

Nassau BOCES Perkins IV Consortium Meeting April 29, 2013: Implementation 2010-11

2013-14 (Year 6 of the Five Year Plan
that goes to 2013, year extension)

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Legislation Stresses

- ❑ Programs of study
- ❑ Educational pathways in high-skill, high-wage, high-demand fields
- ❑ Detailed accountability and mandates
- ❑ Attention to special populations
- ❑ Must continue successful Major Efforts and improve performance and data measures

Mandates of Perkins IV

- ❑ Programs of Study (NYS Approved Program model)
- ❑ Special populations: special ed, non-traditional, ESL, teen parents, disadvantaged
- ❑ Accountability: measures reported; unmet measures = sanctions, SIRS reporting
- ❑ Career Preparation and Pathways
- ❑ Professional Development

Message from Eric Suhr: SED CTE Team Leader

- ❑ Integrate vigorous academics with CTE instruction;
- ❑ Link secondary and postsecondary to prepare students for high-skill, high-wage, high-demand occupations and/or emerging
- ❑ Enable CTE students to meet or exceed Perkins performance standards

Accountability: Secondary Performance Indicators

- ❑ **Academic attainment: ELA, Math + integration in CTE courses**
- ❑ **Technical Skills Assessment measures**
- ❑ **HS Diploma as per NYS requirements**
- ❑ **CTE grade achievement: 75% or better**
- ❑ **Graduation rates**
- ❑ Placement work/college/military: where they are after HS – 6 months out
- ❑ Nontraditional: participation, completion
- ❑ State performance indicators negotiated with Federal government for evaluation
- ❑ Perkins and CTEDS 1 and 2 are now combined to one data set in SIRS

Consortia Activities

“Funds allocated to a consortium...shall be used only for purposes and programs that are mutually beneficial to all members of the consortium...such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.”

Year 6

- ❑ Strengthen and improve academic and technical skills
- ❑ Special populations: new CDOS diploma
- ❑ Expand use of technology in CTE: develop of online learning opportunities
- ❑ Expand career development/exploration/career plans
- ❑ Professional development
- ❑ Use data to improve CTE data reporting
- ❑ Improve, modernize and expand CTE programs: PoS
- ❑ Link secondary to postsecondary and career path counseling
- ❑ Ensure equitable access and expand access to CTE; Career Pathways models
- ❑ Address labor market needs: connect to local career paths and workforce development

Programs of Study PoS (NYS Approved Program model)

- ❑ NYS Approvals: Technical assessment and/or credential, postsecondary articulation, work-based learning, certified teachers
- ❑ Challenging academic and CTE content
- ❑ Prepare for employment in high-skill, high-wage, high-demand jobs
- ❑ NYS CTE TAC for assistance

Program of Study Process

- ❑ Self-study: curriculum and teacher quality
- ❑ [External Review](#): external and internal partners
- ❑ Data and reports
- ❑ Statement of Assurances: program data
- ❑ Industry assessment
- ❑ Work-based Learning + employability profiles
- ❑ College articulations
- ❑ Program Approval Follow-up Information Form
- ❑ Re-approval every 5 years

Special populations

- ❑ English Language Learners
- ❑ Special Education students
- ❑ Teen parent: Collaboration with TAP
- ❑ Disadvantaged: Alt. HS and GED support
- ❑ Non-traditional: Vanguard and recruitment/mentors

Review of Perkins Website

- ❑ Overview of this year
- ❑ Other features
- ❑ www.barrytech.org to go to
www.nassaubocesperkins.org

Major Efforts for 2008 – 13 (-2014)

District/Regional Activities

(Remember to Complete the Worksheet!)



Nassau BOCES Perkins Administration

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Deadline for input, signatures, completion:
May 24, 2013.



Discussion

