



TO: P-12 Education Committee
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SUBJECT: Career and Technical Education Update
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SUMMARY

Issue for Discussion

The Board of Regents in previous discussions and actions have provided students with greater opportunity to graduate college and career ready. Career and Technical Education (CTE) programs offer students a number of benefits and graduation options as they pursue post-high school education and career interests. The structure in high schools for this is high quality state-approved CTE programs. This update outlines what currently exists and opportunities for future expansion and access.

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the January 2017 meeting of the Board of Regents.

Background Information

To ensure that appropriate levels of rigor in process, academic content, and assessment are maintained in CTE programs, the Department oversees and/or is engaged in the following activities:

PROCESS

Program approval is the way the State Education Department ensures that local CTE programs meet the rigorous policy and program requirements set forth by the Board of Regents. Prior to submitting an application to the Department, both a district self-study and an external review committee will have reviewed the program. The applicant's chief administrative officer and board of education president sign the application certifying that the CTE program for which they are seeking approval provides:

- curriculum aligned with State and national learning standards and State and national skill standards (NYS Learning Standards, National Career Cluster Initiative);
- rigorous curriculum content which is non-duplicative and provides the student with a coherent sequential program of study;
- secondary CTE curriculum aligned with postsecondary education career pathways leading to degrees or credentials, as well as sixteen national career clusters;
- faculty which is State certified with the appropriate academic and/or technical certification;
- a technical assessment which meets current industry standards (ex. National Automotive Technicians Education Foundation (NATEF), or National Occupational Competency Institute (NOCTI));
- postsecondary articulation agreements constructed to provide students with direct benefit, such as college credit or advanced standing;
- work-based learning opportunities for all students; and
- a data reporting infrastructure developed to report student performance in order to evaluate success on Regents examinations, approved alternatives, technical assessments, and placement in higher education, employment or the military.

Recent Activity

While the process has worked well for many school districts' and BOCES' CTE programs, it was realized that to maintain a level of quality, refinement of the process was needed. The BOCES District Superintendents and representatives from the Big 5 made recommendations to the approval process that were reviewed and are currently being put in place to ensure that students are receiving the highest level of quality in their CTE programs.

CONTENT

In 2001, the Regents approved a CTE policy that permitted students to earn up to one unit each of required credit in English, science, and mathematics, and the combined unit of economics and government through integrated CTE courses in approved CTE programs. This option allowed students to pursue career and technical education through coursework that also offered credit for commencement-level academic skills and content. To ensure that instruction in these areas is aligned with the NYS Learning Standards, a

number of activities and strategies have been implemented to prepare Career and Technical Education (CTE) teachers and programs. These include:

- Establishing a CTE Technical Assistance Center (CTE TAC) that has in its workplan the capacity to assist schools in expanding their CTE programs, provide field-based technical assistance, facilitate professional development activities, and refine CTE data collection practices;
- Providing workshops and targeted school-based technical assistance on CTE-aligned Learning Standard implementation;
- Developing a web-based tool to assist programs in alignment with sample lessons known as Next Generation Assessments (NGA) to assist teachers in transitioning to the focus on standard performance tasks.

Recent Activity

With the assistance of the CTE TAC, NYSED staff has facilitated teacher workgroups to update curriculum frameworks for essential aspects of approved programs (Career and Financial Management content, Middle-level modules for possible adoption).

ASSESSMENT

The technical skill assessment component of the program approval process is a critical indicator of student success. Program approval applicants select an appropriate nationally-recognized technical assessment based on industry standards to measure students' technical proficiency. The assessment, which must be available to students enrolled in the approved program, consists of three parts: written, student demonstration of skills, and student project. Successful completion of the technical assessment is required for a student to earn a technical endorsement on the high school diploma, but is not required for high school graduation. A number of program assessments lead to industry-recognized certifications.

Recent Activity

With the implementation of Multiple Pathways in 2016, students in approved CTE programs now have the option of utilizing Approved Technical Assessments as a substitute for one of the five Regents exams required for graduation.

Next Steps

The CTE office continues to follow program and labor trends at the national level, as well as observing models such as P-TECH, which began in NYS, that could provide greater access to high quality CTE program opportunities for all students. Collaboration with other SED offices and CTE stakeholders on teacher certification, assessment and data is critical work that must continue.

Related Regent's Items

CTE Approved Programs and Student Achievement Measures (Feb. 2012)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/February2012/212p12d2.pdf>

Increased Academic Credits in CTE (May 2014)

<http://www.regents.nysed.gov/common/regents/files/514p12a3.pdf>

Multiple Pathways (Jan. 2015)

<http://www.regents.nysed.gov/common/regents/files/meetings/Jan%202015/115p12a2.pdf>

CTE Teacher Certification Options (June 2016)

<http://www.regents.nysed.gov/common/regents/files/616hed1revised.pdf>