

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006
STATE PLAN COVER PAGE**

State Name: New York

Eligible Agency Submitting Plan on Behalf of State:

New York State Education Department

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check *all* that apply):

6-Year

1-Year Transition

5-Year

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**PART A:
STATE PLAN NARRATIVE**

I. Planning, Coordination and Collaboration

A. Statutory Requirements

- 1. The State must conduct public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Section 122(a)(3)]**

The New York State Education Department (NYSED) conducted an extensive process to elicit public input to the State Plan. Public hearings were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with state law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan.

The following State Plan development activities were conducted in accordance with the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act:

- a Steering Committee of Pre-kindergarten to College Baccalaureate [P-16] representatives, composed of secondary, postsecondary and adult education CTE personnel at NYSED, developed and implemented an extensive process for soliciting input from diverse stakeholders to ensure there was a comprehensive and accessible approach to the development of the State Plan;
- notification of the State Planning process was issued in the widely distributed New York State Register on September 26, 2007;
- a special State Plan website was developed, which included potential new directions and key initiatives under consideration for inclusion in the State Plan;
- an invitation was issued to School Superintendents, College Presidents, Administrators of Career and Technical Education Programs at both the secondary and postsecondary levels, and a wide range of other educational personnel in the State; and
- public hearings were conducted at four locations across the State: Albany, Rochester, New York City and Buffalo.

Public Hearings. NYSED's Steering Committee 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 and a NYSDOL representative that provided background information on the Carl D. Perkins Career and Technical Education Improvement Act of 2006, P-16 strategic priorities established by the New York State Board of Regents, and on the process being used to develop the State Plan. Those presentations provided descriptions of eight potential new directions and two key

initiatives under consideration for inclusion in the State Plan. The NYSED was interested in how those potential new directions and key initiatives would be viewed by a wide cross-section of key stakeholders across the State. The first public input opportunity occurred at a special presentation and dialogue with the New York State Workforce Investment Board in September 2007, which was also webcast. This input was viewed as being of particular value because of the high proportion of business and industry representatives on the Board. Following the State Workforce Investment Board meeting, a statewide public hearing and webcast was conducted in Albany on October 1, 2007. This public hearing was followed by three additional regional public hearings for input that were conducted in Rochester, Buffalo and New York City. Throughout the public hearing period, comments were also received via email and in writing from interested stakeholders. A summary of comments and recommendations received during the public comment period, and NYSED's response to those comments and recommendations can be found in the following section of the State Plan.

In addition, once the State Plan was developed and submitted to the New York State Board of Regents for review and approval, two special regional information meetings for dissemination of the State Plan were conducted by the NYSED in January 2008, one downstate in Long Island and one upstate in Albany. These informational meetings served to provide advance notification to eligible secondary and postsecondary providers of new features and directions that would be reflected in the application process for formula and competitive funding under the Act.

Electronic Communications: A State Plan website was added to the already existing NYSED Perkins IV website, designed to allow open access and ease of use for stakeholders and the public at large. The State Plan website provided information on:

dates, times and locations of the public hearings;
Perkins IV related documents for background information, including the Act and the NYSED 2007-2008 Transition Plan;
forms for submitting input to the State Plan;
a Department e-letter called "News and Notes";
a section containing Frequently Asked Questions [FAQ] about the State Plan and the development process; and
written responses to questions posed during the public hearing process.

2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan [Sec. 122(a)(3)]

The following tables summarize the comments and recommendations received for each of the potential new directions and key initiatives that were shared by the NYSED during the State plan hearing process. For each set of comments and recommendations, the NYSED response is given.

Potential New Direction 1: Developing and Implementing Programs of Study to Address Emerging Occupations

Comments/Recommendations	NYSED Response
<p>Employers on the State Workforce Investment Board (SWIB) stated that programs are slow in developing programs to keep pace with workplace demands.</p> <p>To keep CTE programs from being “out of date,” business and industry partners need to be involved in all stages of program development and evaluation.</p> <p>SWIB members also advised that entrepreneurial skills be developed, based on best practices and other developmental work in the area of entrepreneurship.</p> <p>Clearer definitions are needed for determining high skill, high wage, high demand and emerging occupations, and whether they will be determined on a national, state or regional basis.</p> <p>Greater emphasis should be placed on high demand occupations driven by local economies.</p> <p>Some emerging occupations do not yet have approved CTE programs.</p> <p>Several presenters posed the question of how emerging occupations will be identified.</p> <p>There is a need for more systematic employment forecasts and labor market trend analyses, and this data should be used in a way that eliminates duplication of effort.</p> <p>Business partners need to be actively involved in developing new CTE programs to meet labor market needs.</p> <p>Title II, Tech Prep consortia can serve as natural leaders in regional consortia to develop new programs to address high skill, high wage, high demand and emerging occupations.</p>	<p>The Department believes that all Perkins grantees must address high skill, high wage, high demand and emerging occupations through the CTE programs they offer to students in their service areas. The Department will make clear definitions of high skill, high wage, high demand and emerging occupations available in the State Plan and in local application guidance. These definitions will point out to Perkins grantees the data that is available from the NYS Department of Labor that they could use to make programmatic decisions based on local and regional labor market data and projections.</p> <p>The Department will encourage educators to pay attention to the development of entrepreneurial skills.</p> <p>Though the State Plan will maintain separate streams of Perkins funding for Title I and Title II grantees, it will strongly encourage those grantees to engage in meaningful joint planning. It will also strongly encourage Title II grantees to provide technical support to Local Educational Agencies (LEAs) in the development of New York State approved programs .</p>

<p>There is a value in more closely coordinating Title I and II funding to achieve broader regional goals and to promote 4+2+2 articulation.</p> <p>The Association of Career and Technical Educators (ACTE) raised a question about whether Title I and II funds can be combined as seems to be envisioned in this direction. They also wonder whether the 10% amounts will be considered a “set aside.”</p> <p>Several presenters posed the question of what will happen to unused reserve funds identified for this new direction. Will those funds be reallocated through the grant formula?</p>	
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Potential New Direction 2: Developing and Using Templates to Link Associate and Baccalaureate Programs to Address High-Skill, High-Wage, High-Demand Occupations and to Link CTE Programs with CTE Teacher Education Programs

Comments/Recommendations	NYSED Response
<p>This direction is vitally important given the shortage of CTE instructors, particularly in programs preparing students to enter high tech occupations.</p> <p>Title II, Tech Prep programs serve as a good model for helping students make transitions from one level of education to the next, and Community Colleges are well-positioned to play a lead role in this effort.</p> <p>Secondary agencies need to be involved in all articulation efforts, even when the emphasis may be on connecting two-year to four-year programs at the postsecondary level.</p> <p>The College and Career Transitions Initiative (CCTI) could serve as a model for statewide development and implementation of initiatives and models for stronger articulation.</p> <p>There is a need to expand on current articulation agreements to include four-year colleges and to span both State University of New York (SUNY) and the City University of New York (CUNY).</p> <p>Several presenters maintained that secondary students</p>	<p>The Department will pursue the development and use of templates as described in this potential new direction, both because they offer promise for linking two-year and four-year programs of postsecondary study, and also because they may open opportunities for individuals to pursue CTE teaching as a profession.</p> <p>The Department agrees that the CCTI model is a good one, and that it may serve as a model for identifying and disseminating promising and best practices.</p> <p>Over the course of the Five-Year State Plan, the Department will encourage and support Title I and Title II grantees to put in place</p>

<p>should be allowed to transfer credit to postsecondary institutions across the state, and not just in the region in which their school is located.</p> <p>Several presenters called for more authentic articulation agreements, which requires secondary and postsecondary faculty to sit down together to develop coordinated curricula leading to articulated credit.</p> <p>This initiative appears to ignore the field/industry requirement for CTE certification. Is a waiver or change in that requirement being contemplated?</p> <p>A question was raised about what the “SUNY Universal Teacher Education Template” is.</p> <p>It is important to track the actual use of articulation agreements and the resulting success of students who engage in programs governed by articulation agreements.</p>	<p>meaningful articulation agreements, including the linking of two-year and four-year postsecondary programs.</p>
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Potential New Direction 3: Encouraging the Development of Approved Programs at LEAs That Meet Minimum Requirements for Receiving Perkins IV Formula Allocations

Comments/Recommendations	NYSED Response
<p>At the Buffalo public hearing, several BOCES representatives expressed concern that if some of the larger LEAs currently in consortia with a BOCES are to receive extra support (and thus incentive) to develop their own CTE programs, this would reduce BOCES resources (and thus their ability) to continue to provide programs and services to smaller LEAs in their service areas – particularly rural school districts.</p> <p>Given the considerable investment of Perkins funds previously to provide equipment and training to existing CTE programs, it would seem cost prohibitive for individual LEAs to attempt to duplicate that effort.</p> <p>Comprehensive secondary schools need to be included in Career Pathways/Tech Prep consortia, and thus be linked with postsecondary education and with business-industry partners.</p>	<p>The Department strongly believes that all schools in New York State offering CTE programs should go through the process of having those programs approved by the Department. This will ensure that all students in New York State will be participating in programs of substance and quality.</p> <p>The Department will include in Title II fund application guidelines a provision that Title II consortia provide technical assistance to LEAs in their service area so that those LEAs can successfully</p>

<p>How is “program of study” defined under Perkins?</p> <p>Will LEAs that receive Perkins funding be required to have articulation agreements with postsecondary institutions?</p> <p>Several presenters in New York City stated that there are policy issues that need to be addressed and resolved in order for more programs to successfully go through the Program Approval Process. Those issues largely involve teacher credentialing and technical assessments. The SED should work closely with LEAs to resolve these issues.</p> <p>One presenter in New York City made several practical suggestions that would make the Program Approval Process easier to go through, including making approved binders and acceptable articulation agreements available to those who are going through the process.</p> <p>Title II, Tech Prep consortia can be valuable partners to LEAs going through the Program Approval Process, since they can help with postsecondary linkages.</p> <p>The Career and Technical Education Resource Center (CTERC) can provide more direct support to LEAs.</p> <p>Will this approach change the definition of eligibility for funding for LEAs under Perkins?</p>	<p>engage in the program approval process.</p> <p>Though concern was raised about LEAs that currently dedicate their Perkins Title I formula allocation to consortia headed by BOCES making the decision to apply for those funds on their own, the Department believes that it would still be a positive step for an LEA to use its Perkins formula funding to pursue having its CTE programs receive approval.</p>
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Potential New Direction 4: Identifying, Validating and Disseminating Promising and Best Practices

Comments/Recommendations	NYSED Response
<p>The College and Career Transitions Initiative (CCTI) has an extensive collection of information and literature, and a statewide best practices collection that could be modeled on the CCTI website.</p> <p>What data will be used to determine best practices?</p> <p>Once best practices are identified, will CTE programs be required to use them?</p>	<p>The Department currently provides Perkins funding to support the CTE Resource Center. When the current contract that supports that Center ends, the Department intends to expand the scope of work to be carried out by a state center under the Five-Year State Plan. This expanded center would be</p>

	asked to take on the function of identifying and disseminating promising and best practices.
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Potential New Direction 5: Connecting Adult English Language Learners to CTE Programs Leading to Postsecondary Education and Credential Programs

Comments/Recommendations	NYSED Response
<p>There are a large number of immigrants and refugees in the Buffalo area who need English language training as well as assistance with using technology and career exploration.</p> <p>Are adult programs eligible for funding under Perkins?</p> <p>Would this direction require re-directing secondary funds to serve adults?</p> <p>One presenter raised the issue of the legality of co-mingling funds as described in this direction, and also wondered whether existing providers have the capability to serve adult students.</p>	<p>The Department will continue to explore how adults can be provided with effective CTE instruction, including possible linkages of Perkins with other sources of federal and state funds that support adult education.</p>

Potential New Direction 6: Providing Professional Development to Secondary School Administrators and Counselors

Comments/Recommendations	NYSED Response
<p>This is a critical need. It will require a tremendous amount of professional development and system support to do it effectively.</p> <p>Professional development for counselors needs to be integrated into counselor preparation programs in institutions of higher education.</p> <p>Career fairs on a regional basis can provide valuable information and experiences to school counselors regarding workplace requirements and opportunities available through CTE programs.</p> <p>Summer institutes can be a valuable vehicle for administrators and counselors to learn more about CTE and better support student participation.</p>	<p>The Department believes that secondary school administrators and counselors play important roles in encouraging students and parents to consider participation in CTE programs.</p> <p>The Department believes that especially for secondary school counselors, this approach needs to be multi-pronged in nature. It will need to address the issue of counselor preparation and certification, as well as</p>

	<p>ongoing professional development for counselors.</p> <p>The Department will encourage Title II consortia to continue to actively reach out to counselors in their service areas through career awareness and exploration efforts. The Department will ask that the state center have an expanded scope of technical assistance and training to place an emphasis on outreach to school counselors.</p>
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Potential New Direction 7: Creating a Statewide Campaign to Provide Information to Students and Parents Regarding Career and Technical Education at the Secondary and Postsecondary Levels

Comments/Recommendations	NYSED Response
<p>A statewide effort in this area could build upon and significantly strengthen regional and local efforts.</p> <p>The members of Zone 1 of the Association of Career and Technical Educators support this direction.</p> <p>What evidence is available to show that the Career Zone initiative is successful?</p> <p>Will CTE educators be involved in the information campaign?</p> <p>Should this be a statewide effort, or does it occur more naturally at the local level?</p>	<p>The Department understands that there are a number of successful efforts already underway at local and regional levels. The Department will begin work in the area of information dissemination by asking the state center to include in its expanded scope of work the identification of effective information campaigns that have been conducted at the local and regional levels. The state center can then disseminate the features and materials from those information campaigns to CTE programs in other parts of the State.</p>

Potential New Direction 8: Providing Stronger Support to Student Leadership Organizations and Viewing Them as a Potentially Important Source for Preparing Future CTE Instructors

Comments/Recommendations	NYSED Response
<p>A number of participants in the public comment process spoke to the value of participation in student leadership organizations.</p> <p>Several participants encouraged SED to use Perkins funds to help support student leadership organizations, including helping CTE programs to send students to statewide and national skills competitions.</p> <p>One participant felt that eligible providers already could provide support to student leadership organizations through their Perkins funding.</p> <p>Several participants said that it is correct to view CTE participants and student leadership organization members as a good potential source for future CTE teachers. One presenter cited statistics that 75% of his school’s CTE instructors were CTE students and 60% belonged to student leadership organizations.</p> <p>Who will develop the information to go to students?</p> <p>What is meant by the “carefully drawn parameters?”</p>	<p>Having received much positive response regarding student leadership organizations, the Department intends to move forward with this new direction. The Department will determine the most effective way to work with CTE teacher preparation institutions in the State, so that they can engage in more systematic outreach to CTE students in student leadership organizations, to encourage them to consider engaging in CTE teacher preparation programs.</p>

Key Initiative 1: Creation of a State Center for the Implementation of Career Pathways/Programs of Study

Comments/Recommendations	NYSED Response
<p>If a state center is created, it should work through the regional consortia established under Career Pathways/Tech Prep.</p> <p>This effort should take place at the regional level and not at the state level.</p> <p>Too broad a regional approach would not be very functional. The current Career Pathways/Tech Prep consortia regions are more appropriate.</p>	<p>The Department understands that there was some natural confusion over the idea of supporting a new state center when the CTE Resource Center is already in place. The Department currently provides Perkins funding to support the CTE Resource Center. When the current contract that supports that Center ends, the</p>

Doesn't the CTERC already serve as a state center?	Department intends to expand the scope of work to be carried out by a state center under the Five-Year State Plan. That expanded state center can provide expanded support to Title I and Title II grantees in the development of programs of study that address high-skill, high-wage, high-demand and emerging occupations.
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Key Initiative 2: Strengthening the Local Application Process and Product Under Perkins IV

Comments/Recommendations	NYSED Response
<p>A redesigned application and funding process should promote integrated relationships of Career Pathways/Tech Prep with secondary and postsecondary formula funded CTE programs.</p> <p>Consider the electronic submission of applications.</p> <p>Consider more timely notification of “indirect cost.”</p>	<p>The Department will revise the local application process and forms under the Five-Year State Plan to more effectively link planning efforts with the planned use of Perkins funds. The Department has examined local applications used by other states to identify features of those applications that can be successfully adapted for use in New York State.</p>

In addition to comments and recommendations provided regarding the potential directions and key initiatives, three other issues emerged during the public hearing process.

Issue 1: Title II, Tech Prep

Comments/Recommendations	NYSED Response
Title II, Tech Prep consortia should receive strong, consistent support and funding from the NYSED in order to implement the Regents P-16 initiative.	The Department will recommend to the Board of Regents that Title II funding be maintained as a separate funding stream, so as to

<p>Career Pathways is a broader approach than CTE and encompasses both academic and CTE courses.</p> <p>Title II, Tech Prep consortia provide valuable support to CTE programs operated by LEAs, including academy-based efforts. This opens up opportunities for dual enrollment and articulated credit.</p> <p>Career Pathways Programs need to be made available in all schools and to all students.</p> <p>The “grass roots” nature of consortia encourages innovative educational strategies.</p> <p>Flexibility is needed for Career Pathways in different parts of the state.</p>	<p>continue and to build upon successful efforts under Title II to date. The Department will also encourage Title II, Tech Prep grantees to work on a broader regional basis during the Five-Year State Plan, based on regional labor market information and projections.</p> <p>The Department will continue to allow variation across the State based on regional and local labor market information and trends.</p>
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Issue 2: Data and Assessment

Comments/Recommendations	NYSED Response
<p>The use of data for program evaluation and improvement is of paramount importance. Data must be clearly defined and consistently collected.</p> <p>A simple and standardized state reporting and data system needs to be put in place.</p> <p>There needs to be a clear explanation of Performance Indicators that will measure technical assessment performance.</p> <p>A clear definition of “concentrator” vs. “completer” is needed.</p> <p>It is crucial to be able to measure the impact that CTE has on students. This could be done more effectively by tracking student cohorts toward completion and certification, as opposed to tracking CTE program completers.</p> <p>With regard to technical assessments, current SED policy rejects some assessments even though they match the technical requirements of CTE courses. A more flexible review process for assessments is needed.</p>	<p>The Department believes that the area of data, assessment and evaluation is of great importance, and will work hard to provide clear guidance and definitions to local grantees regarding data, assessment and evaluation requirements. Throughout the state planning process, the Department has stayed in close touch with staff from the U.S. Department of Education, to ensure that New York State will satisfactorily address all data and evaluation requirements under Perkins IV.</p>

Issue 3: Recruiting, Preparing and Retaining CTE Teachers

Comments/Recommendations	NYSED Response
<p>There is a critical shortage of CTE teachers. The state should embark on a campaign to attract teachers to the field through a transitional certification program and by developing stronger programs in higher education.</p> <p>Will there be a “fast track” method of certifying professionals coming into CTE from business and industry?</p> <p>Concern was expressed about current CTE teacher certification requirements (e.g., can a science teacher teach a biotechnology program); do current certification requirements block talented professionals from teaching in programs leading to emerging occupations?</p> <p>Since a number of CTE instructors have no more than an Associate’s Degree, it is important that professional development be made available to improve their ability to use sound and proven methods of instruction.</p> <p>Issues involved in teacher certification need to be resolved, particularly when the teacher certification and CTE offices in the SED have different interpretations of requirements.</p>	<p>The Department believes that one of the greatest challenges facing CTE in New York State is ensuring an adequate supply of certified CTE instructors. The Department will address this in a number of ways, including the following: 1) reviewing current CTE teacher certification requirements to see if any changes need to be made; 2) continuing to explore ways that skilled professionals from outside education can be encouraged and supported to make a successful transition to CTE instruction; 3) developing and using templates that postsecondary institutions can employ to create pathways from postsecondary CTE programs to CTE teacher preparation programs; 4) encouraging students in student leadership organizations to pursue CTE teaching as a career; and 5) asking the expanded state center to broaden the dissemination of information on CTE teaching opportunities.</p>

- 3. The State Plan must be developed in consultation with academic and CTE teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State must consult the Governor of the State with respect to the development of the State Plan. [Section 122(b)(1)(A)-(B)]**

Over 130 individuals, many of them serving as representatives of organizations with extensive memberships, participated in the public comment process leading to the development of the State Plan. The following stakeholders attended or participated in the State Workforce Investment Board meeting and the Albany, Rochester, Buffalo and New York City public hearings. The listing of stakeholders also includes those persons who submitted comments in writing:

12	Academic teachers, faculty and administrators
78	Career and technical education teachers, faculty and administrators
2	Career guidance and academic counselors
57	Representatives of eligible secondary providers
43	Representatives of eligible postsecondary providers
47	Tech Prep consortia representatives
5	Interested community members, including parents, students and community organizations
11	Representatives of business and industry
4	Representatives of labor organizations

- 4. The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 to participate in State and local decisions that relate to development of the State Plan. [Section 122(b)(2)]**

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 information through webcasts and through electronic and print means that were designed to be readily available and user-friendly. Every effort was expended to ensure that interested stakeholders had a variety of mechanisms available to them to review materials and to provide desired input. The number and variety of individuals and organizations that

availed themselves of the opportunity to receive information and to provide comments and recommendations serves to indicate that the process was open and accessible.

- 5. The State 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, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objection to the State. The State must respond to any objections it receives in the State Plan submitted to the Secretary. [Section 122(e)(3)]**

In New York State, the State Education Department serves as the administrative entity for secondary, postsecondary, tech prep and adult career and technical education. The New York State Board of Regents serves as the policy-making entity for all of these areas. Thus 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, tech prep and secondary career and technical education.

II. Program Administration

A. Statutory Requirements

- 1. The State must prepare and submit to the Secretary a State Plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]**

New York State chose to submit a one-year transition plan for the 2007-2008 period, which was subsequently approved. A five-year plan was developed to meet the statutory requirement for the balance of the 2008-2013 program years.

- 2. (a) Program Activities [(a-i-iv)] CTE activities to be promoted that are designed to meet or exceed the State adjusted levels of performance, including descriptions of programs of study offered, transitions, rigor, dual enrollment, industry-recognized credential, and post-secondary study.**

The Board of Regents envisions a New York in which all people are prepared for citizenship, work and continued learning throughout their lives. They foresee a New York in which gaps in achievement have closed, and the overall level of knowledge and skill among the people matches or exceeds the best in the world. In spite of progress over the last decade, we are far from achieving that vision. The slow progress over the last decade has shown that the vision of change for school systems over 200 years old is difficult to achieve quickly. The Board understands that the pace must quicken in order for our country to compete with other countries trying to achieve a similar vision. The Board further defined their vision at the Education Summit in November 2005, which validated these aims:

THE AIMS OF THE UNIVERSITY OF THE STATE OF NEW YORK (USNY)

1. Every child will get a good start.
2. Every child will read by the second grade.
3. Everyone will complete middle level education ready for high school.
4. Everyone will graduate from high school ready for work, higher education, and citizenship.
5. People who begin higher education will complete their programs.
6. People of all ages who seek more knowledge and skill will have the fullest opportunity to continue their education.

The Board also documented the educational challenges facing New York at the Summit and confirmed its goals to confront them:

- ▶ *Close the great divide in achievement along lines of income, race, ethnicity, language, and disability.*

- ▶ *Keep up with growing demands for still more knowledge and skill in the face of increasing competition in a changing global economy.*

Accomplishing these two related goals requires unprecedented collaboration among parents, employers, elected leaders and educators. Education is a system in which all the parts affect and depend on the others. Solutions to its problems must be systemic solutions. For example, giving all children a good start requires prenatal and child health care, family literacy through adult literacy programs, libraries and other institutions, pre-school programs and full-day kindergarten. Interventions have to start early and support a student's learning throughout. Students who do not get a good start are unlikely to read by the second grade; students who do not become proficient readers won't graduate from high school; and students who enter college with weak mathematics and literacy skills won't graduate unless something is done to bolster their academic achievement.

The strategies and actions outlined here draw upon the strengths of the entire University of the State of New York. Together these strategies and actions, to which career and technical education makes significant contributions, form a coherent whole. They will sustain students from their earliest years—with a focus on transitions from pre-kindergarten to elementary school, to middle school, then to high school and college—by improving critical systems and structures that support achievement. Certain principles guide our work. Chief among them is a commitment to engage everyone by listening to the people the education system serves. We will engage partners statewide in business, health and mental health, local and state government, community organizations, education, and most of all, parents and students. This is a commitment to communication that is rich, continuous, and honest.

The Board of Regents proposes this plan for the next stage of educational reform to accomplish the six USNY aims. As the Board and the State Education Department act to implement the plan, we commit to do so in a manner that is consistent with the following principles:

- We will confront the data, share it broadly, and use it to define as precisely as possible where resources and energy should be applied. We will recognize the achievements and also declare the problems as clearly as we can.
- We will engage everyone by listening to the people the education system serves: to parents, to educators at every level, to employers, and to the elected officials who must weigh enormous competing demands for scarce resources. In particular, we will engage students and their parents, and the wider community because educational institutions do not belong to the educators but to the people. We will create a communications plan to listen to, inform, and involve people statewide.
- We will define measurable objectives so that others can hold us accountable, and we can hold education leaders accountable for improving results.

- We will study the practices of high performing education systems, states and nations, and adapt the best to New York’s situation. We will examine what actions are most effective, and invite others to learn with us.
- We will take action focused on systematic change to effect sustained improvement. We know, for example, that closing the achievement gap for students requires correcting the unequal distribution of teaching talent. And we know that in demanding change in educational institutions to achieve better results, we must also build capacity in our own State Education Department.
- We will continually renew the alignment of our actions to ensure coherence and effectiveness. For example, academic standards, curriculum, assessment, and instructional practice have to be aligned to be effective. When one element changes, all other elements must be examined to ensure that the system remains effective.
- We will strengthen USNY, because it has great potential to build more effective transitions for students from one level of the system to the next.
- We will advocate for state and federal financial resources and legislative actions that will help achieve better educational outcomes. And we will be accountable for the effective use of those resources.

Renewal of the Perkins legislation and the development of a new five-year state plan provide New York State with an opportunity to continue upgrading career and technical education programs and to make them a key initiative in the implementation of the Regents P-16 reform strategy. This strategy has established thirteen goals, and CTE can be a significant tool for at least three of them. CTE can improve high school attendance and graduation rates; it can assist in helping students transition and persist in postsecondary programs; and it is a necessary component in raising learning standards to exceed global standards.

The Office of Curriculum and Instructional Support, the Office of K-16 Initiatives and Access Programs co-administer Perkins funding. They collaborated in the development of the interim and final state plan for these funds that will assist local education agencies and postsecondary institutions in implementing actions included in the P-16 reform strategy.

The design of the state and local plans for career and technical education for the years 2007 through 2013 features the following elements:

Continued focus on academic rigor. Since the implementation of the Regents policy on CTE in 2001, the quality of both specialized and integrated core academics has improved in New York’s CTE programs. Perkins IV encourages states to further refine CTE programming by incorporating programs of study into the academic program of all CTE students. In New York, the structure and development of programs of study will mirror those of the Regents Program Approval Process. Programs of study include strong academics and both secondary and postsecondary study. They must lead to an industry-recognized credential, a certificate, or a postsecondary degree. Under the five-year state plan, incentives and additional support and assistance will be provided to LEAs in an effort to increase the number of

New York State Approved CTE Programs available to secondary students. In addition, resources under the state plan will be used to identify, validate and disseminate promising and best practices that positively impact student performance.

Increased emphasis on successful student transitions: Local education agencies, including Boards of Cooperative Educational Services (BOCES), and postsecondary institutions will use a variety of models to ensure that their students experience less need for remediation, lower costs and accelerated study opportunities at the next level of educational achievement. This includes transitions from secondary to postsecondary and from two-year to four-year postsecondary institutions. Institutions at all levels are required to develop articulation agreements that have direct benefits to students. These include transcribed credits, acceptance of credits, and dual credits among others. Programs will be asked to direct efforts toward the creation of articulation agreements that offer transcribed credit to students. Emphasis will be placed on engaging middle-performing students and those at risk of dropping out of dual enrollment or articulated programs.

Preparation for high skill, high wage, high demand jobs. The priority of CTE programs will continue to be the preparation of students for careers that will lead to advancement opportunities. The NYSED will work closely with the New York State Department of Labor (NYSDOL) to provide local education agencies and postsecondary institutions with appropriate regional economic development statistics needed to prepare students for careers in New York. This interagency coordination will help make New York economically competitive by retaining qualified workers. There will be added emphasis on linkages with local Workforce Investment Boards and on career pathways that prepare students for emerging scientific, technical, engineering and mathematics related occupations. To assist CTE programs with this increased focus on high skill, high wage, high demand jobs, Perkins State Leadership funds will be used to create a new state center for the implementation of more approved programs that are strongly linked to economic development and labor market projections. “High skill, high wage, high demand jobs” also are discussed in Section II. A9.

Regular reassessments of technical skill requirements: Given the rapidly changing needs of business and industry, the skills required for career success are changing. Local education agencies must, at a minimum, re-assess the technical skills requirements for each of their approved CTE programs every five years. These reassessments must be done collaboratively with appropriate input from local business and industry. Postsecondary institutions also will be expected to define the technical skill requirements in their CTE programs.

Increased requirements for accountability: In order to evaluate performance at all levels, it is necessary to have good data. The NYSED has implemented a unit record system to determine performance outcomes for both secondary and postsecondary students. The core performance standards for measuring the academic success of students are the same as those required under NCLB. The continued development of the Department’s P-16 data system will improve New York State’s ability to provide valid and reliable data.

Strengthened teacher preparation and professional development: Just as CTE programs need to be updated in a changing economy, so do the skills of CTE instructors who deliver the program content. A particular challenge for CTE programs in New York State is recruiting and retaining talented instructors, including those who could bring important skills and experiences from their careers in business and industry. Under the state plan, New York State will continue its support for the Career and Technical Education Resource Center that offers training, information and technical assistance to CTE programs operated by LEAs. In addition, resources will be used to develop greater linkages of subbaccalaureate CTE programs with CTE teacher education programs, and to encourage students in CTE student leadership organizations to consider careers as CTE instructors. The SUNY Universal Teacher Template will be used as a model to this end.

Title II as separate funding source. New York State's Approved Programs, (known as programs of study in the Perkins legislation) are coherent sequences of courses that transition students from secondary to postsecondary education, preparing students for high skill, high wage careers. Title II resources will be channeled into efforts to expand the number of programs completing the approval process. A five-year RFP will be issued to obtain knowledgeable service providers who will have responsibility for development of CTE programs that will be submitted for approval. These activities will assist local education agencies to develop the necessary program components that meet the requirements of Perkins IV and the New York State Regents Policy. Innovation will be achieved by incentivizing the program approval process with sharper focus on local economic development plans, workforce investment, and emerging careers tied to regional postsecondary institutions and employers.

Perkins' increased emphasis on high skill, high wage, emerging career fields is consistent with the existing New York Regents Policy on CTE program approval. Both require the education system and the business community to create pathways that will best prepare students for a global economy. This Perkins IV theme also coincides with the Regents P-16 reform strategy, presenting a timely opportunity for the Board of Regents to challenge the CTE education community in New York to respond.

The New York State Board of Regents policy on Career and Technical Education has been in effect since February 2001. The policy was an enhancement that allowed flexibility in scheduling to allow students to complete a program of career and technical education study while meeting all new graduation requirements. The policy had a two-fold purpose of solving the problem of time conflicts and restrictions while upgrading the content of the courses of study. Most importantly, the policy established high standards that would increase the rigor of CTE. The approval policy structures New York State's approach to developing programs of study.

There is considerable overlap in the Regents Program Approval Policy and the Perkins requirements stressing rigor and a seamless transition to postsecondary study. The Regents policy requires specific elements for program success:

- a sequence of courses that prepare students for employment and postsecondary study;

- postsecondary articulation agreements that allow high school students the opportunity to earn college credit for approved courses taught at a high school by high school teachers;
- preparation for industry-based student assessments and credentials;
- opportunities to apply academic concepts to real-world situations and work-based learning options;
- exposure to and the use of the most current business/industry-based technologies;
- the achievement of Career Development and Occupational Studies, (CDOS), Standard 3b: (the acquisition of career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs);
- a business and industry consultant committee which provides input into the program design; and
- certified teachers who remain current within their profession.

The policy is an option an increasing number of school districts and BOCES are choosing in order to provide quality CTE programs with flexibility in their delivery.

A number of delivery systems are in use in New York. Localities are free to employ those that fit their needs. Most strategies follow the federal Perkins legislation emphasis on providing rigorous content through CTE programs while preparing students for post-secondary study and a career. The Regents Program Approval Policy known for its use of integrated academics, aligns with the Perkins requirement for: “coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary content to postsecondary education” (Perkins Act of 2006, section 122(c)).

In New York State, CTE programs are offered in local education agencies, BOCES, and comprehensive high schools. Programs are available in the career areas of Arts and Humanities, Business/Information Systems, Health Services, Engineering Technologies, Human and Public Services, and Natural and Agricultural Sciences. CTE students are those who gain academic and technical knowledge and skills through contextual learning in preparation for further education and for careers in current or emerging employment sectors.

Increasing the use of the approval process is seen as the most direct route to taking New York’s CTE initiative into its next phase. The approval and re-approval processes provide the NYSED with the opportunity to support and guide the development of effective, integrated academics and articulation agreements.

In the spring of 2007, the Governor signed an Executive Order creating the New York State Higher Education Commission, directing the Commission to make a preliminary report, based on a review and analysis of New York’s colleges and universities. This preliminary report was issued in December 2007, with a final report expected in June 2008. A member of the Board of Regents and Commissioner Mills serve as members of the Commission. The preliminary report includes recommendations

that are consistent with the goals and objectives found in both the Regents P-16 Action Plan and the Statewide Plan for Higher Education. Included among these recommendations are support for the role of higher education in the development of a diverse workforce, and support for college readiness through program articulations and student transitions. These recommendations are also consistent with the goals and objectives in New York's Five-Year Perkins State Plan. As the Commission recommendations move forward, there is potential that policy themes may become realized through the annual State Budget process. Much of this funding support would be directed at public postsecondary institutions, a large number of those being institutions that receive Perkins support.

In the postsecondary setting, the following priorities in the Regents Statewide Plan for Higher Education 2004-2012 relate to the overall P-16 goals of the NYSED and the purposes of Perkins IV legislation. Institutional applications for noncompetitive funding must reflect these priorities in light of the institutional mission and the Perkins IV requirements.

Maximizing Success for all Higher Education Students:

Assuring High Educational Quality

- All students will attain the knowledge, skills, and ethical grounding to responsibly contribute to society and success in the workplace.
- All students will attain progressively advanced levels of knowledge and the ability to apply that knowledge effectively to problem solving in their field and in new areas of study. They will develop global consciousness and adapt to changing environments and conditions.
- Distance education opportunities will be provided to all students within the context of the State Education Department's "Principles of Good Practice for Distance Higher Education."

Improving Articulation

- All students will be assisted in their progress towards a degree through improved educational programs and services, accomplished through articulation among higher education institutions, including undergraduate and graduate colleges, across public, independent, and proprietary sectors.

Closing Performance Gaps

- Student retention and academic success will improve based on comprehensive programs and strategies that focus on performance gaps due to economic status, ethnicity, race or gender.

Supporting Students with Disabilities

- Students with disabilities will have improved higher education access and success through the provision of appropriate assistive technology, counseling, support personnel, as well as faculty training.

Smooth Transitions in all Stages of the P-16 Continuum:

Preparing Students for Entry into Higher Education

- All students who are preparing for entry into higher education will benefit from comprehensive programs and strategies that ensure the knowledge and skills necessary for competitive entry into higher education.

Providing Information and Assistance about Higher Education

- All students and their families will have clear and understandable information that assures access and success in future college study.

Qualified Professionals for Every Community throughout the State:

An Adequate Supply of Qualified Professionals

- Professional practitioners and the communities they serve will be engaged to identify emerging workforce needs and devise education strategies to meet those needs.
- Students representing diverse backgrounds will be recruited, prepared and supported for professional licensing preparation programs where workforce shortages are imminent.
- All students enrolled in professional preparation programs will enhance their knowledge and skills through applied practice, particularly in fields that reflect dynamic technological advances.

2(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

2(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary education institutions;

The NYSED staff provides technical assistance in a series of regional conferences conducted annually across the state. Workshops and panel forums provide information and assistance on developing programs of study, CTE as part of a P-16 effort, and best practices. The Career and Technical Education Resource Center, supported with Perkins funding, also provides support in Perkins implementation issues, with particular concentration paid to the lower performing recipients.

The NYSED staff directly review each local Career and Technical Education Program Plan for conformance with overall program goals.

New York State Regents CTE policy requires the NYSED staff to assist schools in the development of programs of study. Under the five-year state plan, additional technical support will be provided to those LEAs that have not yet participated in the Program Approval process. This support will be provided by the state center to be supported with

Perkins IV funds and by Title II, Tech Prep consortia. The goal of this effort will be to increase the number of CTE Approved Programs available to secondary students, and thus the number of CTE students who participate in Approved Programs.

As Perkins IV moves into full implementation, postsecondary grantees will be expected to align a portion of their basic grant funds with the programs of study initiative in their respective regions. With this approach, the development of programs of study will both reflect and prepare students for regionally-driven high demand, high skill, high wage occupations. This requirement will be reflected in the articulation agreements that guide secondary-postsecondary course coordination and the transfer of students and credits from secondary to postsecondary institutions.

2(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

2(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

A recent analysis of CTE enrollments from 2001 to 2007 showed a decline in CTE student enrollment in New York City that exceeded 10 percent over this period, and a sharp decline of more than 50 percent in CTE enrollment in LEAs other than the Big Five Cities (New York City, Buffalo, Rochester, Syracuse and Yonkers) and BOCES.

Under the five-year state plan, two initiatives are planned to address these declines in CTE enrollments. First, a statewide information campaign will be created to provide up-to-date information regarding CTE at the secondary and postsecondary levels to secondary students and their parents. This statewide campaign will build upon the experience of the successful Career Zone program that is managed by the NYSDOL. Second, professional development will be provided to secondary school administrators and counselors, who have a primary responsibility for helping high school students select programs of study that enable them to meet Regents graduation requirements and that open up possibilities for successful transitions to postsecondary education. This initiative will serve to increase the awareness and interest of school administrators and counselors, and thus increase the likelihood that secondary students will be encouraged and supported to participate in CTE programs.

A listing of CTE approved programs is maintained on the NYSED web page at: <http://www.emsc.nysed.gov/cte/ctepolicy/Approved.htm>

The New York Perkins Team coordinates efforts with the NCLB Title II Team to upgrade the use of technology through professional development.

The support of distance education delivery is encouraged at institutions that receive Perkins postsecondary funding. Aligned with this support is the recognition of quality practices. Distance education and learning at postsecondary institutions must

reflect the quality practices and capability, as described on the NYSED web site:
<http://www.highered.nysed.gov/ocue/ded/home.html>

Colleges and universities located in or operating in New York State that offer a degree or certificate programs in which a major portion (50 percent or more) of the requirements may be completed through distance education must have these programs registered in the distance education format with the Office of College and University Evaluation (OCUE) in the State Education Department. They can do this in one of two ways:

- [Individual Review](#)—Submit a proposal to add the distance education format to an individual program; or
- [Institutional Capability Review](#)—If an institution has a fully-developed distance education infrastructure, expertise, and support services, and at least one program ready to offer at a distance, consider the Institutional Capability Review approach.

Postsecondary grant applications that include major effort activities for the delivery of that distance education and learning must acknowledge that a registration request has been submitted to the NYSED as evidence of quality commitment to distance education and learning.

2(f) Criteria used to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

- i) promote continuous improvement in academic achievement;**
- ii) promote continuous improvement in technical skill attainment;**
- iii) identify and address current or emerging occupational opportunities.**

Criteria for Secondary Recipients:

Perkins secondary formula funds are distributed by a statutory formula that is based upon the number of individuals ages five to seventeen in a school district as well as the proportion of those individuals who are below the poverty line. However, in order to access these funds the following criteria must be met:

1. The allocation must be above \$15,000. School districts with an allocation of less than \$15,000, or other agencies not wishing to access their fund directly, may participate in a consortium application by assigning their funds to the consortium. A consortium application may come from any group of schools, but they must aggregate an allocation not less than \$15,000 and meet the size, scope and quality requirements below. One grantee must be named as the fiscal agent for the consortium, and, as such, accept fiscal responsibility for all Perkins funds assigned to the consortium.

2. Those schools with an allocation above \$15,000 may apply for these funds if they have a CTE program that is of sufficient size, scope and quality.
 - a. The NYSED determines size and scope by examining enrollments and program offerings through data provided via the Career and Technical Education Data System (CTEDS) and Basic Education Data System (BEDS). Quality is determined through the application review process.
 - b. Size and scope for 2008-2009 Perkins grants is demonstrated by the local agency offering programs in at least three of the sixteen career clusters and meeting enrolls 20% of the total grade 9-12 student population in CTE programs. If an agency has not met size and scope but wishes to apply for funds, a detailed explanation must be provided in the 2008-2009 application. This narrative must describe how funds will be directed to enable the agency's programs to meet size and scope criteria.

Programs meeting the first two criteria must then show adherence to specific requirements for quality. Mandated quality elements require recipients to show:

1. That they are developing or implementing a program that will complete the Regents Program Approval Process. Schools must show that they will implement one program to be submitted for approval in the 2008-09 school year. To continue funding, two additional Approved Programs need to be developed. The second to be developed during 2009-10 school year, and the third developed during the 2010-11 school year. Three Approved Programs will be implemented by the 2011-2012 school year.

Approved Programs, (in the Perkins legislation known as “programs of study”) are made up of sequential courses that are guided by industry standards and technical assessments that prepare the student for multiple exit points for careers in high skill, high wage, high demand areas or postsecondary study. Programs of study should include opportunities for secondary students to earn college credit. Programs that lead to industry recognized certification at the postsecondary level will be promoted. Any program offering specific labor market preparation that offers an immediate employment exit point will be able to chart the career advancement and further education paths available to program graduates.

Programs that have prior approval through the New York State Regents approval process are “programs of study” for Perkins funding. Re-approval reviews occur five years from initial approval.

Programs applying for approval for the first time will need to complete the existing program approval process established by the 2001 Regents Policy (see <http://www.emsc.nysed.gov/cte/ctepolicy/>).

2. That they have allocated local resources to supplement the Perkins funds in such a way as to result in high-level academic, career and technical skills.

3. How they will use the Perkins IV performance indicators to evaluate their CTE programs and show continuous improvement in subsequent funding years.
4. To ensure this component is properly addressed, the NYSED requires the submittal of the membership list of the planning group. To avoid duplication of effort, the SED recommends the Local Advisory Council (LAC) required by State Education Law and by Commissioner's Regulations act as the core of this planning group. These required LACs must consist of at least ten members who cannot be employees of the agency(ies) served by the LAC. Further, the LAC membership must include, but not necessarily be limited to, representatives of each of the following:
 - a. persons familiar with the CTE needs and problems of management and labor in the service area;
 - b. persons familiar with programs of CTE at the secondary, postsecondary and adult levels;
 - c. persons familiar with the workforce needs and requirements of the community to be served;
 - d. persons familiar with the special educational needs of individuals with disabilities;
 - e. persons representative of community interests, including persons familiar with the special needs of the population to be served; and;
 - f. persons enrolled as CTE students at the agency served by the LAC.

The NYSED recommends the following groups be added to the LAC:

- a. representatives of school districts that are consortia members;
- b. representative(s) of postsecondary institutions, especially those who participate in Title II Consortia, if one or more exists in the local service area;
- c. representative(s) of adult literacy and adult CTE programs;
- d. representative of gender equity programs;
- e. representatives from other providers of employment and training services in the local service area, including Youth Councils, LWIBs, regional Vocational and Educational Services for Individuals with Disabilities (VESID) offices, county Departments of Social Services, regional Department of Labor, Community Service Centers and regional Empire State Development offices, and
- f. current secondary and adult CTE students, program graduates and parents of special population students.

Criteria for Postsecondary Recipients:

The NYSED awards grants to degree-granting institutions, Educational Opportunity Centers (EOCs) and adult programs that offer career and technical education below the baccalaureate level and generate \$50,000 or more in postsecondary/adult formula funds, or to postsecondary institutions participating in consortia that meet the \$50,000 minimum

grant requirement and offer collaborative career and technical education programs that will be of sufficient size, scope, and quality to be effective. The NYSED uses Congressionally prescribed formulas to allocate funds based on the population served.

For the distribution of Perkins postsecondary formula funds, staff in the NYSED Office of Higher Education assist the State's postsecondary institutions to use labor market information (LMI) and other economic data and to work with their Local Workforce Investment Boards and to participate in those activities as enacted by Title I of the WIA. This is done in collaboration with several areas of the NYSED and the NYSDOL.

The NYSED assists colleges in the establishment and maintenance of quality certificate and associate degree programs that prepare CTE students to enter jobs in their regions requiring those levels of expertise through planning and evaluating activities. This is done through a two-part planning process.

In the first part of this planning process, the NYSED mandates that postsecondary institutions engage in institutional planning. The Statewide Master Plans are now submitted every eight years. The mandatory institutional planning process requires that every four years, an institution re-examine its vision, mission, and goals in the context of the State's foci and institutional needs and modifies these as necessary. The institution also must develop comprehensive, long-term strategies that are appropriate to the institution and the community it serves. Part of that process entails obtaining advice and feedback from business and industry, the professional accrediting bodies overseeing the licensure-qualifying programs offered, and the community at large. A goal of the process is to ensure that the programs, courses and services offered remain relevant to occupations or professions and that they offer the students access to careers requiring more advanced technical skills. If the institution discovers shortfalls in this self-examination process, it is expected to modify its plans and strategies accordingly.

In the second part of the planning process, which builds on and supports the first part of the process, the NYSED requires postsecondary institutions receiving Perkins funding to submit plans for the use of funds. It also requires that institutions integrate these plans into their institutional plans and into their participation on the Local Workforce Investment Boards (as enacted by Title I of the WIA). Further, the NYSED requires the postsecondary institutions to enlist the advice of their Local Advisory Councils (LACs) which include representatives of local businesses and industries and other concerned parties. This is to 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.

Using the Postsecondary Application Review Sheet (see attached *Request for Non-Competitive Proposals*), the NYSED office responsible for postsecondary career and technical education examines the annual description of proposed activities to be certain that the proposed activities are consistent with the plan and with the requirements of the Perkins legislation. Additionally, the NYSED application review process assesses the performance and needs of postsecondary career and technical education in its

postsecondary institutions and educational opportunity centers. Areas to be examined include:

- the integration of academic and career technical education;
- sequential courses leading to both academic and technical competencies;
- programs of study to increase work-skill attainment and job placement;
- linkages between secondary and postsecondary institutions to increase the number of non-remedial students entering postsecondary education;
- provision of experience and understanding of the industry that students are preparing to enter; and
- strategies to meet the needs of special populations.

The NYSED requires that each institution fully describe activities (funded through Perkins or other sources) to support the preparation of individuals for technical careers. If an applicant fails to satisfy this or any other conditions or requirements of Perkins, their application must be revised and resubmitted.

Finally, the NYSED has established that the accountability process is, and will continue to be, a means of assessing completion and placement of participants in technical careers. If performance measures for an institution reflect unmet performance standards, the NYSED requires that institution to submit a local improvement plan that must be approved and the institution then must implement that plan.

2(g-h) How will programs prepare CTE students, including special populations, to graduate from secondary school with a diploma; and, how these programs will prepare all CTE students academically and technically for postsecondary education or entry into high-skill, high-wage, high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

To achieve its vision of education reform, New York State has launched a P-16 initiative that reaffirms our commitment to closing the great divide in achievement along lines of income, race, ethnicity, language, and disability while keeping up with growing demands for still more knowledge and skill in the face of increasing competition in a changing global economy.

The elements of New York's reform strategy present a call for change in perspective and approach. The NYSED CTE staff view the P-16 initiative as charting the next step in the growth of CTE in the state. To that end, Perkins and the NYSED challenge educational agencies to develop programs that serve as gap-closing strategies which address urgent issues of high school graduation and college persistence rates.

Perkins funds received by a local recipient must be used to improve career and technical education programs in a way that is consistent with the overall P-16 context.

The New York State Board of Regents continues to improve career and technical education for both secondary and postsecondary education. In the area of secondary education, the Board has sought improvements by:

1. making quality CTE programs accessible to all populations and preparing individuals to immediately enter into employment and/or postsecondary education;
2. providing needed modifications, support services, and linkages with other funding sources in order to ensure full access to members of special population groups to participation in career and technical education programs;
3. providing developmental and support services, such as career counseling, to participants at all educational agencies offering career and technical education programs in order to improve the quality of instruction;
4. expanding the capability of the career and technical education system to meet the training needs of individuals and of business and industry by expanded use of resources like New York's Career Zone website.
5. promoting articulation among secondary and postsecondary agencies and other agencies delivering career and technical education, continuing education, employment and training programs and human services related to obtaining employment;
6. integrating career development, employability skills, work-based learning, and career and technical education instruction with academic instruction at the middle, secondary, postsecondary and adult noncredit levels;
7. promoting participation for all special needs populations in career and technical education student leadership organizations;
8. designing, implementing and assessing the effectiveness of secondary instructional models that provide integrated instruction.

More detailed strategies for ensuring that members of special population groups have full access to and participate in CTE programs are provided in Section III.A 1-5 of this state plan.

2(i) How funds will be used to improve or develop new career and technical education courses.

Local educational agencies will be asked to connect their program development with labor market information provided by the NYSDOL. The NYSED no longer seeks to develop specific courses as the method of strengthening local programs but, rather, pursues the goal of raising standards for all students in New York State including those enrolled in areas most closely associated with career development efforts.

New York's 28 learning standards and the specific Career Development and Occupational Studies (CDOS) learning standards also provide the foundation for effective program design.¹ The NYSED staff will continue to support the efforts of many

¹ The CDOS learning standards are: 1. Career Development—all students will be knowledgeable about the world of work, explore career options, and related personal skills aptitudes, and abilities to future career decisions. 2. Integrated Learning—Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. 3a. Universal Foundation Skills—students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace, 3b—Students

delivery approaches (e.g., New Visions, High Schools that Work, Career Academy and other models).

Perkins funds under the five-year state plan will be used in three ways to improve or develop new CTE programs that will complete the Program Approval Process. Funds will be used to incentivize the Approval Process by providing supports through the use of Title II, Tech Prep coordinators who will take on components of the approval process for LEAs in their areas of service. Additionally, a new state center will be created that will assist CTE programs to use economic development and labor market information to design, in coordination with local Workforce Investment Boards, regional NYSDOL offices and regional economic development offices, to develop and implement approved programs that address high skill, high wage, high demand and emerging occupations.

A major continuing effort of the NYSED relates to the development of classroom practices and strategies for Career Development and Occupational Studies. Through a rigorous peer-review process, career/technical and academic educators develop, present and revise actual classroom activities based on CDOS content. When approved by the NYSED, the strategies are added to those already on the NYSED web site. Under the five-year state plan, NYSED's efforts in this area will be considerably expanded through a new initiative that will more proactively identify, validate and disseminate both promising and best practices to both secondary and postsecondary institutions.

At the postsecondary level, institutions may not expend Perkins funds on programs that have not been registered by the Commissioner of Education as meeting the standards of quality in the Regulations of the Commissioner of Education. However, they may use such funds as needed to support the development of new courses within registered programs. When modifications to a registered program reach the level of a major revision, the revised program becomes subject to review against the standards for its continued registration.

2(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Yearly regional meetings, to be coordinated by the CTE Resource Center (under contract with NYSED), will bring members of the CTE community together to share best practices in workshops and seminars.

NYSED staff present updates to the CTE professional groups and student leadership organizations including: Association of Marketing Students (AMS, formerly Distributive Education Clubs of America); Health Occupations Educators of America (HOSA); Future Business Leaders of America (FBLA); Business/Marketing Teachers Association of NYS (BTANYS); New York State Association of Family and Consumer

who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Science Educators; NYS Association of FFA (formerly Future Farmers of America); New York State Technology Educators Association (NYSTEA); Family, Career, and Community Leaders of America (FCCLA); Association of Career and Technical Education Administration (ACTEA); and Skills USA.

New York State has prepared an RFP for the development of Career Pathways Programs. Awardees will be charged with the coordination of Title II, Tech Prep activities and those activities carried out by other eligible agencies in their region.

Regional meetings will be made available for the Title II and Perkins basic grant providers. Featured topics for these meetings will not only be Approved Programs/Programs of Study, but also articulation agreement development, accountability and the accompanying best practices of these important areas made available from proven programs. Applicants for postsecondary basic grant funding must submit abstracts of each major effort. Once all applications have been approved, the State Education Department distributes the collected abstracts to all the funded postsecondary institutions. In this manner, best practices are shared among institutions annually.

2(k) How funds will be used to effectively link academic and career and technical education at the secondary and postsecondary level in a manner that increases student academic and career and technical achievement;

2(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.

The Board of Regents has targeted 13 areas for action in its P-16 agenda. NYSED’s CTE staff are exploring the development of increased flexibility in pathways that use New York’s program approval process as a model. The NYSED has begun a review of New York’s learning standards which will open the dialogue on the modalities that may be employed to expand the use of integrated academics in CTE.

The P-16 initiative also calls for the creation of a student data system that will enable local districts to use the data to develop strategies to drive improvements in graduation rates in high school and higher education. Connecting P-16 data statewide could provide educators with the diagnostics and predictors they need to improve student persistence and graduation. Systemic P-16 data collection and reporting initiatives will also support policy decision-making by the Regents and streamline the Department’s accountability and reporting requirements.

The following table presents the Regents P-16 initiative action points in the left column. Items in the right column show CTE’s points of contact with and contributions to the reform agenda.

P-16 Action Points	CTE’s Contribution
Improve academic	Significant numbers of students with disabilities enroll in CTE to benefit from

<p>outcomes for children with disabilities by setting performance targets, promoting effective practices, and holding schools accountable for dramatic improvements.</p>	<p>interest-based, integrated learning. Students with disabilities have historically comprised about 24 percent of CTE enrollment statewide (the average in the BOCES technical centers is approximately 32 percent, and postsecondary institutions is approximately 6 percent). Those who are enrolled in CTE have higher graduation rates than those who are not.² In the 2005-06 school year, 87.1 percent of CTE students with disabilities who completed a CTE program obtained a high school diploma, while only 37.3 percent of general education students with disabilities graduated. Students with disabilities in postsecondary programs complete at about the same rate as the completion rate standard established for all postsecondary CTE students.</p> <p>The recent MAGI study showed that CTE participation positively influenced high school completion rates of special education students. The overall CTE leaver rate declined while the high school dropout rate was on the rise. Fewer special education students withdrew from CTE programs than from high school. The special education CTE leaver rate decreased by 3.1 percent while special education peers <i>not</i> enrolled in CTE had a dropout rate increase of 0.6 percent.</p>
<p>Improve outcomes for English language learners by setting performance targets, promoting effective practices, and holding schools accountable for dramatic improvements.</p>	<p>The federal Perkins state plan includes the identification and quantification of any performance gaps found in students who belong to special populations—including limited English proficient students. CTE annual plans submitted by secondary and postsecondary agencies that receive Perkins funding include a description of the progress each population group has made in meeting specific state targets for levels of performance. Those programs not meeting performance goals are required to submit performance improvement plans that NYSED reviews and approves.</p> <p>Recent studies have shown that significant progress can be made by emphasizing reform at the instructional level.³ One review of the literature suggests that high-performing schools tend to develop curriculum by first “determining the needs of the hardest to serve students.” The factors that improve outcomes for special populations like limited English speakers and special education students, improve outcomes for all students. The characteristics of these high-performing environments mirror those found in the contextualized learning that occurs in CTE—the accommodation of varied learning styles and a focus on a performance based results.⁴</p>
<p>Improve high school attendance and graduation rates by</p>	<p>Participation in CTE increases student awareness of how both the technical and academic course content explicitly relates to a chosen career path. This connection</p>

² “Career and Technical Education in New York State: Final Evaluation Report 2005-06,” MAGI Educational Services, Fall 2006 p.14.

³ Stone III, James Alfeld Corinne, Pearson, Donna, Lewis, Morgan V. , Jensen, Susan: *Building Academic Skills in Context: Testing the Value of Enhanced Math Learning in CTE Pilot Study* (September, 2005) <http://www.nccte.org/publications/infosynthesis/r&dreport/MathLearningPilotStudy.pdf> retrieved 1/22/07

⁴ Daggett, Willard, R., “Successful Schools: From Research to Action Plans,” presented at the June 2005 Model Schools Conference, www.leadered.com/pdf/Successful%20Schools%206-05.pdf, internet file accessed 1/27/07.

<p>setting performance targets, promoting practices that remove barriers to graduation, and holding schools accountable for dramatic improvements.</p>	<p>appears to motivate students to complete their programs of study. In the most recent study period (2004-2005), fewer minority students withdrew from CTE programs than from high school. Less than half as many African American and one-third fewer Hispanic CTE students left CTE programs than their non-CTE counterparts did high school (“MAGI 3,” p. 14).</p> <p>MAGI found that CTE participation promotes clarity in career planning. More CTE students received help in planning their future and were more certain of career plans and choices than their non-CTE classmates. CTE appeared to significantly enhance the high school experience for minority students “...more minority students in the CTE sample saw high school as relevant to their future than did their counterparts in the non-CTE group” (“MAGI 3,” p. 24).</p>
<p>Report student persistence and college completion results, and increase investment in programs that have been shown to remove barriers to graduation.</p>	<p>CTE can be employed as a strategy to reach students who belong to the “forgotten middle” or “the neglected majority.”⁵ These are students who do not identify themselves as being on the college-bound academic path or career and technical education path. To some educators, the path taken by a large part of the middle two quartiles of students amounts to a “tracking system by default.”⁶ These students will graduate from high school, but will not possess the skills to attend college or begin a career.</p> <p>CTE may be a strategy that offers the “forgotten middle” more options. According to Brand, the CTE approach, and the articulated career pathways it offers, has resulted in thousands of “middle-performing students, who might never have considered college, to pursue college classes.”⁷ MAGI reports similar findings. The articulation agreements studied served as a vehicle to move students into postsecondary studies. Additionally, the dual credit offered within a coherent sequence had more of an impact on CTE students’ decisions to attend college than the “stand-alone” credits influenced non-CTE peers (MAGI, p. 21).</p>
<p>Raise the learning standards to exceed global standards to graduate all students ready for citizenship, work, and continued education. Align standards, assessments, curriculum and instruction</p>	<p>The “forgotten middle” students have neither engaged in a purely college preparation concentration nor a career and technical education concentration. While the Regents Policy on CTE provides the flexibility to complete a “dual concentration” (i.e., meeting college preparation requirements while obtaining technical skills and exploring a career direction), many students do not take this path. Dual concentration offers career-specific learning that is connected to changing industry demands <i>and</i> rigorous academics needed for postsecondary education.</p>

⁵ The term used to describe non-college-bound youth in Dale Parnell’s, *The Neglected Majority* and also studied in the William T. Grant Foundation 1988 report: *The Forgotten Half: Pathways to Success for America’s Youth and Young Families*.

⁶ Swanson, Mary Catherine, “It’s Time to Focus on the Forgotten Middle,” *Education Week*, Vol.25:10. November 2, 2005, p.31.

⁷ Brand, Betsy, “What a 21st Century Career and Technical Education System Could Look Like” in *Remaking Career and Technical Education for the 21st Century*. April 2005, p.27. Internet file accessed 1/22/07: <http://www.inpathways.net/remaking-cte.pdf>.

<p>across P-16, emphasizing transitions.</p>	<p>Completing a dual concentration program could provide a purposeful, not general, path for the “forgotten middle” students.</p> <p>Thousands of New York CTE students who participate in student leadership organizations enhance their academic and technical skills while participating in citizenship and community service activities. Findings from a recent study showed that participation in competitive student leadership events improves grades, SCANS skills and technical proficiencies.</p> <p>Alignment of course content to college expectations occurs in all approved programs with articulation agreements.</p>
<p>Strengthen instruction. Define, reduce and then eliminate the inequitable distribution of teaching talent. Require all teachers of core academic subjects to be highly qualified in the subject they are teaching by July 2007. Improve teacher retention. Focus professional development on effective practices in areas in which academic needs are greatest. Accelerate the integration of technology into teaching and learning practices in p-16 institutions.</p>	<p>The program approval process ensures that CTE courses offering integrated academic credit are taught by highly qualified teachers (as defined by NCLB).</p> <p>The challenge of meeting the need for CTE teachers requires extra efforts to shorten the time it takes to complete the certification process. The CTE team has identified a liaison to work with the teacher certification team to facilitate the rapid resolution of certification questions.</p> <p>The Alternative Certification option serves as an effective route to fill CTE positions with professionals from the field (e.g., engineers) who are beginning second careers in CTE classrooms.</p> <p>CTE can further contribute to the recruitment and retention of CTE instructors through two initiatives that will be supported with Perkins funds under the five-year state plan. The first initiative will involve developing templates that link associate and baccalaureate programs, including CTE teacher education programs. The second initiative would provide direct encouragement and support to students who are actively engaged in CTE student leadership organizations to pursue higher education leading to certification as CTE instructors.</p>
<p>Create a P-16 student data system to drive improvements in graduation rates in high school and higher education.</p>	<p>NYSED is required to report on Perkins performance standards via a data collection and monitoring system that is used to inform CTE program administrators about performance. The Perkins secondary performance standards track: the percent of CTE completers who pass all applicable Regents exams; the percent of CTE completers who achieved an average of 75% in their CTE courses; the percent of completers who obtain a high school diploma or its recognized equivalent; nontraditional gender enrollments in CTE; and the percent placed in postsecondary education, work or the military. The Perkins postsecondary performance standards address: student attainment of technical skill; student completion of a credential; student retention or transfer; student placement; and student participation and completion in programs leading to nontraditional careers. Improvement plans are based on the data derived from these standards.</p>
<p>Focus regional education networks on joint P-16</p>	<p>The CTE Resource Center is contracted to improve student outcomes in English</p>

strategies and actions to improve student outcomes.	Language Arts and math through the use of CTE strategies. The new state center will focus on increasing the number of approved programs and will also encourage joint efforts on a regional basis to address labor market and employment trends and projections.
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- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support enrollment) for career and technical education teachers, faculty, administrators, and career and guidance and academic counselors will be provided, especially professional development that --**
- (a) promotes the integration of coherent and rigorous content standards and career and technical education curricula, including through opportunities for academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(3)(A)-(B)]**

In New York State, all secondary students must meet the same rigorous academic requirements to obtain a high school diploma. The New York State CDOS learning standards, designed to address the needs of all learners as they prepare for the workplace and/or postsecondary education, respond to the need for universal foundation skills as identified in the Secretary’s Commission on Achieving Necessary Skills (SCANS) report. These include career awareness, options, and development, and career and technical skills attainment. Informed and considered career decisions are linked to improved academic achievement and the acquisition of career and technical education knowledge and skills. Secondary teachers and college faculty must be highly qualified to help students acquire both academic and technical skills, and academic and CTE

instructors must work collaboratively to assure that students learn those skills. This requires continuous professional development.

In response to the Regents standards and consistent with NCLB, the State's secondary schools provide professional development to their academic and technical teachers. Through NCLB funding, each Local Education Agency (LEA) is required to submit a Professional Development Plan to insure that its teachers receive "high-quality" professional development. The NYSED provides technical assistance and support for professional development to help LEAs to meet their professional development objectives. Examples of this assistance and support include: the Mathematics Institute; the Reading Institute; the New York State Reading Academy; the New York State Reading Resource Center; the Early Literacy Guidance publication; the New York State Virtual Learning System; seven Regional Support Centers; the New York State Mentor Teacher Internship Program; the New York State Teacher Resource and Computer Training Centers; the Teacher/Leadership Quality Partnership Program; and the Special Education Teacher Quality Initiative, which includes a State Improvement Grant for low-performing schools and the Higher Education Support Center at Syracuse University.

A noteworthy example of professional development for teachers and administrators at the secondary level is the New York State CTE Resource Center (CTERC). The CTERC, which is supported with Perkins funds on a multi-year basis, works with the Department to coordinate a number of initiatives to bolster student achievement statewide. In order to close the achievement gap in low performing school districts, the CTERC promotes collaborations of educators and partner organizations to raise student achievement in school districts and BOCES identified as needing improvement, including those failing to meet the Perkins Act or NCLB performance standards.

The CTERC covers 174 schools located in the "Big Five" (Buffalo, New York City, Rochester, Syracuse and Yonkers) and all 37 New York State BOCES, accounting for about 2,000 teachers, 240 school counselors and 100 administrators. It provides opportunities for CTE teachers to work with academic teachers to develop and implement instructional strategies and applied learning lessons. Teams of content specialists implement career and technical education (CTE) strategies to primarily focus on career development, technical standards, English Language Arts (ELA) and mathematics at middle and secondary school levels.

Further, the CTERC partners with service providers to coordinate needed services and develop and maintain a website portal to serve as an easy to access resource for participating schools. This allows access to [Curriki-Online International Warehouse for Sharing Best Practices](#), a global online educational community that affords educators around the world the opportunity to collaborate and share curricula. Links are available to a Microsoft Word file listing (with web links) of FREE career education and work-based learning resources currently available.

Through the CTERC, regional conferences are held at locations across the state during the fall and spring of each year. Typical agendas include such topics as: reading and mathematics in CTE; aligning curriculum to assessments; reinforcing academics and life skills in Special Education; academic integration techniques; using instructional technology in project-based learning; student leadership organizations; and opportunities in new and emerging careers.

The NYSED also works closely with the NYSDOL to support professional development of teachers engaged in restructuring academic courses and learning experiences around the career planning process and high wage, high skill, high demand careers. Students have the opportunity to use their experiences in the classroom and the community to help determine what kinds of work and careers they might want to pursue, and to gain a better understanding of the kinds of experiences, skills, and education and training they will need to be successful in high school, college, and the workplace.

The NYSED and the NYSDOL are also collaborating on an interactive electronic career planning website for students, educators and job seekers called the New York Career Zone. This Internet-based career exploration tool uses labor market information gathered by the State Labor Department and educational course offerings supplied by the NYSED. It includes an online version of the NYSED's model career plan that students can develop as part of a student portfolio. It also has up-to-date career information for 900 occupations (<http://www.nycareerzone.org/graphic/index.jsp>).

Another NCLB related initiative within the higher education community addresses the preparation of paraprofessionals and teacher assistants. The New York strategy for meeting the requirements for preparing qualified paraprofessionals includes completion of an associate's or higher degree, or completion of two years of appropriate study at a public or independent college or university. Numerous postsecondary institutions that receive Perkins funds offer appropriate programs for preparing paraprofessionals. These institutions will have the option of prioritizing the use of Perkins formula funds to supplement the performance of students who are enrolled in these programs.

The State University of New York (SUNY) and City University of New York (CUNY) provide professional development in the form of seminars and workshops to faculty, teachers and paraprofessionals. The Commission on Independent Colleges and Universities (CICU) also offers innovative professional development seminars and workshops for New York State's teacher administrative corps, including paraprofessionals.

The Department also administers New York State's Teacher/Leader Quality Partnerships, which awards grants to partnerships consisting of an institution of higher education and its teacher education division, a college (or division) of arts and sciences, and at least one high-need school district. Drawing on their respective experiences, skills, and knowledge, the partners work together to design and implement professional

development programs that will help both pre-service and in-service teachers and school administrators meet the needs of their students. Professional development activities must include some equity training and training in the use of disaggregated achievement data. Additionally, all professional development offered must be high-quality, intensive, and sustained, and participants must receive a minimum of 40 contact hours, at least 10 of which must be given in a school building context. The professional development, therefore, may be offered through a variety of on-going activities, such as study groups, seminars, or after-school or weekend workshops and many projects include a several-day workshop or retreat during the summer or during another vacation. Almost one-half of the projects offer credit-bearing coursework that leads to certification.

Further, the NYSED promotes the infusion of technology into teacher preparation programs through the “Preparing Tomorrow’s Teachers to Use Technology” Catalyst Grant, funded by the US Department of Education. Best practices and technical assistance, including standards, promising practices, literature reviews, related links and resources, and tools to analyze and promote and institutions incorporation of technology into teaching and learning are available.

The New York State Library provides teacher access to numerous programs including NOVEL which is a ‘virtual library’ that connects New Yorkers in every community to state-of-the-art information without regard to economic, geographic, or physical barriers, library resources, and museum resources. Also available is The New York State Library’s Talking Book and Braille Library, which opens access to visually impaired instructors, administrators and counselors, and the State Archives which is the portal to archives and documentary resources throughout New York. The site also includes materials for teachers to support the use of historical records in the classroom. The State Museum offers lectures and workshops on various aspects of New York State geological, anthropological, cultural and historical topics.

To encourage the integration of CTE and academic instruction, the NYSED holds statewide workshops and local meetings to provide time and opportunity for CTE teachers and academic faculty to work together to integrate one discipline in with another. Faculty working together are also offered opportunities to align their curricula with higher education faculty so that a seamless curriculum is achieved. Many curricula throughout the state are aligned and, as a result, many CTE students receive dual credit. Best practices are showcased at many of the workshops.

Professional development is used by the NYSED to inform candidates for teaching in CTE programs who do not have the necessary course work to become temporarily certified. The NYSED’s offices concerned with teaching and the setting of certification requirements for CTE teachers work closely with CTE program offices to review certification requirements. Over time, temporary certification requirements have been set so that teachers of CTE-type activities could teach in the State’s schools. Professional development courses and workshops are available to assist these people to obtain this temporary certification. Best practices are showcased at many of the workshops.

The NYSED established alternative provisional certifications so the CTE teachers could continue to be employed in the schools. Again professional development played a key role in disseminating this information. In postsecondary institutions, the colleges require CTE instructors to earn their baccalaureates within a certain number of years, and their masters within a set numbers of years after that.

With regard to ensuring that industry standards are reflected in CTE programs, the NYSED continues to work with members of professional groups in business and industry. These participants provide direction and information to the formation of CTE policy and procedures and keep the Department informed about trends.

With regard to encouraging and supporting applied learning, workshops are conducted through the CTERC for the application of applied-learning techniques in the classroom. Best practices in applied learning are showcased at these workshops. The experience of Title I and Title II grant recipients has been that students who have applied learning as a component of their instructional program are retained longer and tend to complete their programs more than CTE students who are not offered the opportunity to engage in applied learning methods.

The retention and graduation rates of special population students are taken very seriously by the Department. To help CTE teachers work successfully with special population students, teachers are provided with workshops that impart strategies for teaching the many types of special population students. This includes students with disabilities, single parents, economically disadvantaged, and limited English proficient (LEP) students. Strategies for effectively serving special population students are shared by CTE teachers with other CTE teachers at regional and local workshops and conferences.

Because Title II of the HEA is concerned with the quality of teachers and Title II of ESEA is concerned with the quality of teachers in higher education, the quality of CTE professional development courses, workshops and teacher preparation programs are carefully monitored by the SED. Staff from the Office of Higher Education and the Office of Elementary, Secondary and Continuing Education monitor these professional development programs on site and through statistical data. At the secondary level, Perkins funds are used to provide workshops and experiences to CTE teachers in need of certification, and to those who desire to work with CTE students from diverse backgrounds and students with disabilities. Perkins funds also are used to strengthen higher education CTE programs by funding faculty to work a semester in industry, teaching faculty better ways to teach, and providing opportunities for faculty to attend workshops and national and international meetings in their fields of study.

4. You must describe efforts that your agency and eligible recipients will make to improve:

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**
- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

In response to the Board of Regents' teaching policy, teacher education institutions modified their CTE teaching certification programs. The NYSED career curriculum development staff has met with currently certified teachers and teacher education faculty to discuss relevant teacher requirements, assessments, and program content. This activity is part of the teaching reform effort to ensure that CTE teachers are current with their respective disciplines and will thus have a positive impact on student achievement throughout their careers.

Other related initiatives include: recruiting teachers at events like the *Forum on the Future of Hispanic Education*, the *Black and Puerto Rican Caucus* and the *Hispanic Heritage Month Celebration*; ongoing partnerships with school and LEA leaders, deans of schools of education, the State Professional Standards and Practices Board for Teaching, and other groups to collaborate on such issues as recruiting and retaining certified CTE teachers. Since two-year institutions are the primary recipients of Perkins postsecondary formula funds, the Department continues to strengthen the role of two-year colleges in teacher preparation programs.

In addition, postsecondary teacher education institutions' multi-year plans must reflect the engagement of community practitioners in identifying emerging workforce needs and devising education strategies to meet those needs. This planning process is carried forward in the Perkins planning and application process. The Department reviews Perkins postsecondary applications in light of how the use of Perkins funds reflects the Board of Regents' goals including how funds support the preparation of postsecondary students for teaching in CTE courses.

In its Master Plan to the Board of Regents and the NYSED, the City University of New York has decided that teacher education will be a "flagship program." They are allocating cluster lines to hire outstanding faculty in teacher education and working with the New York City Department of Education on two alternate teacher preparation programs (New York City Teaching Fellows and The Teaching Opportunity Program) that bring career changers and recent college graduates into teaching in New York City, especially in shortage areas.

The State University of New York's (SUNY) current Master Plan continues the implementation of *A New Vision in Teacher Education*. This program has fostered the development of a universal transfer template in teacher education that has been adopted by 33 associate degree campuses and 12 baccalaureate campuses. It has also established the SUNY Teacher Education Center in New York City, and has supported a number of campus developments.

The Board of Regents and the NYSED are seeking to reach out to CTE teachers in need of certification and to those skilled individuals from business and industry who could make a transition to teaching. Information will be provided to those individuals on the procedures for alternate certification and assistance will be provided to those who wish to become certified. Teacher education institutions will adopt programs that would meet the existing alternative certification regulation. In addition, student leadership organizations will be developed as a source for recruiting and preparing future CTE instructors, and efforts will be made under Perkins to connect those students with postsecondary CTE teacher education programs.

Various professional development activities are offered to secondary school counselors to provide them with an understanding of the elements of a comprehensive CTE system. Updating counselors on CTE's high academic standards and rigorous assessments enhances their ability to integrate CTE into high school planning for greater numbers of students. Those professional development activities also address the equitable participation of special populations, including adults with special needs, in all CTE activities.

One-day regional conferences are conducted across the State during the fall/winter of each year, and include presentations and workshops to guidance counselors and other professional staff and administrators in secondary schools. The focus is on assisting those educators to meet the challenges associated with implementing the CTE curricula, meeting graduation requirements, assessing performance, and serving special populations.

Instructional materials, literature, research, and model program designs will continue to be regularly disseminated through existing networks to keep administrative, guidance and instructional staff aware of current developments in a broad number of areas. These include assisting students in: exploring CTE programs, using technology, expanding gender equity opportunities, and providing guidance to those who wish to explore nontraditional employment.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate degree

programs into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

The NYSED and postsecondary institutions will make efforts to improve student transitions from subbaccalaureate CTE programs to baccalaureate degree programs. These efforts include encouraging community colleges to tighten existing articulation agreements, develop jointly registered programs, and increase collaboration among campuses. The NYSED will consider using Perkins IV funding to address the following approaches:

1. State Leadership funds are a possible source of support in 2008-2009, when the NYSED will convene meetings with representatives from Perkins funded two-year colleges and baccalaureate partner colleges and universities to develop one or two templates for piloting the linkages of associate and baccalaureate programs in high skill, high wage, high demand occupations. Existing templates for jointly registered programs would be used as models for this activity, including the SUNY Universal Teacher Education Template, used by over 30 associate degree campuses and 12 baccalaureate campuses. Labor market data and business and industry representatives would be utilized to assist in identifying occupations for program development. The template would assist the State in development of programs of study that may be utilized by several colleges for careers that would be in demand across the state, or in a specific geographic location of the state.

Following these meetings, in 2009-2010 and 2010-2011, individual colleges would submit the jointly registered programs to the NYSED for program registration. Once registered, the Colleges may recruit students into the programs. Perkins funded colleges may elect to utilize these funds for recruitment of students into these high skill, high demand career pathways.

2. School districts across New York State report difficulty recruiting certified teachers for CTE programs in a recent survey of hard-to-fill disciplines. Under State Leadership funds, the teacher education template may be expanded to develop greater linkages from subbaccalaureate CTE programs to career and technical teacher education programs. The Regents Statewide Plan for Higher Education (January 2006) prioritizes ensuring an adequate supply of qualified teachers and school leaders. The Regents encourage articulated programs to reduce duplication and ease student transfer, especially in certification areas in which there are shortages of qualified teachers.

At this time, there are several pathways to initial certification of CTE teachers:

- approved teacher preparation programs,
- individual evaluation,
- interstate reciprocity, and
- National Board certification.

In 2009, the Individual Evaluation route to certification is scheduled for elimination. Although there were severe shortages in New York City from all pathways to certification, pathways other than approved teacher preparation programs provided a possible balance in supply of CTE teachers in the rest of the state. The possible elimination of the individual evaluation route to certification may create additional shortages of CTE teachers outside of New York City and even greater shortages within New York City.

Many students who begin their postsecondary program in community colleges have not identified teaching as a profession they wish to pursue do so in the future. It is important to create effective career pathways for individuals in associate degree CTE programs who may pursue this option or wish to enhance their associate degree program at a future date. A program beginning at the associate level will provide clear direction for students interested in teaching CTE subjects. It will eliminate duplication of coursework and allow students to move from a two- to a four-year program in a financially expedient manner.

The NYSED will consider using Leadership funds in 2008-2009 and 2009-2010 to convene representatives of Perkins-funded two-year colleges and baccalaureate colleges offering approved teacher preparation programs in CTE. The NYSED will facilitate development of a template similar to the existing successful teacher education template. The existing teacher education template is limited to Associate in Arts and Associate in Science programs. The template will be revised appropriately to create pathways from Associate in Applied Science CTE programs to CTE teacher preparation programs.

Subbaccalaureate and baccalaureate partners will be encouraged to develop jointly registered CTE programs for emerging occupations and high demand areas, particularly those requiring preparation in mathematics and science.

Perkins-funded institutions likely will have opportunity to use Perkins Basic Grant funds in program years 2008-2009 through 2010-2011 for developing CTE programs in emerging occupations and high-demand areas. These programs would be developed in conjunction with a four-year institution to create a career pathway in a CTE field and such program will be jointly registered with the SED. Students would earn an associate's degree enroute to the baccalaureate degree. Institutional representatives would identify the CTE area and related courses at each level of the four-year program. Institutions would utilize input from business and industry representatives and labor market information in development of the programs. The jointly registered programs would more appropriately address high skill, high wage, high demand and emerging occupational needs of a specific geographic region of the state.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small

businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

New York State law regarding career and technical education requires the formation of an advisory council to engage in short- and long-term program planning. These councils also serve as core contributors to the external review committees required by the New York State Program Approval Process. The law defines the charge of the councils as follows:

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 long-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...

Advisory councils may appoint consultant committees representative of specific 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 new programs or evaluation and revision of existing programs. (Title 6 Article 93 §4601)

Required council representatives are those who are:

- 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 workforce needs and requirements of the region to be served;
- d. familiar with the special educational needs of the physically and mentally disabled;
- e. representative of community interests, including persons familiar with the special needs of the population to be served; and
- f. students who are participating in a career education program at the school district or board of cooperative educational services district being served by the advisory council.

Constituent groups were actively engaged at presentations and discussions that were held at the State's CTE regional conferences held in the fall 2007 in the following locations:

LOCATION	DATE
Rochester	October 5, 2007

Buffalo
New York
Long Island
Albany

October 26, 2007
November 6, 2007
January 22, 2008
January 24, 2008

Targeted presentations were provided for secondary-level stakeholders at meetings of Association of Career and Technical Educators, New York State Health Occupations Educators Association, New York State Association of Family and Consumer Sciences Educators, and New York State Business Teachers Association.

New York’s adult education programs were provided a draft of proposals by way of seven Regional Adult Education Network centers. These centers disseminate information to all funded adult education programs and are supported with federal Workforce Investment Act Title II adult education and family literacy funds.

Stakeholder input was also sought through a presentation and discussion forum at the September 25, 2007 meeting of the New York State Workforce Investment Board (SWIB). The SWIB convenes representatives of several key stakeholder groups including, economic and workforce development agencies, employers, labor organizations. Membership of the SWIB is as follows:

James S. Alesi	Senator	NYS Senate
Clayola Brown	International Vice President	UNITE
Charles E. Callahan III	Chief Operating Officer	Plaza Business Institute
Richard A. Calo, <i>Board Chair</i>	Vice President, Working Relations	IBM
Gladys Carrión	Commissioner	NYS Office of Children & Family Services
Albert Catalano	Regional Director	Northeastern Region International Union of Bricklayers & Allied Craftworkers
Paul F. Cole	Secretary-Treasurer	NYS AFL-CIO
Pat Foye, Downstate Daniel Gundersen, Upstate	Co-Chairs	Empire State Development Corp.
Carolyn J. French	President & CEO	Dahlstrom Roll Form
Laurie Griffen	Co-Owner	Saratoga Sod Farm, Inc.
Samuel R. Haines	President	Gear Motions
David Hansell	Commissioner	Office of Temporary & Disability Assistance
Scott H. Hoffman	CEO	Eden Park Health Services
Michael Hoffman	Owner	Holiday Inn Turf
Michael H. Kauffman	Chief Financial Officer	Anoplate Corporation

Lisa S. Lin Ying	Executive Director	Our Planet Management Institute
Joseph McDermott	Executive Director	Consortium for Worker Education
Richard P. Mills	Commissioner	NYS Education Department
Gregory D. Moreland	Director, Business Development & Government Programs	MTI MicroFuel Cells, Inc.
Catherine T. Nolan	Assemblywoman	NYS Assembly
Edward R. Peet	Human Resource Director	Delphi Corporation
Gerard Q. Pierce	Director, Human Resources	Wegmans Food Markets, Inc.
Harriet Rich	Regional Vice President	Macy's East
Daniel E. Richardson	Administrator	Latta Road Nursing Home
John R. Ryan	Chancellor	State University of New York
Linda A. Sanfilippo	Assistant Director, HR Recruitment	Ernst & Young
Robin Schimminger	Assemblyman	NYS Assembly
Paul E. Slobodian	President	Pivot Consulting, LLC
M. Patricia Smith	Commissioner	NYS Department of Labor
Eliot Spitzer	Governor	NYS Governor's Office
Sherryl Weems	Director, Office of Public Service & Urban Affairs	Educational Opportunity Center

A dedicated Perkins IV website was developed in September 2007 and afforded all groups the opportunity to review proposed directions and initiatives and to provide comment through a web reply form. The hearing held on October 1, 2007 and the September 25 SWIB presentation were also available via live webcast and webcast archive.

- 7. You must describe efforts that your agency and eligible recipients will make to:**
 - (a) improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—**

- i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. career and technical education subjects;**
- (b) provide students with strong experience in, and understanding of, all aspects of an industry; and**
- (c) ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

Expanding the use of the Regents CTE program approval process will increase the rigor and quality of CTE programs offered in the State. The New York State Board of Regents CTE policy was implemented in 2001 to provide quality career and technical education programs in schools and BOCES as a first-choice option for students to achieve State learning standards. The Regents Policy on CTE created a process of program approval for career and technical education programs which offered increased flexibility in the attainment of graduation requirements. Students take integrated or specialized courses that combine academic and career/technical skills and content. The integration of technical and core subjects has resulted in an approach that accommodates many learning styles and provides students with a context that increases their chances of finishing their high school studies. Once students are engaged, they are able to persist to graduation. CTE students in the 2002 cohort graduated at higher rates than their non-CTE peers. For those not graduating on time, more CTE students in the cohort were still enrolled in programs and fewer dropped out than non-CTE students. CTE students are required to meet the same New York State graduation requirements as non-CTE students.

Approved CTE programs ensure that CTE students are taught to the same challenging standards taught to all other students by requiring CTE students to:

- pass five required Regents examinations or alternatives approved by the State Assessment Panel;
- complete a minimum of 22 units of credit;
- complete a minimum of 14.5 units of credit academic core requirements; and
- complete a maximum of one unit in the core academic subject of English, mathematics, science and economics and government through either a full integrated program with documentation of academic core requirements, specialized CTE courses or a combination of the two approaches.

The New York State program approval process improves academics and technical skills through the use of:

- flexibility in the delivery of core academic courses through integration;

- a work skills employability profile;
- technical assessments based on industry standards; and
- technical endorsement on the Regents diploma and Regents diploma with advanced designation.

Flexibility in the delivery of courses is a key component that allows the use of integrated academics within the hands-on learning context that CTE offers. Integration allows students enough time to pursue in-depth career and technical education programs, as well as complete core academic coursework. Flexibility in attaining course requirements can be achieved through fully integrated CTE programs of up to 7.5 units of study, through specialized CTE courses for each of the final units in English, science, mathematics and economics and government, or through a combination of integrated coursework through specialized CTE courses or academic courses. Students who have not yet passed a required Regents examination, (or an alternative approved by the State Assessment Panel) continue to take courses taught by a teacher certified in that subject.

Programs that have completed the program approval process have met the following criteria:

- quality technical and academic curriculum, including integrated English language arts, mathematics, science, economics, and government and technical instruction;
- faculty with state certification in appropriate academic and/or technical fields;
- technical assessments to gauge students skill attainment against current industry standards;
- postsecondary articulation agreements;
- work-based learning experiences for students; and
- data reporting on student performance to evaluate success rates on Regents examinations, technical assessments, and placement in employment, military or higher education.

Approved programs undergo the scrutiny of a self-study team and by an external review committee of local, state and/or regional experts composed of educators, labor, business and other community representatives. The external review ensures that the results of the self-study and the CTE program content design identify any gaps in the program as it relates to state or industry criteria. The re-approval process, which occurs at five-year intervals, ensures that course content remains current with changes in business and industry standards. By offering the opportunity for students to participate in a work-based learning experience, approved programs provide real-world exposure to all aspects of an industry while reinforcing technical skills.

At the postsecondary level, curricula at public, proprietary and independent colleges 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.) degree 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.

At the postsecondary level, the NYSED assures, through program registration requirements, that vocational education students are taught to the same challenging standards as other students. All curricula offered by public, proprietary and independent colleges (including lower-division career education programs) must: (1) be creditable towards a degree; (2) lead to licensure in a profession regulated by the Board of Regents; or (3) be otherwise required by statute or regulation to be registered, must be registered by the Commissioner of Education as meeting the standards of quality in the *Regulations of the Commissioner of Education*. These registration standards and procedures meet the Secretary of Education's requirements for recognition of the Regents and the NYSED as a Nationally Recognized Accrediting Agency.

The NYSED and postsecondary institutions will make efforts to improve student transitions from sub-baccalaureate career and technical education programs to baccalaureate degree programs. These efforts include encouraging community colleges to tighten existing articulation agreements, develop jointly registered programs, and increase collaboration among campuses. The NYSED will consider using Perkins IV funding to address options that are discussed in Section II. A5 of this Five-Year Plan.

8. The State must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

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

Program and student data are regularly and carefully reviewed by NYSED staff to assess progress of providers toward accomplishing goals, their major efforts, and the

achievement of performance standards. These reviews also are used to target on-site technical assistance visits through the CTERC. Staff identify and encourage coordination and linkages with other local and state agencies to maximize services. Technical assistance efforts will be focused on CTE Program Plans, program improvement strategies, and implementation of the new accountability requirements. All of these activities will be linked to the NYSED's continuing emphasis on establishing high standards, building the capacity of educational institutions to attain these standards, and measuring and reporting results.

Recipients having difficulty in the planning process and/or implementing the accountability requirements will receive technical assistance. It is expected that regional meetings and/or video conferencing will provide local practitioners with assistance in implementing the new accountability system.

In 2007-2008, guidance was provided at conferences of various professional associations and groups. These included the Association of CTE Administrators, local Tech Prep Coordinators/Directors, Large Five Cities CTE Directors, and Grants Officers of postsecondary institutions. During 2008-2009, secondary and postsecondary CTE administrators will attend NYSED-sponsored workshops where state and national consultants will provide information on: state administration; local program operation; evaluation, accountability, and performance strategies; gender equity; special populations; and collaborations with WIA partners.

In addition, seven one-day regional meetings will be conducted across the State that will include presentations and workshops to career and technical, adult, academic, and alternative education teachers, guidance staff, and administrators in secondary schools. These meetings will assist educators in meeting the challenges associated with implementing the CDOS learning standards, the CTE approval process and related technical assessments.

Technical assistance will continue to be provided through the NYSED website. The site for the OCIS contains information and technical assistance resources on federal and state legislation and fund sources, policy memoranda, curriculum and assessments, Title II, Tech Prep, and civil rights and equity. Links are provided to other state agencies and other sites around the country. E-mail discussion lists provide the workforce preparation and education community with a means to share information and obtain technical assistance.

The NYSED annually convenes all postsecondary grantees to review procedures for administering Perkins funds. Consideration is being given to convening these postsecondary grantees as part of the above-mentioned regional meetings. Subject to the availability of funds, NYSED staff persons serving as regional liaisons will provide annual, on-site technical assistance to postsecondary providers with respect to the analysis of program performance data and the development of local improvement plans.

The NYSED will provide technical assistance to postsecondary institutions by continuing to conduct an annual workshop to review annual funding application guidelines. This workshop provides an opportunity to discuss strategies for using Perkins funds to improve the academic performance of special population students who are enrolled in career and technical programs. Additional technical assistance will be

provided through information advisories which are periodically distributed via email to postsecondary institutions.

Perkins funds will continue to support the Non-traditional Employment and Training Project, which is located in the Center for Innovation in Career Development located on the SUNY Albany campus. Providing statewide technical assistance to secondary and postsecondary CTE programs, this project maintains a website that includes a resource library and career search links, focusing on sites that encourage women to consider science and technology careers. The Project will continue to conduct the annual Vanguard Award series, recognizing outstanding secondary and postsecondary students enrolled in CTE programs that are nontraditional for their gender. Plans are also underway to offer regional “webinars” as a form of statewide technical assistance.

9. You must describe how career and technical education relates to State and regional occupational opportunities [Sec.122(c)(16)]

The State economy is expected to grow moderately over the next five years. Among the major industry sectors, large job growth is expected in professional, scientific and technical services, security and commodity contracts, and ambulatory health care services. Additionally, new job creation will provide constant job opportunities arising from the need to replace existing workers who leave the workforce because of retirement, health, or other reasons. In professional growth areas that require postsecondary education, the need will continue for professional and technical workers in areas such as health and professional services.

There is considerable variety of occupational opportunities in New York State due to the diverse nature of the State's economy, which includes all the subsets of the major industry classifications. While the State offers opportunities in virtually every occupational area, the job outlook in any specific geographic area is complicated by regional diversity. In New York, the implementation of Perkins over the next few years will be particularly challenging as State and local educational planners deal with evolving regional economies and changing legislative mandates. In order to link New York's career and technical education efforts with State and regional occupational opportunities, education planners must have access to timely analyses of State and regional economies as well as labor market trends. It is essential that educational planners recognize these trends and modify curricula accordingly. In implementing the Perkins Five-Year Plan, the NYSED will carefully consider “A Report to the New York State Workforce Investment System” which was released in 2007. This report, developed by the NYSDOL, includes labor market prospects and significant industries for New York State and its ten labor market regions.

The NYSED has a long history of close collaboration with the NYSDOL in providing current labor market statistics to students and educators. Accurate Labor Market Information is particularly important to New York State because of the diversity of its economy and workforce. In addition, the NYSED has supported career guidance

since the 1970's and has developed a Career Plan initiative, which is a model for effective individual career planning. The NYSDOL, in cooperation with the NYSED supports a nationally recognized career exploration and planning system called CareerZone, found online at www.nycareerzone.org. The CareerZone system provides over 800 occupational briefs, 450 career videos, in-demand jobs as well as special resources for science, technology, engineering and math careers. This system currently supports student career plan portfolios for approximately 500,000 students and is used for career exploration purposes by over one million middle and high school students each year. This tool is the primary resource for career and labor market information for students in New York State. In addition the NYSDOL provides a wealth of labor market planning data at the NYSDOL website found online at www.labor.state.ny.us.

The gathering and dissemination of accurate labor market information is important, as is student awareness of the implications of this information. To address this issue, the SED has made a major commitment to career guidance through its Career Plan initiative. This activity is designed to identify the essential elements needed for an individual to develop life-long, career planning strategies. This activity has generated a great deal of interest from both educators and the public, and the NYSED plans to encourage its use by all Perkins-eligible recipients.

The Career Plan initiative in New York has been a major undertaking because it was intended to create a useful tool for all New Yorkers. In 1998, New York joined the national group of State Vocational Guidance Supervisors and quickly learned that no other state is trying to accomplish such a comprehensive career planning activity. Several elements have been incorporated into the Career Plan to try to ensure its effectiveness. The Career Plan State work group designed a student planning document at four levels - elementary, intermediate, commencement, and adult - which students could use to chart their career planning progress. In addition, a "How-To Guide" was produced for use by teachers and counselors. The Career Plan initiative was made available to a wide range of students and complements the NYSDOL's CareerZone, which was discussed above.

Staff in the NYSED Office of Higher Education encourage the State's postsecondary institutions to use labor market information and economic data to work with their Local Workforce Investment Boards and participate in activities enacted by Title I of the Workforce Investment Act. This is done in collaboration with several areas of the NYSED in conjunction with the NYSDOL. The NYSED assists colleges to establish and maintain quality programs that prepare career and technical students at certificate levels or associate degree levels to enter occupations in their regions requiring those levels of expertise through planning and evaluating activities.

The NYSED mandates that postsecondary institutions engage in institutional planning. Statewide Master Plans are developed every eight years. The mandatory institutional planning process requires that every four years, an institution re-examines its vision, mission, and goals in the context of the State's foci and institutional needs and modifies these as necessary. They also must develop comprehensive, long-term

strategies that are appropriate to the institution and the community it serves. Part of that process entails obtaining advice and feedback from business and industry, the professional accrediting bodies overseeing the licensure-qualifying programs offered, and the community at large. A goal of the process is to ensure that the programs, courses and services offered remain relevant to the occupation or profession and that they offer the students access to technical jobs. If the institution discovers shortfalls in this self-examination process, it is expected to modify its plans and strategies accordingly.

A second planning process builds on and supports the first. The NYSED requires postsecondary institutions receiving Perkins funding to submit plans for the use of funds. It also requires the institutions to integrate these plans into their institution-wide plans and into their planning and participation on the LWIBs (as enacted by Title I of the WIA). Further, the NYSED requires the postsecondary institutions to enlist the advice of their Local Advisory Councils which include representatives of local businesses and industries and other concerned parties. This is to ensure the relevance of the funded activities to the needs of business and industry. 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 Perkins.

Using the Postsecondary Application Review Sheet, the NYSED office responsible for postsecondary CTE examines the annual description of proposed activities to be certain that the proposed activities are consistent with the plan and with the requirements of Perkins. Additionally, the NYSED application review process will assess the performance and needs of postsecondary CTE in its two-year colleges and educational opportunity centers. Areas to be examined include:

- the integration of academic and career education;
- sequential courses leading to both academic and occupational competencies;
- programs of study to increase work-skill attainment and job placement;
- linkages between secondary and postsecondary institutions that increase the number of non-remedial students entering postsecondary education;
- provision of experience and understanding of the industry that students are preparing to enter; and
- strategies that meet the needs of special populations.

The NYSED requires that each institution fully describe activities (funded through Perkins or other sources) to support the preparation of individuals for technical careers. If an applicant fails to satisfy this or any other conditions or requirements of Perkins, its application must be revised and resubmitted.

Finally, the NYSED has established that the accountability process is, and will continue to be, a means of assessing completion and placement of participants in technical careers. If performance measures reports for an institution show that the institution failed to meet statewide performance standards, the NYSED requires that institution to submit a local improvement plan that must be approved and implemented.

A significant workforce development initiative in New York is the role that the NYSED plays as a key partner with the NYSDOL and other state agencies in fulfillment of goals established through the Workforce Investment Act. These goals are outlined in the 2007 State Workforce Investment System report found online at www.workforcenewyork.org. The Commissioner of the NYSED is a permanent, statutory member of the SWIB. The Board is charged with overseeing the development of a comprehensive workforce development system. As part of his role on the SWIB, the Commissioner co-chairs an Emerging Worker Sub-Committee. The Sub-Committee's mission is to prepare individuals for jobs and careers, and to develop comprehensive programs that are required under WIA. In his capacity of serving on the full Board and on the Sub-Committee, the Commissioner continues to connect the full resources of the University of the State of New York with business and workforce development. Since the NYSED administers the federal funds for Adult Education and Family Literacy, and Vocational Rehabilitation (both titles under WIA) as well as the Perkins Act, the Commissioner will continue to be in a position to shape policy for involving these program resources as they relate to emerging economic and workforce initiatives of New York.

New York State, through the SWIB, is one of the lead states undertaking the development of a national work readiness credential. The SWIB has met with the Board of Regents as one step toward moving the credential agenda forward. The timetable is to develop and implement the credential in the immediate future. As such, a number of schools and colleges are preparing to link federal Perkins funds with State and local funds in an effort to support this initiative.

The federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 includes several references to "high demand, high wage, or high skill" occupations. Individual states were encouraged in this federal legislation to develop their own definitions of these terms for use in local program applications.

The NYSED, in collaboration with the NYSDOL and in consultation with the SWIB, developed definitions for "high-demand, high-skill, and high-wage" occupations as follows:

- **High Demand Criteria**-Occupations having more than the median number of total (growth plus replacement) annual openings for statewide or a particular region.
- **High Wage Criteria**-Occupations that require completion of any of the high skill criteria, paying more than the annual median wage, statewide or for a particular region.
- **High Skill Criteria**-Occupations that require completion of: formal apprenticeship preparation (long-term, on-the-job training of 12 months or more, combining experience and formal classroom instruction); postsecondary career and technical education; associate degree; baccalaureate degree; work experience

plus baccalaureate degree or higher degree; masters degree; doctoral degree; and/or first professional degree.

Workforce and educational professionals agree that there is no single definition of high-skill, high-wage jobs. Rather, the New York State's policy is to provide information about demand, skills and wages that will help local or regional planners develop reasonable assessments about jobs in demand that require high skills and pay high wages. This responds both to business demand and interest. To be better prepared for economic change, an individual seeking employment is better defined in terms of his or her skills, and "high skills" requires both a strong educational background and the practical ability to apply that learning. "High wage jobs" are defined on a regional basis, reflecting local economies, local costs of living and other factors that determine economic self-sufficiency in that region. New York State has allowed the local workforce investment areas to define these elements, as best suits their needs, since these definitions vary greatly across the State. The health care, construction, technology, professional business services and advanced manufacturing sectors all offer New Yorkers the path to an economic self-sufficient lifestyle. These occupations are considered high skill and high wage occupations in New York State. Additionally, the NYSED recognizes the need to address the demand for teaching-related careers, particularly teachers of career and technical education.

The postsecondary education community also recognizes the need to prepare individuals for allied health professions, engineering technologies and teaching-related careers. These three critical shortage areas represent 24 percent of the associate degrees awarded in 2005 by postsecondary institutions in New York State. The number of New York State high school graduates will continue to grow over the next several years. In 2005, 83 percent of New York State high school graduates planned to continue on to college. Recognizing these facts, the Board of Regents and the NYSED have proposed initiatives to support critical areas of occupational need. Postsecondary institutions that receive Perkins formula funds will be encouraged to apply these funds to programs that prepare individuals for employment in these fields.

Each multi-year local Secondary Perkins Plan requires recipient agencies to evaluate their programs based upon regional economic growth and develop their vision for their respective communities. The goal is to assure that the programs and courses offered in the local education agencies are reflective of the needs of the community. Local plans are developed in collaboration with the activities of the LWIB and reflect the cooperative atmosphere set at the statewide level.

For postsecondary CTE, the use of annual Perkins formula grant funds closely follows goals established in multi-year planning required of postsecondary institutions. Multi-year planning is mandated by the State Board of Regents and the NYSED. Every four years, postsecondary institutions are required to re-examine their vision, mission and goals in the context of a Statewide Master Plan. Institutions must develop comprehensive, long-term strategies that are appropriate to the community being served.

Part of this process entails obtaining advice and feedback from business and industry, labor market analysts, professional accrediting bodies overseeing licensure-qualifying programs, and the community at-large. A primary goal of this process is to ensure that the programs, courses and services offered remain relevant to the occupation or profession and that they offer the students access to technical careers. Through self-examination, if an institution discovers gaps in this process, then it is expected to modify its plans and strategies accordingly.

One of the updated goals of the State Board of Regents is assuring an adequate supply of qualified professionals for every community in the State. In addressing this goal, institutional multi-year plans must reflect the engagement of community practitioners in identifying emerging workforce needs and devising education strategies to meet these needs. Also, multi-year institutional plans must indicate how students from diverse backgrounds are provided access to professional programs where workforce shortages exist. In addition, plans must indicate how students will enhance skills through applied practice opportunities, particularly in fields that reflect dynamic technological advances.

The multi-year planning process that is required of postsecondary institutions is carried forward in the Perkins planning and application process. The Board of Regents goal of assuring highly qualified professionals is restated in the Perkins postsecondary annual application guidelines. The NYSED reviews Perkins postsecondary applications in light of how the use of Perkins funds reflects the Board of Regents goals including how funds support the preparation of students for opportunities in “high skill, high wage” careers.

In 2001, the Board of Regents released a report outlining the recommendations and findings of the Blue Ribbon Task Force on the Future of Nursing. This report and follow-up study conducted by the NYSED have revealed a critical need to address the nursing shortage. Twenty-two percent of the current New York nursing workforce will be leaving the profession in the next five years. Postsecondary Perkins resources will address the identified nursing profession shortage in at least two capacities: 1) Almost all of the postsecondary institutions that offer allied health programs will apply a portion of their Perkins formula funds to improving the performance of students enrolled in these programs; and 2) almost all of the postsecondary institutions that offer nursing programs will recognize this as a nontraditional career for males. Perkins funds will be used appropriately to improve the participation and completion of male nursing students. This use of Perkins funds is one example of how postsecondary institutions will continue to support the preparation of students for “high skill, high wage” careers in areas of identified occupational need. Recognition of nursing education through the use of Perkins funds compliments a USDOL initiative awarding grants to the Hudson Valley workforce system to increase the number of nursing instructors.

As part of their application to the NYSED requesting approval of credit-bearing career and technical programs, postsecondary institutions must discuss the economic impact of the proposed program. Once a program is approved, postsecondary institutions typically apply Perkins funds to enhance student learning opportunities in that program. The NYSED is receiving increasing numbers of requests to approve programs in areas relative to homeland security, computer science, laboratory science technology, nursing and teacher paraprofessional studies. It is likely that Perkins funds will increasingly be applied in these areas over the course of the Five-Year State Plan.

10. You must describe the methods proposed for the joint planning and coordination of programs carried out under this title with other federal education programs [Sec. 122)(c)(17)]

In promoting its P-16 education policy, the Board of Regents envisions a New York in which all people are prepared for citizenship, work and continued learning throughout their lives. They foresee a New York in which gaps in achievement have been closed, and the overall level of knowledge and skill among the people matches or exceeds the best in the world. The Board further defined their vision at the Education Summit in November 2005, which collaborated with education economic and workforce leaders statewide. This summit and the resulting Regents P-16 goals documented the educational challenges facing New York and confirmed our goals to confront them:

- Close the great divide in achievement along lines of income, race and ethnicity, language, and disability.
- Keep up with growing demands for still more knowledge and skill in the face of increasing competition in a changing global economy.

The original basis for coordinating federal education program planning in the NYSED began with the Improving America's Schools Act (IASA) planning initiative. Representatives from most offices within the NYSED formed an IASA/Goals 2000 Task Force. This group met regularly to identify common areas of interest and concern and to raise crosscutting issues for review by the Department's senior management. New York was selected by the United States Department of Education for one of the first combined visits by a cross-agency team of federal representatives. This group met with SED staff and visited local agencies to gauge the impact of State coordination on local efforts.

Partly as a result of this visit and findings of the visitation team, the NYSED began a voluntary strategy to have local school districts complete Comprehensive District Education Plans (CDEP). The CDEP is intended to help local districts focus all their resources, especially federal program funds, on the major purpose of implementing the 28 learning standards that all students in middle and secondary grades are required to meet. The CDEP is based on an analysis of gaps in district efforts to meet the standards, but must also meet the legal requirements of the component federal programs, including CTE. The CDEP is intended to reduce multiple submissions and help a district think of how all resources can be focused on their major reform efforts. It is expected that

refinements in the process will improve efforts to plan and coordinate Perkins with other federal programs. Based on early experience with the planning process, revisions in the process were made in 2000. These plans also provide a basis for NYSED monitoring and for local professional development efforts.

As one of the first states to have its assessment plan approved, New York has been in the forefront of implementing NCLB. The CTE staff of the NYSED has been an integral part of those assessment processes. In New York State, all secondary students must meet the same academic requirements to obtain a high school diploma. The 28 learning standards in New York State include Career Development and Occupational Studies (CDOS) learning standards, and all students must complete five statewide assessments (English language arts, mathematics, science, American history, global studies) at the high school level.

The CDOS learning standards are designed to address the needs of all learners as they prepare for the workplace and/or postsecondary education. These standards respond to the call for universal foundation skills articulated by the Secretary's Commission on Achieving Necessary Skills (SCANS) and career and technical skills attainment. New York's Career Plan documentation format (P-16) motivates all students to achieve high standards while developing goals to succeed in their future education and careers. Informed and considered career decisions are linked to improved educational achievement, attainment and efficiency.

The Regents Policy on Career and Technical Education, approved in February 2001, allows local school districts and BOCES CTE programs of sufficient quality to receive State Education Department recognition. To receive such recognition, each program must undergo a rigorous internal and external review process that assesses both academic and technical skills standards. Programs completing this process are entitled to give a technical endorsement to the Regents High School Diploma.

Teachers who participate in these programs must be highly qualified to teach all of the academic and technical skills, or they must work collaboratively to assure that such teaching skills are present.

Consistent with NCLB and in response to Regents standards, the State's higher education community has been strengthening teacher education, aligning it with designated State Learning Standards for students and increasing the supply of highly qualified teachers. Initiatives in higher education include curriculum reform, institutional accountability partnerships for alternative teacher certification, partnerships with two-year colleges and other innovations. Regarding partnerships with two-year colleges, the NYSED and the higher education community are working together to strengthen the role of two-year colleges in teacher preparation to increase the supply of highly qualified teachers for hard-to-staff schools and subject areas. Currently, community colleges and senior colleges are now offering over 70 joint teacher education programs. Since two-year institutions are the primary recipients of Perkins postsecondary formula funds, these partnerships will continue to be meaningful. In continuing to encourage these

partnerships, the NYSED will consider enhancements of jointly registered programs between subbaccalaureate and baccalaureate level programs.

Another NCLB related initiative within the higher education community addresses the preparation of paraprofessionals and teacher assistants. The New York strategy for meeting the requirements for preparing qualified paraprofessionals includes completion of an associate's or higher degree, or completion of two years of appropriate study at a public or independent college or university. Numerous postsecondary institutions that receive Perkins funds offer appropriate programs for preparing paraprofessionals. These institutions will have the option of prioritizing the use of Perkins formula funds to supplement the performance of students who are enrolled in these programs.

The NYSED will continue to provide statewide guidance concerning the eligibility of CTE teachers regarding requirements under NCLB, particularly for the New York collaborative teaching model. Related to this guidance, the State Education Department will encourage postsecondary institutions with teacher preparation programs to incorporate academic content specialty test goals within the curriculum for pre-service career and technical education teachers.

Coordination of Perkins programs with the Individuals with Disabilities Education Act (IDEA) occurs in a number of ways. As in the case of IASA, the State Administrator of IDEA participates by advising on the Perkins Act and also by reviewing the State Plan, as well as the annual request for non-competitive proposals under Perkins. In addition to this, over the past several years SED personnel involved with Perkins, IDEA, and the Office for Vocational and Educational Services for Individuals with Disabilities (VESID) have worked together to foster enrollment in CTE by students with disabilities, to provide support services to those students to enable them to succeed in CTE programs, and to plan and provide for transition services to improve the outcomes for students with disabilities after they leave secondary school. VESID personnel are specifically committed to working with CTE staff to plan and provide training for school staff that includes topics such as outreach to individuals with disabilities, vocational assessment and career planning. In addition, to promote joint planning between VESID and CTE, the State Plan has been shared with the State Administrator for VESID for review and comment. To promote joint efforts at the local level by CTE personnel and local VESID office personnel, the secondary Perkins annual request for non-competitive proposals under Title I of Perkins requires local agencies to include VESID personnel as part of the planning process.

In addition to the work at the secondary level with VESID personnel, extensive coordination also occurs at the postsecondary level. As is the case at the secondary level, the guidelines for the preparation and submission of postsecondary applications require all applicants to make their applications available for review and comment by the appropriate local VESID office. In the application for Perkins Title I funds, the Chief Executive Officer of the postsecondary agency must certify that the application has, in fact, been available for review and comment. SED staff recently completed the updating

of a Directory of Services Available for College Students with Disabilities, which includes all New York State colleges offering approved CTE programs.

Coordination of the jointly administered Apprenticeship Program occurs between the NYSED and the NYSDOL. The NYSDOL is responsible for the registration of apprenticeships and apprentices, while the NYSED provides for apprenticeship-related instruction through a network of Designated Local Education Agencies (DLEAs). The New York State Apprenticeship and Training Council are responsible for the general oversight of apprenticeship programs in the State. At annual and quarterly meetings of the Council, presentations on related instruction for apprenticeship are made by the SED. These presentations have regularly included apprenticeship as a priority area of the Perkins Act. In addition, the DLEAs are encouraged by the NYSED to explore coordination with Title I and Title II programs supported under Perkins.

The enactment of the WIA and the reauthorization of Perkins provided an historic opportunity for conducting a coordinated planning process to set directions for systemic change over the next four years. The NYSED, under its coordinated planning process in 1999, brought together required state planning for adult education, vocational rehabilitation, and career and technical education. This coordinated planning effort also included voluntary direction setting for library literacy and technology, as well as Even Start (family literacy). This process included a broad-based discussion through a teleconference with facilitated stakeholder sessions that occurred at ten sites statewide. The coordinated plan cut across education committees of the Board of Regents. The full Board discussed the coordinated plan in February and approved it in March 2000.

This process assisted the NYSED in determining how education, vocational rehabilitation and libraries could contribute to educational reform, workforce investment and welfare reform. The goals in the Board of Regents strategic plan, along with the recommendations in the Workforce Development System Report to the Governor, provided a framework for planning. Discussions with constituents and the public focused on connections between educational reform (closing the gap), workforce development and welfare reform. The planning process initiated major new directions regarding performance targets, report cards, distance learning, P-16 collaborations, family literacy, and one-stop delivery systems. The coordinated plan connected education and vocational rehabilitation with workforce investment planning. This coordinated planning effort is enhanced through the role of the Commissioner of Education as co-chair of the Emerging Worker Subcommittee on the SWIB.

Connected to its public hearing process to develop the State Plan for Perkins Act of 2006, NYSED staff presented key provisions of the Act to the SWIB at their fall 2007 meeting. The SWIB members provided input concerning definitions and strategies for high-demand, high-skill and high-wage occupations. These comments are reflected in the Perkins State Plan.

Though it is in its early stages of development, the Governor has formed an Economic Security Subcabinet, which includes the Commissioners of the Departments of

Labor, Economic Development and Education. This Subcabinet will provide leadership by setting directions for joint planning and implementation of workforce-related efforts across multiple state agencies. The NYSED will reflect these directions in its implementation of Perkins IV, beginning with a shift to a regional basis of establishing and operating consortia of secondary and postsecondary agencies under Title II of Perkins.

11. You must describe and provide information specified in sections 112(b)(8) and 121(c) of Public Law 105-220 concerning the provision of services only for postsecondary students and school dropouts [Sec.122(c)(20)]

The NYSED and twelve other state agencies participated in several meetings during the fall of 1999 to develop a state level Memorandum of Understanding (MOU) as the basis for implementing the federal Workforce Investment Act (WIA). These meetings were convened by the NYSDOL, which acts as the staff agency to the Governor, and to the SWIB. The resulting state MOU will continue in place through the life of WIA. The state MOU has as its framework, the principles found in the State Workforce Development System Report, which was submitted to the Governor as a partnership effort between the NYSED and the NYSDOL. The state MOU serves as a guidance document for the SWIB and also provides a template for local MOUs developed by Local Workforce Investment Boards, in consultation with chief local elected officials, potential one-stop operators and one-stop partners. Consistent with Sec. 121(c) of WIA, local MOUs describe the services to be provided in the local one-stop delivery system, how the costs of such services and the operating costs of the system will be funded, methods of referring individuals between the one-stop operator and the one-stop partners, and the duration of the MOU and amendment procedures.

Each of the state agencies that entered into the joint MOU has full or partial responsibility for the coordination of programs, as noted in Sec. 112(b)(8)(A) of WIA. Commitment of these state agencies to the principles of the MOU assures appropriate coordination and non-duplication of workforce preparation programs on both the State and local levels. Consistent with the MOU development effort and the Perkins state planning process is the State Workforce Development System Report, which predates each planning initiative, providing broad system-wide principles, agreed to by each of the participating state agencies.

Directly related to both the development of the statewide MOU and the Perkins state planning process are the following activities and procedures, which further assure coordination and non-duplication of Perkins supported programs with other workforce related programs:

- NYSED continuing its commitment as an active partner, along with NYSDOL, to implement the vision of the State Workforce Development System Report;

- NYSED participating at the “partners’ table” of state agencies that sign off on any MOU revisions, assuring that ongoing communication exists to allow for the addressing of issues that may affect the progress and operation of an integrated statewide workforce preparation system;
- NYSED advocating for an MOU attachment that addresses the specific roles, responsibilities and limitations under Perkins legislation on both the State and local levels;
- NYSED encouraging LEAs that receive Sec. 132 funds to actively participate on Local Workforce Investment Boards, assuring a comprehensive planning process to identify workforce needs and resources at an early stage;
- NYSED providing technical assistance to staff from education agencies that are potential one-stop operators, partners and training providers. Such information has been and will be delivered via application guidelines, program on-site visitations and presentations at pertinent workshops;
- NYSED advocating for joint review and approval of local MOUs addressing a shared management responsibility, which stems from the partnership sign off with the NYSDOL on the State Workforce Development System Report; and
- NYSED development of an information base that allows for the dissemination of Perkins postsecondary program information, program cost information and program performance information. Such an information base would be available to local boards and providers for assessment and planning purposes.

The NYSED partners at a high leadership level with the NYSDOL and other state agencies in fulfillment of goals established regarding WIA. The Commissioner of the State Education Department is a permanent, statutory member of the SWIB. The SWIB is charged with overseeing the development of a comprehensive workforce development system. As part of his role on the SWIB, the Commissioner co-chairs the Emerging Worker Sub-Committee. This Sub-Committee’s mission is to prepare individuals for jobs and careers, and to develop comprehensive programs that are required under WIA. In his capacity of serving on the full Board and on the Sub-Committee, the Commissioner connects the full resources of the University of the State of New York with workforce and economic development needs. This provides a platform for incorporating the P-16 goals of the Board of Regents in preparing students to compete in the global economy. Since the NYSED administers the federal funds for Adult Education and Family Literacy, and Vocational Rehabilitation (both titles under WIA) as well as the Perkins Act, the Commissioner is in a position to shape policy for involving these program resources as they relate to emerging economic and workforce initiatives of New York.

New York State, through the SWIB, is one of the lead states undertaking the development of a national work readiness credential. The SWIB has met with the Board of Regents as one step toward moving the credential agenda forward. The timetable is to

develop and implement the credential in New York State in the immediate future. As such, a number of postsecondary institutions and adult programs link federal career and technical education funds with State and local funds to support this initiative.

With its State Plan submission, the NYSED includes a request for the U.S. Department of Education to waive the requirements of Sec. 132 of the Perkins Act concerning the distribution of funds to postsecondary subrecipients. This waiver allows for Perkins postsecondary formula funds to serve a more diverse population of adults who pursue career and technical education. Under this approach, participants in WIA programs are one of the specific targets for funding assistance.

Recognizing that the education agencies funded under Sec. 132 of Perkins are automatically included as partners in local one-stop delivery systems, the NYSED forwards, as part of the annual postsecondary application guidelines, information concerning the roles and responsibilities of such agencies in fulfilling both Perkins and WIA requirements. These education agencies, as one-stop partners, provide support to the local workforce system as members of local Workforce Investment Boards and through the assignment of Perkins funds to support one-stop client services.

Connected to its public hearing process to develop the State Plan for Perkins Act of 2006, NYSED staff presented key provisions of the Act to the SWIB at its fall 2007 meeting. A focus of this presentation was the importance of connecting the Board of Regents P-16 education goals with goals for economic planning and workforce development in the State. The SWIB members provided input concerning definitions and strategies for high-demand, high-skill and high-wage occupations. SWIB members also discussed the need to provide students with entrepreneurial skills as part of their workforce preparation.

B2. You must provide a description of your state's governance structure for vocational and technical education [Sec. 122(c)]

The CTE delivery system in New York State consists of over 1,100 agencies and institutions. These include local school districts, BOCES and postsecondary institutions. There are over 580 local school districts that offer secondary CTE programs. Eight of these districts also offer adult career education programs. There are 37 BOCES that offer secondary CTE programs on a regional basis through consortia of participating school districts, of which 35 also offer adult career education programs. Postsecondary institutions offering CTE programs include:

- 30 SUNY Community Colleges;
- 10 SUNY EOCs;
- 6 SUNY Colleges of Technology and of Agriculture and Technology;
- 6 City University of New York (CUNY) Community Colleges;
- 4 CUNY four year Colleges with two year vocational/technical education programs;

- 7 Independent Colleges offering two year vocational/technical education;
- 38 Degree-granting Proprietary Colleges; and
- over 300 Proprietary Schools.

These agencies and institutions serve almost one million CTE students annually and are supported by more than \$650 million annually in federal, State and local funds.

The Regents of the University of the State of New York govern this system. The Board of Regents establishes the State's education policy, makes rules that have the force and effect of law, and govern the University. The University encompasses all education in the State, from pre-kindergarten through graduate and professional schools. The NYSED serves as the administrative arm of the Board of Regents under the direction of the Commissioner of Education, who also serves as the President of the University. The Commissioner is appointed by the Board of Regents and carries out legislative mandates and Regents policies. The NYSED plans, funds, offers technical assistance to and coordinates educational services provided by educational agencies within the State.

B3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

As part of its State Plan submission, the NYSED includes a request for the U.S. Department of Education to waive the requirements of Sec. 132 of the Perkins Act concerning the distribution of funds to postsecondary subrecipients. This waiver allows for Perkins postsecondary formula funds to serve a more diverse population of adults who pursue career and technical education. Under this approach, participants in Workforce Investment Act (WIA) programs are one of the specific targets for funding assistance.

Recognizing that the education agencies funded under Sec. 132 of Perkins are automatically included as partners in local one-stop delivery systems, NYSED forwards to subrecipients, as part of the annual postsecondary application guidelines, information concerning the roles and responsibilities of these education agencies in fulfilling both Perkins and WIA requirements. These education agencies, as one-stop partners, provide support to the local workforce system as members of local Workforce Investment Boards and through the assignment of Perkins funds to support one-stop client services. The extent of coordination of Perkins funds with other resources available from one-stop partners and operators will depend on the nature of a locally developed MOU, copies of which are forwarded to the NYSED.

When WIA was passed initially in 1998, NYSED staff participated on a statewide interagency workgroup to develop a state MOU, which the State Workforce Investment Board used to guide local workforce investment boards. NYSED participation on this interagency workgroup included staff from program offices that administer career and technical education, adult education and family literacy, and vocational education

services to individuals with disabilities. Reauthorization of WIA will continue such participation, ensuring that education opportunities for special populations are coordinated within the State workforce development system.

The NYSED also participates as one of seventeen State agencies on the governor's Economic Security Cabinet. That Cabinet is focused on low income, working New Yorkers, with stated objectives to assure that no New Yorker is faced with economic peril. One of these objectives is the need to increase educational opportunity in a knowledge economy. Initiatives under this objective include the targeting of State funds to school districts with the greatest needs, broadening the role of community colleges in workforce development, and providing training resources for high-demand, high-skill and high-wage occupations.

As the Economic Security Cabinet more fully develops its agenda, it is envisioned that there will be even more collaborative efforts at the State and regional levels that bring together education, economic development, labor and business in support of workforce and economic development. When those efforts are developed and implemented, they may well define further and stronger roles for postsecondary CTE in the one-stop career center delivery system and in other related workforce and economic development efforts. Postsecondary CTE, with its emphasis on high-skill, high-wage, high-demand and emerging occupations is admirably situated to play those roles.

III. Provisions of Services for Special Populations

A. Statutory Requirements

- 1. You must describe your program strategies for special populations listed in Section 2(29) of the Act, including a description of how individuals who are members of the special populations:**
 - (a) will be provided with equal access to activities assisted under the Act;**
 - (b) will not be discriminated against on the basis of their status as members of special populations; and**
 - (c) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122c(9)(A)-(C)]**

The NYSED has recently reorganized its offices to promote greater collaboration in order to better address today's educational challenges, including providing equal access for all students. It has joined the Offices of Elementary, Secondary and Continuing Education (EMSC), the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), and the Office of Higher Education (OHE) into the overall Office of Pre-Kindergarten-16 (P-16) for the purpose of improving the academic performance of all students. This allows the NYSED to continue a multi-pronged approach in its efforts to ensure full inclusion of special population students in the CTE programs, activities, services, and opportunities funded through the Carl D. Perkins Career and Technical Education Act of 2006.

EMSC developed The Career Development and Occupational Studies Standards (CDOS) to establish a set of learning standards for the provision of career and technical education in New York State's schools. To facilitate teachers' success in helping students to meet the learning standards, the Department produced the CDOS Resource Guide with Core Curriculum which was designed to serve as a companion document to the framework and learning standards (<http://www.emsc.nysed.gov/cte/cdosresourceguidepdf/files2002.htm>). It was developed with significant input from local districts, schools, teachers, teachers of special-population students, and other educators who have made strides in aligning their instructional practices with the state standards. Teachers, schools, and districts are invited to contribute locally developed curricular materials, assessments, learning experiences, special interventions for special-population students, and other resources, thus making this a "living document."

Further, the <http://vls.nysed.gov/vls> **New York State Academy for Teaching and Learning** (<http://eservices.nysed.gov/vls/welcome.do;jsessionid=950ad80930e2d1754c1de0d249689df4a5379f6730b5.e38KbNaQahmNc40Lb3iLbx8QchqMe6fznA5Pp7ftolbGmkTy>) provides information about learning experiences (e.g., for Career Development and Occupational Studies and Family and Consumer Sciences) and assessing the extent to which students meet the learning standards that have been established. This information includes examples of student work, including those of special population students.

Additionally, EMSC developed the **Career Plan Initiative** (<http://www.emsc.nysed.gov/cte/careerplan/>) to provide a systemic documentation process for the assessment of career development skills within the Career Development and Occupational Studies (CDOS) Learning Standards. The activities under the Career Plan Initiative were designed to assist students to identify the essential elements needed to develop lifelong career planning strategies. Students, including members of special populations, have the opportunity to use their experiences in the classroom and the community to help determine what kinds of work and careers they might want to pursue, and to gain a better understanding of the kinds of experiences, skills, and education and training they will need to be successful in high school, college, and the workplace.

Further, the State Departments of Education and Labor collaborated on an interactive electronic career exploration and planning web site for middle and high school students, called the CareerZone found online at <http://www.nycareerzone.org/graphic/index.jsp>. This Internet-based career exploration tool provides information on over 800 occupations, 450 career videos, up-to-date education and labor market information to help students plan for the future. A portfolio module provides the online companion to the NYSED Career Plan initiative. Over one million New York State students access this system each year and over 500,000 portfolio accounts have been created. Many students in middle and high schools have accessed the site and some have developed Career Zone Portfolios. This website is also on the NY State Library. [<http://www.nysl.nysed.gov/library/features/sitemonth/htm>]

It is important to note that the New York State is the only state in the country whose students have access to the development of a CareerZone Portfolio that is included in the CDOS curriculum in the schools. As part of the collaboration with the NYSDOL, EMSC staff contributed extensive review of the material in the portfolio module and information dissemination activities for all 727 schools systems throughout the State.

More specifically, the EMSC Offices of Curriculum and Instructional Support (CIS) and Vocational and Educational Services for Individuals with Disabilities (VESID), have collaboratively developed a model CTE Skills Achievement Profile for Students with Disabilities Receiving an Individualized Education Program (IEP) Diploma (<http://www.emsc.nysed.gov/cte/cteskillsachievementprofile/>). The model profile was developed for students working towards an IEP diploma who participate in CTE courses.

In these courses students develop a breadth of knowledge and a variety of abilities. This Profile enables students with IEP diplomas to provide potential employers and/or postsecondary programs with documentation of the career and technical skills proficiency level they have acquired. This helps the Committee on Special Education identify the transition service needs of students with disabilities, aged 14-21, when developing the IEP as part of the annual transition planning process. In addition, the identified skill levels assist the VESID counselor to determine the functional eligibility of individuals who are referred for services.

Recently, using Carl D. Perkins funding, the NYSED created the Career Technical Education Resource Center (CTERC) (<http://nlcommunities.com/communities/cterc/>). The CTERC provides information and workshops on best practices in most areas of CTE, including the integration of academics and effective strategies for teaching special population students in CTE. All CTE faculty, including educators for special populations, support staff, teaching assistants, administrators, and counselors, are invited to attend regional conferences and workshops conducted through the CTERC.

EMSC also instituted the Career and Technical Education Program Approval Process. This requires secondary CTE programs to integrate academic and career and technical courses, articulate with postsecondary institutions, and attend to the needs of special population students. Many programs in BOCES and LEAs have been successful in establishing high-quality programs across New York State, and opening participation in those programs to special populations. Students successfully completing approved career and technical education programs may be eligible for a career and technical education endorsement on their Regents or local diplomas. Information about this process is explained on the following web page: <http://www.emsc.nysed.gov/cte/ctepolicy>.

In a collaborative effort with the Office of Higher Education (OHE) VESID established the Transition Coordination Sites that provide technical assistance for special-population students who are disabled to transition into postsecondary education. These sites are a regionally-based technical- assistance network of seven sites supporting local and statewide implementation of the Regents long-term goal of preparing students with disabilities for living, learning, and working in the community as adults. Each site works closely with schools, students, families, and higher education institutions to facilitate a smooth transition to college. A description of this effort can be found at the following website: [<http://www.vesid.nysed.gov/specialed/transition/home.html>]

With regard to CTE offered by postsecondary institutions, every eight years, New York State Education Law requires the Board of Regents to adopt a master plan for higher education in the State. This plan is a result of collaboration between the Department and the postsecondary sectors. The NYSED, through the OHE, mandates that postsecondary institutions engage in institutional planning. Every four years, an

institution re-examines its vision, mission, and goals in the context of the State's foci and institutional needs and modifies these as necessary. They also must develop comprehensive, long-term strategies that are appropriate to the institution and the community it serves. Part of that process entails planning for special population students and obtaining advice and feedback from business and industry, the professional accrediting bodies overseeing the licensure-qualifying programs offered, and the community at-large. A goal of the process is to ensure that the programs, courses and services offered remain relevant to the occupation or profession and that they offer students, including special population students, access to technical jobs. If the institution discovers shortfalls in this self-examination process, it is expected to modify its plans and strategies accordingly. Each local plan/application is required to identify the needs of special population students and develop strategies to address those needs. Each of the four postsecondary sectors in the State gathers the plans of each of their respective colleges and submits a Master Plan to the Department. These plans are reviewed by the State Education Department. The culmination is *The Board of Regents Statewide Plan for Higher Education* in which priorities are addressed and initiatives are identified (higher.nysed.gov/Quality_Assurance/statewideplan/page1.htm).

In the Master Plan, each of the four sectors responded with initiatives addressing the needs of special population students. The scope of initiatives in college preparation ranges from pre-collegiate preparation programs to remedial classes in two-year colleges and other specialized programs to ensure success. Demographic trends and predictions are monitored and preparations for even greater numbers of special population students, including students with disabilities, are underway. Every college provides equipment to accommodate physical disabilities and special materials, equipment, and software needed by students with disabilities; and assures accessibility to the campus as well as other accommodations for people with disabilities, as needed. Almost all residence halls have elevators and other reasonable accommodations for other physically disabled people. New residence halls on most campuses have rooms specially designed for students with mobility disabilities. Below are limited abstracts of the initiatives each sector provided

The City University of New York (CUNY): CUNY meets the diverse academic and social needs of special population students by providing and maintaining high quality innovative programs, including technical assistance in the classroom, to provide an equal opportunity for special population students to receive a high quality, affordable college education based on individual scholastic achievements and merit. CUNY plans to use the CUNY Portal to establish a website that will serve as a resource guide for faculty/staff and provide information for all students. For students with disabilities, CUNY: is assessing the feasibility of establishing regional resource centers for learning disabilities and is identifying cost-effective strategies for their implementation; will conduct a University-wide conference for faculty, campus administrators, staff, and security personnel on appropriate techniques for teaching and providing assistance to special population students; will develop a marketing video in conjunction with CUNY TV for use by admissions offices; and will augment the availability of College Now programs and opportunities for high school students with disabilities and other special needs.

Commission on Independent Colleges and Universities (CICU): CICU focuses on planning, insight, advocacy and accommodation. Institutional strategic plans differentiate between modifications (i.e., lowering standards and expectations) and accommodations that equalize the playing field through sensitivity to time and environmental constraints. Because college students with disabilities have diverse needs, unique modifications are often needed. What may work as an accommodation for one person may not be useful for another, but may prove to be a barrier to learning. Thus, to truly assist students with learning disabilities, independent colleges and universities sponsor programs to maximize students' potential in the college setting.

Proprietary Colleges: Most colleges use a variety of initiatives to assist special population students, including those with disabilities that go well beyond reasonable accommodations. Those initiatives include encouraging students to disclose their needs to facilitate maximum support, training faculty to identify special needs of special population students, especially students with learning disabilities, and encouraging faculty to bring to the attention of a designated staff member any student appearing to have a disability.

State University of New York (SUNY): SUNY's enrollment of special population students, including those with disabilities, has increased nearly fourfold over the last two decades. The SUNY Master Plan indicates that the enrollment of special population students and those with disabilities will continue to be a priority. SUNY will continue to work with the Department and the sectors on statewide initiatives of postsecondary education and students with disabilities. Each SUNY campus ensures accessibility to and around the campus, has accommodations for students with physical disabilities, and special materials, equipment, and software needed by special population students and those with disabilities.

High Skill, High Wage. Special population students receive considerable assistance in preparing for high skill, high wage employment, for example intensive academic and professional career tutoring. Workforce and educational professionals agree that there is no single definition of high-skill, high-wage jobs. Rather the NYSDOL policy is to provide information about skills and wages that will help local or regional planners develop reasonable assessments about jobs in demand that require high skills and pay high wages. This responds both to business demand and interest. To be better prepared for economic change, an individual seeking employment is better defined in terms of his or her skills, and "high skills" requires both a strong educational background and the practical ability to apply that learning. "High wage jobs" are defined on a regional basis, reflecting local economies, local costs of living and other factors that determine economic self-sufficiency in that region.

New York State has provided a standard definition of high skill, high wage and high demand occupations, in conjunction with the NYSDOL and the SWIB that is flexible enough to meet the needs of diverse regional economies. The health care, construction, technology, professional business services and advanced manufacturing sectors all offer New Yorkers the path to an economic self-sufficient lifestyle. These occupations are

considered high skill and high wage occupations across New York State. Through its review of local annual funding proposals and local improvement plans, the NYSED will assess the performance and needs of postsecondary CTE in its two-year colleges and educational opportunity centers in providing CTE leading to high skill, high wage employment.

The NYSED, local education agencies, BOCES, and Institutions of Higher Education (IHEs) work cooperatively to provide supportive services for academic success. The Department funds IHE plans to provide services to special population students. Most of these students, no matter the category of special population, require academic and, sometimes, social support. For special population students who have disabilities, the IHEs provide modifications, support services, and linkages with other funding sources in order to ensure full access to members of special population groups who may have multiple barriers to participation in career and technical education programs. Tutoring, special classes, and CTE counseling by CTE teachers and faculty are constant. Learning Communities assist special-population students to form friendships with other students, identify with faculty, receive career development assistance, and, in conjunction with WIA, obtain assistance in obtaining high-skill, high-wage employment.

The NYSED staff assists schools and colleges in using economic data to work with their Local Workforce Investment Boards and participate in those activities as enacted by Title I of the WIA. This is done in collaboration with several areas of the NYSED, the NYDOL and Empire State Development.

Accounting for Performance. To ensure that the IHEs who receive Perkins funds are accountable for the success of special population students, the SED requires each IHE to describe activities that are designed to assist special population students to meet core performance indicators, and to collect data that measures each indicator. These requirements are contained in the local multi-year plan and in each annual application during the life of the Act. Gender, special population designation, enrollment, completion and placement data are collected. In the reporting process for the performance measures, core indicators are reported separately for general and special populations. These reports enable institutions and the NYSED to track the participation of students enrolled in CTE programs by gender, special populations, and nontraditional training and employment, and thereby assess the degree of effectiveness of the institution's Perkins efforts to serve special population students. Cohort performance data is assembled into reports and analyzed annually for both general and special population students. These are returned electronically to participating secondary and postsecondary institutions. They form the basis for local improvement plans included in local funding applications for the subsequent year. Additionally, the NYSED provides performance trend data, so that postsecondary institutions can compare the performance of student categories across multiple years, including special population categories. Subsequent local improvement plans will better target the application of resources to improve the academic success of special population students.

The NYSED's OHE will provide technical assistance to postsecondary institutions by continuing to conduct an annual workshop to review annual funding application guidelines. This workshop provides an opportunity to discuss strategies for using Perkins funds to improve the academic performance of special population students who are enrolled in CTE programs. Additional technical assistance will be provided through information advisories, which are periodically distributed via email to postsecondary institutions.

Additional Postsecondary Activities. The OHE is developing a "Higher Education Faculty Development" Request for Proposal. This RFP will support the establishment of a statewide demonstration project to: (1) provide knowledge and training for college faculty in the use of assistive technology and modification of existing or new curricula to be more universally adaptable; (2) develop a model mentoring program involving college and secondary students, faculty, and staff; and (3) provide professional development and training to other higher education institutions for the purpose of replication of the model.

Chapter 219 of the Laws of 2003 was enacted to improve access to instructional materials for college students with a print disability. Publishers and manufacturers of instructional material essential to a student's success in a college course will make material available in alternate formats in a timely manner. The OHE engaged an advisory group, including publishers, college disability service coordinators, students with disabilities, representatives from Recordings for the Blind & Dyslexic, the Commission for the Blind and Visually Handicapped, and the American Association of Publishers, to assist in developing a field memo for implementation of Chapter 219.

Under the Readers Aid Program, New Yorkers who are deaf, deaf and blind, or blind, and who are matriculated in a degree-granting institution, may apply for funds to help pay the costs of readers, note takers, and interpreters to provide access to information vital to their studies. The Department is working with the Commission for the Blind and Visually Handicapped and institutions of higher education to analyze data for justification to increase the funding for this program.

OHE will develop a Web-based statewide Disability Service Directory that will enable a student or parent to learn what services are available for students with disabilities at any college in the State and be provided with contact information.

The NYSED's Transition Web site provides much information about the transition to postsecondary education for students with disabilities. Effective practices are in the process of being collected, as are resources for a transition toolbox. Both will be posted on the Web in the coming year.

The OHE and VESID have been increasing efforts to involve the college disability service coordinators in activities that impact higher education (i.e., Chapter 219, vocational rehabilitation college policy, legislative funding proposal).

Special Education Teachers. The Bilingual Higher Education Support Center at the State University College at Buffalo, assists colleges and universities to establish and improve training programs in the bilingual special education shortage areas. It provides technical assistance to institutions seeking to establish or update programs leading to certification in bilingual special education, bilingual school psychology, bilingual speech services, and English as a Second Language. It surveys institutions annually to establish program enrollment and capacity figures to inform the Department on future training needs.

Also in the area of Bilingual Special Education, the Intensive Teacher Institute (BSE-ITI) is funded at Eastern Suffolk BOCES to coordinate VESID's tuition assistance to candidates in bilingual special education categories. The program provides tuition assistance to colleges and universities for candidates employed under modified temporary licenses and limited certificate categories working in bilingual special education and related service areas. Candidates nominated by school districts to join the BSE-ITI pursue a registered program leading to certification in the bilingual special education and related service categories.

The Speech-Language Pathology Upstate Consortium is designed to address the critical need for speech-language pathologists through a series of training and recruitment activities. In its first phase, the project includes all institutions outside the NYC/Long Island/Westchester areas with programs leading to licensure in speech and language pathology and certification as a teacher of speech language disabilities. The project, which is expected to be funded later this year, will be managed by the State University College at Buffalo; its second phase will be expanded to institutions with similar programs downstate.

The Intensive Teacher Institute (ITI) for Teachers of the Blind/Visually Impaired provides tuition assistance to eligible students at designated higher education institutions, culminating in the issuance of either an initial or a professional certificate as a teacher of the blind/visually impaired within three semesters or the equivalent. An Orientation and Mobility Specialist program, which qualifies participants for national certification, was included under the ITI program in 2002.

The Board of Regents mission to improve the academic performance of special populations is reflected in a Regents legislative proposal for the NYSED to administer a State-funded program that would encourage postsecondary institutions to address the needs of individuals with disabilities. The proposal would support the recommendation of a postsecondary Task Force to provide grants that would improve postsecondary access for students as well as improve the capacity of programs and services at institutions. The proposed initiative recognizes that many disabled students who qualify for postsecondary admission choose to attend by the services that are offered rather than the strength of the academic programs. The proposal also recognizes that postsecondary graduation rates of students with disabilities continue to be higher than all other students, particularly in associate degree programs. Relative to improving the academic performance of special populations, the NYSED will continue to gather input from the

postsecondary community. A key provision of this input will continue to be the annual meeting of the Perkins Performance Measures Advisory Group. This Advisory Group meets to discuss approaches regarding the collection, analysis and reporting of student performance data, which include strategies to better demonstrate the performance of special population students. Members of the Advisory Group will continue to provide valuable input, as evidenced by their input regarding the distribution of program performance trend data for special populations by the State Education Department. The Advisory Group includes membership diversity, reflecting special populations. The membership has recently been expanded to include input from the postsecondary academic policy community.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs [Sec. 122(c)(14)]

Career Education Program Plans will describe how career education will be delivered in all alternative education programs - those leading to a high school diploma, those leading to an equivalency diploma and those serving incarcerated youth. The NYSED will do a survey of local educational agencies operating alternative education programs to determine how career education is provided to all special populations in those settings. The survey will ask what types of career education are offered, whether they are integrated with academics, and how students are performing in relation to the performance standards. Based on the survey, all alternative education programs will be provided with information and technical assistance on career education and the needs of alternative education students. The NYSED may use some of its Perkins Title I leadership funds to support this effort.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields

Perkins funds will continue to support the Non-traditional Employment and Training (NET) Project, which is also located in the Center for Innovation in Career Development (CICD) at the State University of New York at Albany. This project provides statewide technical assistance to secondary and postsecondary CTE programs regarding nontraditional gender career options. The project maintains a website, that includes a resource library and career search links, particularly for encouraging women to consider science and technology careers. The Project will continue to conduct the annual Vanguard Award series, recognizing outstanding secondary and postsecondary level students who are enrolled in CTE programs that are nontraditional for their gender. At the secondary level, Vanguard Awards are given annually to high school juniors and seniors enrolled in CTE programs that prepare them for careers that are nontraditional for their gender. Students throughout New York State are nominated by teachers for this recognition award. Each year four to six students are selected through a competitive

process to receive the Vanguard Award. Plans also are underway to offer regional “webinars” as a form of statewide technical assistance.

Camp GEOG is a weeklong summer camp experience for middle school students that introduces the technology of Global Information Systems and Global Positioning Systems in a hands-on program of activities. This was sponsored by CICD in partnership with University at Albany's Geography Department, Girls Incorporated.

Because the Capital Region of New York State is becoming a center for high-tech research and development, there are expanded opportunities in nanotechnology, biotechnology in that region. Alternative energy, advanced materials, and information technology are expected to stimulate development in many additional areas of technology and related fields. With assistance from the NYSED and the University at Albany, the Tech Valley Careers website (www.techvalleycareers.org/Sect_Education/index.cfm) was developed by the Center for Innovation at the University to show students career profiles for careers related to the various high tech sectors with detailed descriptions of each. Each career profile contains a list of the local educational institutions that have related programs. Hyperlinks go directly to the related department or program to locate the information needed in planning. Special features include an annual directory of technology-related summer camps and career exploration resources and activities for use by parents. Online science activities are accessed by students through an extensive list of websites. Gender neutral educational strategies and practices are promoted through statewide technical assistance, resource development and professional training for both secondary and postsecondary educators and career specialists. A specialized website (<http://thenetproject.org/>) supports the Center's work with timely and useful online resources and updates.

The Career Plan Training Initiative supports the integration of career information in the academic curriculum for teachers in New York State. Through the development of resources and facilitation of training workshops, the CICD assists educators in implementing career planning and project-based instruction. The Nontraditional Employment and Training Project promoted by the CICD is an active member of the Chamber of Schenectady County Business and Education Partnership, and has a leadership role in planning the annual Career EXPO. Each year 1,500 10th grade students in Schenectady County participate in workshops related to education and career opportunities.

The Career Prep Clearinghouse is a resource that links the business and education community through: an e-newsletter, Innovation; a new workshop series that brings high tech employers to schools; the Techvalleycareers.org website; and the CICD Advisory Council. Partners in planning the Clearinghouse are the Capital Area School Development Association and the Center for Economic Growth. These activities are designed to provide needed information about new and emerging careers to counselors, students and parents, and to link the needs and interests of local employers with education and training opportunities.

The Nontraditional Project also delivers the following services: curriculum development, presentation development and full and half-day workshops. Further resources for career development are available on the website, including best practices, newsletters, archives, PowerPoint presentations, and publications.

In addition, the Title II, Tech Prep faculty at high schools, BOCES and colleges engage in curriculum mapping and professional development activities that include internships in business and industry. These Title II, Tech Prep programs are capitalizing on the Board of Regents' provision that allows all students to earn CTE endorsements on their high school diplomas. Further, the Title II, Tech Prep directors work closely with teachers and faculty to ensure that special population students are given the opportunity to engage in planning and preparation for high-skill, high-wage, and high-demand occupations. Title II, Tech Prep programs also: provide career orientation and guidance activities, introduce special population students to careers in business and industry; promote entry into Title II, Tech Prep programs; implement career days for parents and students regarding "high tech/high wage careers (including nontraditional)"; and establish peer-mentoring programs through which special population students receive career advisement and educational assistance from college students.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

In New York State, public school districts, BOCES, community colleges and other State agencies with a minimum of one-year experience providing career and technical skill instruction to persons incarcerated in county and/or State correctional facilities in New York State may apply for funding under the Career and Technical Education Improvement Act of 2006. This funding under the Act is available to those institutions to provide CTE and related support services to persons incarcerated in county and State correctional facilities. This funding may be used for:

1. establishment and/or enhancement of career and technical education programs for inmates that lead to employment in high wage, high skill, high demand areas;
2. development of nontraditional career options;
3. development or enhancement of transitional services for inmates who are completing their sentences and are preparing for release;
4. visitation of programs to monitor and provide technical assistance; and
5. the improvement of equipment.

The NYSDOL, in conjunction with the New York State Department of Corrections, the NYSED and a consortium of incarcerated education providers, created a CareerZone CD-ROM tool. This CD-ROM adapts some of the most popular parts of the CareerZone website for offline use. Relevant occupational and labor market information is provided in addition to career assessment tools. The CD-ROM also connects to WDSuite, another DOL tool that is updated weekly to provide job listings. This suite of tools has the same look and feel as the internet resources to help prepare incarcerated individuals prepare for the use of these tools at public libraries, one-stop career centers

and community based organizations where they will begin their job search. This CD-ROM is provided free of charge to juvenile detention centers, county jails and state and federal prisons across New York State.

- 5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.**

To ensure equal access to activities under Perkins to special population students, the NYSED consults with agencies and groups representative of special populations to seek advice on the issues of access and completion of career education. Groups to be consulted include, but are not limited to: Educational Opportunity Programs; Commission for the Blind and Visually Impaired (CBVH); Eastern Paralyzed Veterans Association (EPVA); NYSDOL Displaced Homemaker Centers; Society for Women Engineers; American Association for University Women; Rochester Council on Women in Nontraditional Occupations; Women in Trades; Capital Area Women in Construction; and the League of Women Voters.

Additionally, enrollment data on each special population is disaggregated by special populations and gender and reported on a regular basis to ensure that special populations are not discriminated against.

Enrollment data on each special population will be disaggregated by category and gender and reported annually by each agency on the Institutional Profile. Satisfactory completion of the Profile will be a condition of approval for the application and the release of funds. Additionally, data categories have been added to the Performance Measures Data Collection forms to permit institutions to include gender and special population data in their annual accountability reports.

Also local educational agencies will be required to provide assurances that they will not discriminate against the special populations defined in the Act. A second condition for application approval will be a Statement of Assurances, signed by the Chief Executive Officer/Chief School Officer, that the agency will not discriminate against federally defined special populations.

In support of the State's above-described efforts to ensure full access, opportunity, and participation of special populations, copies of the following forms, guidelines, and other technical assistance information are attached: Secondary and Postsecondary Request for Non-Competitive Proposals; Career Education Program Plan for secondary providers; Conditions and Requirements forms for Secondary and Postsecondary Providers; and Performance Standard Report forms.

IV. Accountability and Evaluation

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]**

Prior to the preparation of local plans and applications, eligible recipients are provided technical assistance through NYSED guidelines, state-developed application and review forms, and workshops. During the course of the transition year, special secondary and postsecondary meetings were held to provide a forum for information sharing, model programs, and speakers on issues related to Perkins, including services to special populations. During the transition year, the NYSED's Office of Instructional Support and Development and Office of Higher Education invited other constituencies to provide input into the process of tracking student outcomes. At the secondary level, Directors of Career and Technical Education of the Large Five City School Districts and the Association of Career and Technical Education Administrators were invited to provide input to the NYSED on the accountability requirements.

Regarding the development of postsecondary performance indicators, the NYSED's Office of Higher Education will convene a Postsecondary Performance Standards Advisory Group. This group, representative of all the postsecondary institutions that receive Perkins funds, will meet in conjunction with the NYSED in the transition year to recommend approaches for the core indicators of performance. These recommendations then will be shared with the other postsecondary institutions as a basis for additional input.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]**

The annual evaluation of CTE programs at the secondary level is based on a three-phase process. In the first phase, three types of data are collected by a survey of local education agencies. Data are collected on the academic performance of secondary CTE program completers. Data are also collected on the number of students enrolled in career and technical education and the number of completers. Finally, for program completers,

follow-up information is collected approximately six months after program completion, identifying the extent to which completers are employed, are in the military, are enrolled in postsecondary education, are unemployed or other. In phase two, these data are analyzed by the NYSED and turned into a report indicating the extent to which each eligible recipient has met the standards of performance for each measure. In phase three, the report is sent back to the eligible recipient. The eligible recipient then brings together an evaluation committee comprised of CTE program personnel including teachers, special population representatives, and employers to review the results and develop suggestions for program improvement which are used to amend the local agency's CTE Program Plan. The amended CTE Program Plan is then used in the development of the eligible recipient's application for Perkins funds. A similar process is used for adult CTE programs provided by secondary agencies. Experience with this approach has been positive, and the NYSED expects to continue it using the Perkins core indicators.

In developing the secondary CTE evaluation, care has been taken to use existing testing systems to collect data on academic performance. Consequently, academic data collected are based on the use of the tests employed as a graduation requirement in New York State. In addition, data on completion and follow-up are shared with other state agencies that annually report on workforce evaluation for New York State. The NYSED will continue to pursue non-duplication in its collection and analysis of data.

For postsecondary CTE, the longstanding Postsecondary Performance Standards Advisory Group will have met in the transition year. This advisory group of approximately twenty members includes grants officers, institutional research coordinators, academic policy makers and other appropriate administrators from the postsecondary institutions that receive Perkins funds. This group also includes representation, to the maximum extent possible, for the special population categories identified under the Perkins Act. This representation will provide a broad perspective of local performance needs and resources. In conjunction with the NYSED, the discussions of this group will set the stage for a broader discussion with all the postsecondary institutions that receive Perkins funds. The recommendations of the advisory group will establish a template and a pattern for the discussions with all the institutions that will occur during the remainder of the transition year.

The discussions with postsecondary institutions will occur simultaneously with the collection of performance data during the transition year. As a result, definitions may need to be qualified and data reliability may need to be strengthened. Much of this discussion and process will be based on differences between the data that need to be reported from the state to the federal level and the data results that will be reported from the state to the institutions. The performance data reported by postsecondary institutions to the NYSED during the first two years will be the basis for establishing state adjusted levels for each performance indicator. For many of the performance indicators, baseline data already exists at the institutional level. These baseline rates will constitute the

beginning rates that all institutions will be expected to incrementally improve upon each year.

Since the postsecondary institutions in New York comprise public and nonpublic sectors, somewhat based on demographics, the establishment of performance standards may occur according to sector affiliation. This occurrence could result in multiple institutions agreeing to similar standards.

- 3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See accompanying Part C.

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

At the secondary level, beginning in 2006-2007, New York State implemented the Student Information Reporting System (SIRS) based upon individual student records. It provides a single source of standardized data for analysis. This individual student record data system promises to provide greater reporting flexibility and, therefore, more detailed information for CTE program administrators making data-driven decisions.

The annual evaluation of postsecondary CTE programs is accomplished through locally collected data reported to the NYSED Office of Research and Information Systems (ORIS). Persistence, completion, and placement data are collected for postsecondary programs. The data collected are reviewed by the NYSED to determine a recipient's status. This review uses established standards to determine the rate of improvement made from year-to-year for specific CTE education programs. Data are collected and reviewed for both overall CTE program students and for aggregate special populations. The ORIS is responsible for all postsecondary data and research activities. As such, it interacts with numerous local, state and federal agencies having data, research and accountability responsibilities. During the transition year, in conjunction with input from various postsecondary institutions, the ORIS will review its collection procedures

for all relevant postsecondary responsibilities including Perkins. In order to avoid duplication with other federal programs, efforts were made to assure common definitions across data elements. These efforts ensured non-duplication with programs such as the Integrated Postsecondary Education Data System (IPEDS). Efforts will continue to ensure consistency between the Perkins and the IPEDS data systems.

- 5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]**

See Part C

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); Sec. 122(c)(10)(B)]**

Local accountability is based on each recipient reporting valid, reliable and accurate data on student performance and outcomes for each of the Perkins performance indicators.

Recipients of secondary Perkins funds must use each of the Perkins performance indicators and standards to evaluate their CTE programs. Local recipient performance data is submitted to the NYSED for analysis, and is then returned to the local recipient to evaluate its CTE programs. If any of the performance results fall below state standards, the recipient must submit a program improvement plan with its application for funds. The plan, developed by the local recipient, must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance standards.

Local performance standards for each of the performance indicators have been, and will continue to be, identical to those negotiated by the NYSED with the United States Department of Education.

Under Perkins, secondary local recipients experiencing unanticipated circumstances or with consistent low performance on one or more indicators, and with a minimum of three years of CTEDS data reported to the NYSED, may request negotiation of local performance standards for any of the specific indicator(s) for which performance has not been met. A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. When reasonable and mutually agree-upon standard(s) of performance are reached, they will be incorporated in the program improvement plan to be submitted. Through the corrective actions described, it is expected that the state performance standard(s) will be reached by the local recipient within three years.

For postsecondary CTE, the Performance Advisory Group, representative of all the postsecondary institutions that receive Perkins funding, will have been convened during the transition year to discuss, with the NYSED, options for reaching agreement on local adjusted levels of performance. Results of these discussions will be shared later in the transition year with all the postsecondary institutions. Institutions will be expected to adopt the state adjusted levels of performance for the first two reporting years. Performance data reported by postsecondary institutions to the NYSED during the first two years will be the basis for establishing state adjusted levels for each performance indicator. Each institution will be expected to incrementally exceed its baseline rate for each performance indicator. After the first two years, institutions that have performed below the state adjusted levels of performance may enter into a negotiation with the NYSED regarding alternative levels. An institution must provide data that demonstrates why alternative levels are appropriate. The NYSED will review this data and its relevance to improving student performance.

Continuing the process established under Perkins III, all institutions receive annual performance reports from the NYSED. These reports reflect the performance of students according to career clusters and programs. Institutions must either meet the adjusted level of performance or reflect a predetermined percent improvement from the prior year. Where these criteria are not met, an institution must submit a local improvement plan as part of their annual application. The local improvement plan must include specific strategies and timeline that result in improved student performance.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted**

levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

For secondary CTE, see 6 above.

For postsecondary CTE, as discussed above for item 6, institutions will be expected to adopt the state adjusted levels of performance for the first two reporting years. Each institution will be expected to incrementally exceed its baseline rate for each performance indicator. After this, institutions that have performed below the state adjusted levels of performance may enter into a negotiation with the NYSED regarding alternative levels. An institution must provide data that demonstrates the appropriateness of the alternative level of performance recommended by the institution or program, and evidence of otherwise acceptable performance.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205]**

Specific to secondary CTE data reporting, see 4 above.

As noted in its response to the 2005 USDE monitoring visit recommendation, the NYSED is addressing the need to improve accountability. The NYSED has proposed legislation to the State Legislature regarding a unit record system for wage and employment data. Currently, an automated record system exists, but is used by a separate state agency for tax data purposes. The proposed legislation would provide the NYSED access to this information. If enacted, this legislation would provide for state level employment and wage follow-up, lessening a reliance on local level follow-up for this information.

Although not a specific finding of the monitoring visit, the USDE review team commented that, for the postsecondary reporting of data in the CAR, there was an absence of ethnic data for each gender. The NYSED developed an action plan and timeline to respond to this finding. One of the steps in the timeline was to initiate a pilot activity with three to four postsecondary institutions, whereby data could be accessed from the state level, relieving the burden of reporting on the local level. The pilot activity has been completed and all postsecondary institutions are participating in providing appropriate data to the NYSED. Additionally, the postsecondary data collection process has been revised to accommodate the performance indicators that are new to Section 113 of the Perkins Act.

A specific finding of the monitoring visit for postsecondary CTE addressed the need to report Title II, Tech Prep student data on the postsecondary level. An action plan was developed to commence in the spring of 2006. The action steps proposed by the NYSED Department have resulted in the request of local Title II, Tech Prep consortia for appropriate student data.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The minimum levels of performance and allocations among secondary eligible recipients and consortia are described in the annual request for non-competitive proposals. All consortia that are allocated funds have, as a condition for accepting the grant, a stipulation that authorized program funds may be used only for the mutual benefit of all consortium members. No funds shall be used for the sole benefit of an individual consortium member. One grantee must be named as the lead agent for the consortium and be responsible for the local service area planning, program evaluations, data collection and reporting, local advisory council, and fiscal duties of the entire consortium.

Section V of the plan provides greater detail.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122 (c)(8)]

The annual evaluation of CTE programs at the secondary level is based on a three-phase process. In the first phase, three types of data are collected by a survey of local education agencies. Data are collected on the number of students enrolled in and completing career and technical education programs. CTE completer data at the secondary level includes academic performance. For program completers, follow-up information is collected approximately six months after program completion, identifying the extent to which completers are employed, are in the military, are enrolled in postsecondary education, are unemployed, or other. In phase two, these data are analyzed by the NYSED and turned into a report indicating the extent to which eligible recipients have met the standards of performance for each measure. In phase three, the report is sent back to the eligible recipient. The eligible recipient then brings together an evaluation committee comprised of career and technical education program personnel including teachers, special population representatives, and employers to review the

results and develop suggestions for program improvement which are used to amend the local agency's CTE program plan. The amended CTE program plan is then used in the development of the eligible recipient's application for Perkins funds. Experience with this approach has been positive, and the NYSED expects to continue it using the Perkins core indicators.

In developing the secondary CTE evaluation, care has been taken to use existing testing systems to collect data on academic performance. Consequently, academic data collected are based on the use of the tests employed as a graduation requirement in New York State. In addition, data on completion and follow-up are shared with other state agencies that annually report on workforce evaluation for New York State. The NYSED will continue to pursue non-duplication in its collection and analysis of data.

The annual evaluation of postsecondary career and technical education programs is accomplished through locally collected data reported to the NYSED Office of Research and Information Systems (ORIS). Persistence, completion, and placement data are collected for postsecondary programs. The data collected are reviewed by the NYSED to determine a recipient's status. This review uses established standards to determine the rate of improvement made from year-to-year for specific CTE programs. Data are collected and reviewed for both overall CTE program students and for aggregate special populations. A recipient that is not performing appropriately in career clusters is required to develop a local improvement plan to include, in part, the application of Perkins funds to address the area of need.

The ORIS is responsible for all postsecondary data and research activities. As such, it interacts with numerous local, state and federal agencies having data, research and accountability responsibilities. During the transition year, in conjunction with input from various postsecondary institutions, the ORIS will review its collection procedures for all relevant postsecondary responsibilities including Perkins. In order to avoid duplication with other federal programs, efforts were made to assure common definitions across data elements. These efforts ensured non-duplication with programs such as the Integrated Postsecondary Education Data System (IPEDS). Efforts will continue to ensure consistency between the Perkins and the IPEDS data systems.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Section 113(c)(1)-(2), including:**

- (a) **the student definitions that you will use for “participants” and “concentrators” for the secondary core indicators of performance;**

For secondary CTE, the federal definition for participants and concentrators has been modified to better reflect New York State’s CTE programming.

- (b) **the student definition that you will use for “concentrators” for and the postsecondary/adult core indicators of performance;**

Note: Based on our non-regulatory guidance, we have pre-populated the terms “CTE participant” and “CTE concentrator” in the student definition section of the attached FAUPL for your convenience. A State that chooses to propose other terms and student definitions would have to describe how its proposed terms and definitions would be valid and reliable. See section IV.A.3.

For postsecondary CTE, the federal definition for “participant” and “concentrator” will be adopted. However, the definition of “concentrator” for determining placement rates will be based on “graduates” as a subset of concentrators. See accompanying Part C.

- (c) **baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State’s standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and**

See Part C.

- (d) **proposed performance levels as discussed above, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See Part C.

- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who will be reported in the State's calculation of CTE concentrators who took take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

Secondary CTE program areas included in New York's program approval process are: Agricultural Education, Business and Marketing Education, Family and Consumer Sciences Education, Health Occupations Education, Technology Education, Technical Education, and Trade Education.

Currently, all secondary CTE programs that have gone through the New York State Board of Regents Approval Process (842) include a technical assessment that is "nationally recognized or industry developed." Approximately 60 percent of approved CTE program concentrators will take a technical assessment. Programs of study, as they are developed, will also include an assessment instrument.

The CTE Data System currently collects information on the number of students taking and passing the assessment associated with their programs. As New York phases in the new Student Information Reporting System, we will begin collecting data on all CTE concentrators in school year 2007-2008. The expected increase in the number of approved programs and programs of study will result in an increase in the number of students reported in this indicator in future program years.

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 will be surveyed during the transition year to determine the extent of CTE programs that use reliable and valid third-party assessments to measure student technical skills. This information will also provide the basis for determining baseline data on concentrators who attempt and successfully pass technical skill assessments. During the transition year, 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.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

The NYSED will award grants and or contracts on a competitive basis to consortia between or among:

- 1) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;
 - a local educational agency providing education at the postsecondary level;
 - an area career and technical education school providing education at the postsecondary level;
 - a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.);
 - an educational service agency; or
 - a consortium of two or more of the entities described in subparagraphs above.

Because grants and contracts will be awarded on a competitive basis, there will no formula used to award grants. To ensure an equitable distribution of funds throughout the State, there will be at least one grant awarded in each of 14 regions or counties as described in #3 below. Because of the relative size of the various regions or counties in terms of geographic area covered and size of eligible populations to be served, as well as an anticipated range in the size and scope of programs to be offered, it is anticipated that there will be a range of grants awarded. Criteria for making decisions regarding the size of grants will be provided to potential grantees in the Request for Proposals for the distribution of Title II funds.

The Request for Proposals for Title II funds will be issued in the spring of 2008. Funding decisions will be made in June 2008 for five-year continuation grants contingent on meeting performance levels and satisfactory reporting as aligned with elements of the five-year plan for the years 2008-2013. Program budgets will be requested yearly.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

As part of the application approval process, *all* applicants must address section 204(d) of Perkins IV.

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

There will be equitable distribution of awards between urban and rural through fourteen designated geographical areas. To ensure an equitable distribution between urban and rural areas, as required by federal law, the NYSED’s strategy is to have one or more consortia in each of the designated geographical areas in New York State. An eligible applicant may apply to operate within one of the following regions or New York City counties:

- | | |
|----------------------------|--|
| 1. Capital District | Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren and Washington |
| 2. Central New York | Cayuga, Cortland, Onondaga and Oswego |
| 3. Finger Lakes | Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming and Yates |
| 4. Hudson Valley | Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester |
| 5. Long Island | Nassau and Suffolk |
| 6. Mohawk Valley | Fulton, Herkimer, Madison, Montgomery, Oneida and Schoharie |
| 7. North Country | Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis and St. Lawrence |
| 8. Southern Tier | Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga and Tompkins |
| 9. Western New York | Allegany, Cattaraugus, Chautauqua, Erie and Niagara |
| 10. New York City | Bronx |
| 11. New York City | Kings |
| 12. New York City | New York |
| 13. New York City | Queens |
| 14. New York City | Richmond |

It is to be noted that certain of the regions above include rural areas of the State, namely regions 1, 2, 3, 6, 7, 8 and 9. It is also to be noted that certain of the regions/counties above include highly urban centers of the State, namely regions/counties 2 (Syracuse), 3 (Rochester), 6 (Yonkers), 9 (Buffalo), and 10-14, which covers the five counties within the City of New York.

Each of the Large Five City school districts may apply as a single school district or through a consortium with a BOCES where applicable. All consortia must include at least one postsecondary institution. All other school districts may only apply in consortia

with at least one other school district, at least one BOCES, and at least one postsecondary institution. As part of their application, consortia must provide evidence of having reached out to both rural and urban districts.

4. You must describe how your agency will ensure that each funded tech prep program:

(a) is carried out under an articulation agreement between the participants in the consortium, as defined in Section 3(4) of the Act;

Each project will include the required articulation agreement between at least one secondary and one postsecondary agency. This agreement will include a five-year plan that describes objectives and activities, preparatory services and steps that assure access, evaluation strategies, and the justification for the budget request that services all Perkins Title I recipients within the region of operation. It is expected that the employer community (business and industry) and labor will be part of the articulation process.

(b) consists of a program of study that meets the requirements of Section 203(c)(2)(A)-(G) of the Act;

Each project must have one or more fully developed Approved Program in place, based on a career pathway and career cluster as determined by the National Career Clusters Initiative (www.careerclusters.org). Each Approved Program combines integrated academics and career and technical instruction for two years of secondary and two years of postsecondary education in a seamless curriculum. It will incorporate work-based and worksite learning experiences for students where appropriate and available and will lead to a career field that is high-skill, high-wage, high-demand, as determined by local and regional market projections, based on data provided by the NYSDOL. Technical skills and core academic subjects will be attained in a coherent sequence of courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field. The goal is to have each student in an Approved Program that leads to placement in high skill or high wage employment, or to further education.

(c) includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of Section 203(c)(3)(A)-(D) of the Act;

All project outcomes will be expected to meet New York State academic standards, that is, students must pass all five required Regents examinations in order to graduate high school. Projects will link secondary schools and two-year postsecondary institutions, and if practicable, to four-year institutions by providing non-duplicative sequences of courses in career fields. The use of articulation agreements, and the investigation of opportunities for Title II, Tech Prep secondary education students to enroll concurrently in secondary education and postsecondary courses will also be

expected. Projects will be expected to use, if appropriate and available, work-based or worksite learning experiences. Also, projects will be expected to use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs.

(d) includes in-service professional development for teachers, faculty, and administrators that meets the requirements of Section 203(c)(4)(A)-(F) of the Act;

Technical and academic teacher/faculty professional development plans will be aligned with the State's new P-16 initiative for Title II, Tech Prep. Training is provided to secondary and postsecondary faculty and administrators in instructional delivery, assessment, and all aspects of an industry. Each program is expected to provide training for the use and application of educational and distance learning. These provisions for professional development will be described in the competitive grant applications submitted by eligible grantees.

(e) includes professional development programs for counselors that meet the requirements of Section 203(c)(5)(A)-(F) of the Act;

Training for counselors is designed to improve and strengthen career guidance skills and to help them stay current with employment trends, needs and expectations. Counselors and administrators are involved as part of the team effort in training and planning with teachers and faculty. Internships in business and industry are established and maintained for technical and academic staff, guidance personnel and administrators. College admission, career counselors and college faculty are included. These provisions for professional development will be described in the competitive grant applications submitted by eligible grantees.

(f) provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Title II, Tech Prep provides opportunities for CTE teachers, counselors, administrators and employers to visit model Title II, Tech Prep programs with career pathways, within and outside New York State, which have components for special populations. The program directors bring in consultants to conduct training sessions for teachers and counselors to assist special population students to access traditional and nontraditional careers. These sessions include topics such as standards implementation, instructional approaches for special population students, teaching strategies for applied academics for special population students, career counseling, student leadership organization opportunities for special populations students, performance based

assessment options, High Schools That Work, Workforce Investment Act initiatives, postsecondary initiatives for special population students, and evaluation techniques appropriate for special populations. Title II, Tech Prep programs also promote the attendance of teachers, counselors, administrators, parents and other community representatives to regional conferences, sponsored by the Title II, Tech Prep projects, which address, in part, special population students. These provisions for serving populations will be described in the competitive grant applications submitted by eligible grantees.

(g) provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

Title II, Tech Prep programs provide preparatory services to potential students usually through secondary school counselors who are the initial points of contact for eighth graders and who have received extensive professional development in Title II, Tech Prep. Typical activities include:

- development of career orientation and guidance activities, introducing eighth grade students to careers in business and industry and promoting entry into Tech Prep programs;
- developing and implementing career days for parents and students regarding “high tech/high wage careers (including nontraditional)”;
- establishing peer-mentoring programs whereby junior high school students receive career advisement and educational assistance from college students; and
- establishing transition programs within Career Pathway programs of study.

Title II, Tech Prep directors/coordinators also develop activities to encourage students to enter Career Pathway Programs in Title II, Tech Prep. These include:

- development of summer programs to prepare students in mathematics and science prior to enrollment in Title II, Tech Prep programs; and
- preparing informative materials for recruitment.

(h) coordinates with activities under Title I. [Sec. 203(c)(8)]

Title II, Tech Prep programs making the transition to career pathway programs will, when requested, facilitate coordination efforts with local and regional Perkins recipients, and with secondary and postsecondary institutions’ programs. They will do this by sharing best practices, assisting with the development of articulation agreements, and assisting with the development of Approved Programs.

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance

indicators described in Sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The NYSED will use the indicators of performance and accountability developed for Perkins (see Section 203(e)). Performance requirements will be clearly described in the Request for Proposals for Title II competitive grant funding.

B. Other Department Requirements

You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

See Attachment D.

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Funds received through the allotment made under Perkins are allocated among secondary level and postsecondary level CTE programs based on a review of successive annual reports of secondary and postsecondary/adult CTE students who were served by each Perkins grantee. These reports include in-school and adult CTE students served, and reports are routinely compared to projected CTE enrollments on both the secondary and postsecondary/adult levels. These trends show that approximately 52 percent of the CTE students in New York State are served in secondary level programs and 48 percent are served in postsecondary/adult CTE programs.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]**

See secondary and postsecondary annual requests for noncompetitive proposals, Attachments A and B.

- 3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

See secondary and postsecondary annual requests for noncompetitive proposals, Attachments A and B.

- 4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

The allocations among secondary eligible recipients and consortia are described in the annual request for non-competitive proposals that is found in Attachment A. To be allocated secondary funds, consortia must provide assurances that authorized program funds may be used only for the mutual benefit of all consortium members. No funds shall be used for the benefit of an individual consortium member.

- 5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); Sec. 202(c)]**

The allocations among eligible recipients and consortia are described in the postsecondary annual request for non-competitive proposal. In order to be allocated funds under Section 132, consortia must provide assurances that authorized program funds may be used only for the mutual benefit of all consortium members. No funds shall be used for the benefit of an individual consortium member. See Attachments B and C.

- 6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

There are no changes in school district boundaries, and there are no charter schools with secondary CTE programs, in 2008-2009.

- 7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act;**

and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

At the secondary level, allocations for eligible recipients are determined as described in Section 131(a) of the Act. There is no alternative formula.

An alternative to the postsecondary formula found in Perkins is used to meet the requirements of section 132. The NYSED has submitted this alternative to the US Department of Education for approval. Under this alternative formula, the NYSED adds other factors to the list of programs serving the economic disadvantaged. Specific factors used to identify economically disadvantaged students include eligibility for any of the following economic assistance programs:

- a. Pell Grant;
- b. Tuition Assistance Program (TAP);
- c. Aid for Part-Time Study (APTS);
- d. Educational Opportunity Program (EOP); Higher Education Opportunity Program (HEOP); Search for Education, Elevation and Knowledge (SEEK); and College Discovery (CD);
- e. Bureau of Indian Affairs Higher Education Grant Program (BIA);
- f. TANF Funded Services;
- g. Workforce Investment Act;
- h. Supplemental Security Income (SSI);
- i. Women, Infants, and Children (WIC); and
- j. Other public assistance programs serving economically disadvantaged, such as: Food Stamps, Home Energy Assistance Payments (HEAP), Trade Readjustment Act, and Refugee and Immigration Affairs Assistance.

An additional factor used to identify economically disadvantaged students includes those who may be documented as low income:

- k. An adult with a total family income below \$14,100 for single persons, \$19,600 per couple, or \$22,350 for a family of three, with an additional \$4,350 per dependent child.

It is the NYSED's belief that the above listed program factors provide a superior alternative for distributing postsecondary formula funds to serve economically disadvantaged students. Additionally, these program factors better serve the Congressional goal of linking Perkins funds with other workforce preparation programs to provide coordinated and comprehensive education, training and support services for persons confronted with multiple barriers to employment.

Based on the factors listed above, verifiable, unduplicated counts of CTE students will be reported to the NYSED by eligible postsecondary institutions, educational opportunity centers, local education agencies, and BOCES. The NYSED will apply these

counts to the statewide total of postsecondary formula funds to determine specific annual grant awards for each eligible provider.

B. Other Department Requirements

1. **You must submit a detailed project budget, using the forms provided in Part B of this guide.**
2. **You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) of the Act.**
3. **You must describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**
4. **You must describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.**
5. **You must describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.**
6. **You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

C. Procedural Suggestions and Planning Reminders

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.
- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See Section 311(b)(1)(A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).
- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See Section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See Section 6.

- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.
- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).
- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

All States must complete this entire section.

A. EDGAR Certifications

1. You must provide a written and signed certification that—
 - (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] *[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*
 - (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
 - (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
 - (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
 - (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]*
 - (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
 - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
 - (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]
2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See:
<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See
<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

C. Procedural Suggestions and Planning Reminders

- ✓ EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- ✓ EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier

participant must comply with the regulations in part 85. See 34 CFR 85.330.

- ✓ Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
 - Line I.D.1 The amount, if any, to be reserved under section 112(c).
 - Line I.D.1.a The percent and amount reserved for secondary recipients.
 - Line I.D.1.b The percent and amount reserved for postsecondary recipients.
 - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
 - Line I.D.2.a The percent and amount slated for secondary recipients.
 - Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
 - Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
 - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
 - Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
 - Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
 - Line II.E.1 The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>58,287,518</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>58,287,518</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 87.94%</i>)	\$ <u>51,258,767</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>0</u>
a. Secondary Programs (<u> </u> % of <i>Line D</i>)	\$ <u>0</u>
b. Postsecondary Programs (<u> </u> % of <i>Line D</i>)	\$ <u>0</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ <u>51,258,767</u>
a. Secondary Programs (<u>52</u> % of <i>Line D.2</i>)	\$ <u>26,654,559</u>
b. Postsecondary Programs (<u>48</u> % of <i>Line D.2</i>)	\$ <u>24,604,208</u>
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 8.75 %</i>)	\$ <u>5,095,876</u>
1. Nontraditional Training and Employment (\$ <u>150,000</u>)	
2. Corrections or Institutions (\$ <u>582,875</u>)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 2.01%</i>)	\$ <u>1,200,000</u>
G. State Match (<i>from non-federal funds</i>) ⁸	\$ <u>1,200,000</u>

⁸ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ <u>5,242,846</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ <u>5,242,846</u>
D. Tech-Prep Funds Earmarked for Consortia	\$ <u>5,092,846</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>97.14 %</u>]	
2. Number of Consortia	TBD
3. Method of Distribution (<i>check one</i>):	
a. <u> </u> Formula	
b. <u> x </u> Competitive	
E. Tech-Prep Administration	\$ 150,000
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>2.86 %</u>]	