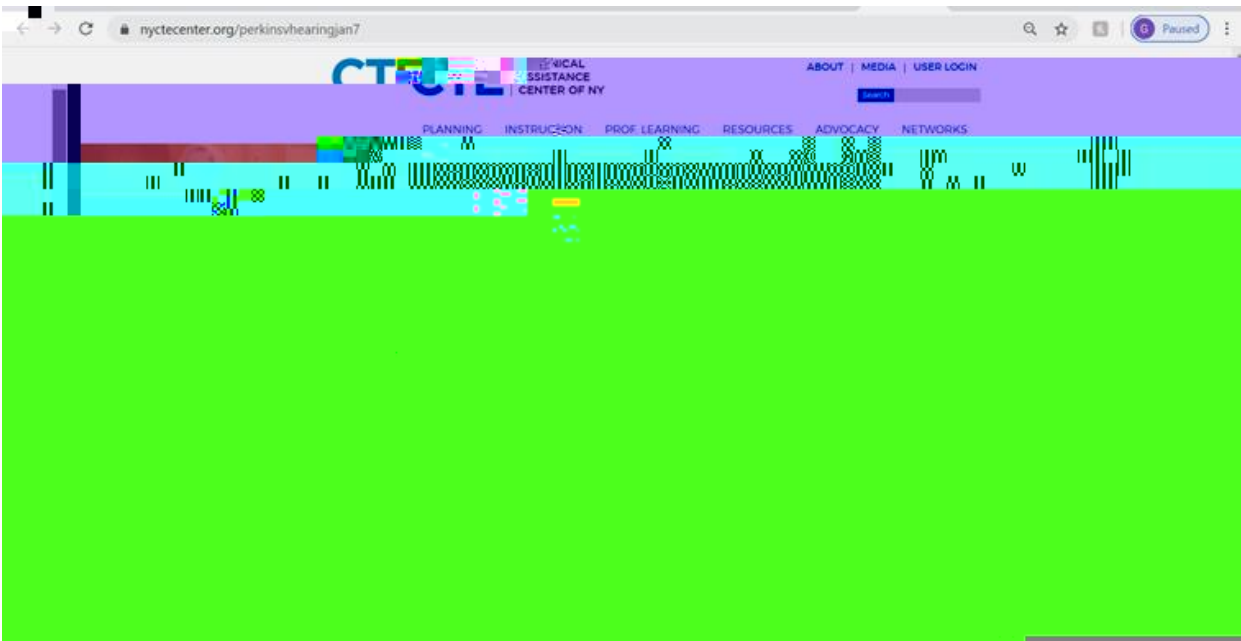
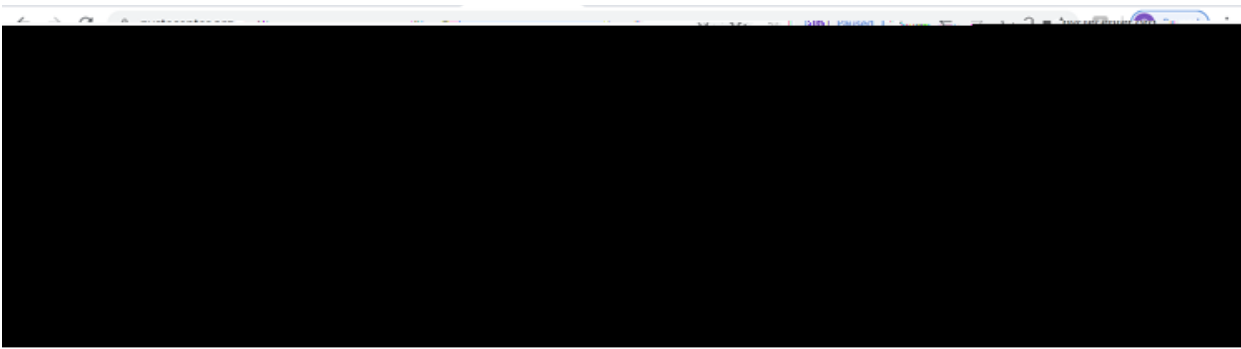


EVENTS



PDF copies of the main registration page, and an individual registration form are included in attachments. The only active pages as of the date of request is the main registration page and the individual page for January 7 hearing. The other two dates had identical registration pages.





Googleplacement t showing TAC site Search engine optimization. People could easily find registration/hearings info with simple google searches.



POSTSECONDARY ALLOCATIONS

[2019-20 used as reference]

Institution	Total Perkins Students * 2017	All Institution Students Receiving Pell Aid 2017 **	Difference	Allocation Amount (\$) With Total Perkins Student Counts	Allocation Amount (\$) Using All Institution Pell Student Counts
CLINTON COMMUNITY COLLEGE	713	583	-130	\$141,872	\$116,005
ADIRONDACK COMMUNITY COLLEGE	2102	1,367	-735	\$418,255	\$272,005
SUNY COLLEGE OF TECHNOLOGY AT ALF	1807	1,945	138	\$359,556	\$387,016
BOROUGH OF MANHATTAN COMM COLLE	17199	16,721	-478	\$3,422,257	\$3,327,144
BRONX COMMUNITY COLLEGE	7837	7,624	-213	\$1,559,406	\$1,517,023
BROOME COMMUNITY COLLEGE	4082	2,891	-1,191	\$812,236	\$575,251
SUNY COLLEGE OF TECHNOLOGY AT CAN	825	1,809	984	\$164,158	\$359,954
CAYUGA COUNTY COMMUNITY COLLEGE	1341	1,280	-61	\$266,832	\$254,694
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT COBLESKILL	840	1,180	340	\$167,143	\$234,796
VAUGHN COLLEGE OF AERONAUTICS AND TECHNOLOGY	1087	809	-278	\$216,291	\$160,974
CITY UNIVERSITY OF NEW YORK COLLEGE STATEN ISLAND	2698	5,736	3,038	\$536,848	\$1,141,349

Institution	Total Perkins Students * 2017	All Institution Students Receiving Pell Aid 2017 **	Difference	Allocation Amount (\$) With Total Perkins Student Counts	Allocation Amount (\$) Using All Institution Pell Student Counts
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STATE UNIVERSITY OF NEW YORK CO

Institution	Total Perkins Students
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Institution	Total Perkins Students * 2017	All Institution Students Receiving Pell Aid 2017 **	Difference	Allocation Amount (\$) With Total Perkins Student Counts	Allocation Amount (\$) Using All Institution Pell Student Counts
MONROE COMMUNITY COLLEGE	6880	6,415	-465	\$1,368,982	