
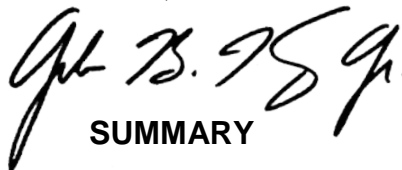




**TO:** P-12 Education Committee  
**FROM:** Ken Slentz   
**SUBJECT:** CTE Content Advisory Panel Recommendations  
**DATE:** December 18, 2012

**AUTHORIZATION(S):**

  
**SUMMARY**

### **Issue for Discussion**

The CTE Content Advisory Panel has finalized their recommendations around a pathway of instruction in CTE and integrated course work. Should the P-12 Education Committee accept these recommendations as part of their deliberations on multiple pathways to graduation and potential changes to the existing Commissioners Regulations pertaining to graduation requirements?

### **Reason(s) for Consideration**

Review of Policy.

### **Proposed Handling**

This issue will come before the P-12 Education Committee for discussion at the January 2013 meeting.

### **Procedural History**

In June 2012, the P-12 Committee charged the Department with forming a CTE Advisory Panel made up of education stakeholders including business and industry representatives. Since June the Panel has met four times. The charge to the Panel was to develop recommendations for strengthening the CTE K-12 learning continuum that forms the instructional base for a CTE graduation pathway.

### **Advisory Panel Recommendations**

After extensive discussion and in line with the eight (8) charges from the Department to the Panel, the following statements summarize the Panel's recommendations.

1. Define College and Career Readiness and associated outcomes through the lens of CTE by articulating, amongst other possibilities, the following in regulation and guidance:
  - the proficiency requirements in academic skills through Regents exams and other Department-approved alternative assessments that demonstrate the ability to succeed and persist in postsecondary education;
  - the process for achieving an industry (or other recognized) credential based on industry standards awarded as a result of successfully passing a nationally-recognized technical assessment ;
  - what evidence of the command of transferable workplace-ready skills (e.g. demonstrated achievement of Career Development Occupational Studies (CDOS/Common Career Technical Core Standards<sup>1</sup>)) should be demonstrated;
  - the process for attaining postsecondary advanced standing or credit in at least one subject/discipline; and
  - how to develop and document the attainment of knowledge and skills required by the Common Core State Standards via current career-path plans.
  
2. Review the rigor, relevance and application of the CDOS standards through the lens of College and Career Readiness to create greater transparency and visibility through the following actions:
  - reviewing and aligning CDOS standards to Common Core State Standards/Common Career Technical Core Standards in the context of the recognized 16 career clusters;
  - emphasizing K-12 career readiness planning and development;
  - adding career readiness measures to student report cards starting in middle grades based on state-developed criteria;
  - identifying and sharing multiple and innovative models of curriculum (through modules, units, lessons) and instruction at the middle level and high school;
  - providing sustained career ready-related professional development to P-12 and higher education institutions; and
  - requiring easily transferable electronic portfolio career plans (and planning) for all students.
  
3. Increase opportunities for early and equitable access to quality College and Career Ready aligned CTE programs by:
  - providing a process to create incentives for the development of innovative programs that follow the blueprint for the reauthorization of the federal Carl D. Perkins Act;

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<sup>1</sup> Common Career Technical Core Standards are nationally recognized Common Core-aligned standards developed by the National Association of State Directors of Career and Technical Education consortium <http://www.careertech.org/career-technical-education/cctc/info.html>

- providing tools and processes to align current CTE courses and programs to the Common Core;
  - developing a series of exemplars/models for broader middle level CTE and integrated courses for academic credit in grades 9 and 10 to generate and sustain student interest in a career pathway;
  - increasing the potential for student engagement by providing more flexibility that would allow school districts to substitute CTE courses for other graduation requirements (e.g: greater and earlier access to integrated course work).
4. Review assessment design, including formative, interim and summative assessments and consider:
- including items with career readiness components and applications of knowledge;
  - measuring applied career readiness across all curricular areas; and
  - requiring, in line with the science Regents exam model, that students complete a career project related to that discipline before sitting for the exams in math, social studies and ELA.
5. Reinforce existing regulations and training for career counseling at with both inservice and preservice levels by having all students utilize a career planning tool such as **Career Zone** starting as early in their education as practical.

Department staff has reviewed the recommendations and concluded that modest revisions of regulation are required which must be accompanied by guidance and incentive opportunities for school district implementation through grant or procurement contract requests for proposals.

### **Recommendation**

It is recommended that Department staff draft proposed Commissioner's Regulations to implement a CTE pathway policy that takes into consideration as many of the recommendations as possible and provide additional guidance as needed for implementation by school districts and BOCES with incentive opportunities as funding sources become available.

### **Timetable for Implementation**

The P-12 Education Committee discussion on proposed regulatory language to support a CTE instructional pathway will take place at their February 2013 meeting followed by a period of public comment with potential Board approval of any regulatory changes in April 2013.