

# Paving a Career Readiness Pathway

A long, straight dirt road stretches into the distance under a dramatic, cloudy sky. The road is flanked by golden fields, and the sky is filled with large, white and grey clouds. The overall scene is a vast, open landscape with a sense of journey and direction.

# Topics

- **Pathways Initiatives**
- **Perkins Reauthorization: Data Reporting Capacity Survey**
- **FY14 Perkins Funding and Moving Forward**

# Where Have We Been

- Multiple Pathways Discussions (beginning in 2012, revisited in 2013)

Resulted in Numerous Discussion Topics:

- Additional Opportunities for Integrated Courses, Exam Substitution
- Regents Policy 2001- CTE Program Approval Process
- Content Advisory Panel Recommendations
- Technical Assessment Comparability Study
- Blue Ribbon Commission
- Exit Credential for SWD to Replace IEP

# Where Have We Been

- Regents Retreat Main Topic- CTE Pathway
- Recommendations to expand integrated course options for students
- CDOS Credential goes into effect July 1, 2013
- CTE Symposium Planned for Fall (tabled)
- Representatives of CTE professional organizations meet with Commissioner to discuss recommendations and support



# Where Are We Now

- Multiple Pathways
  - Additional opportunities for Integrated Courses being considered
  - 13 Technical Assessments Reviewed as Comparable to Regents Exams with additional assessment reviews being considered
  - Approval Process viewed as a measure of quality and rigor
- 2014 State Aid Proposal
  - Enhanced BOCES Aid for CTE programs;
  - Enhanced Special Services Aid for District-Operated CTE Programs
- ESEA Waiver Proposal for 2015-16 Accountability Recommendation
- Additional CTE teacher certification flexibility

# Where Are We Now

## Career Readiness-related Initiatives

- TCTW- HSTW state membership
- NYS P-Tech Grant Program (Offshoot of Smart Scholars Early College Program 9-14 grade model)
- Pathways Network (Pathways to Prosperity)
- NY-PIN (Pathways Innovation Network)

# Where Are We Now

## Career Readiness-related Initiatives Common Elements

- Strong Partnerships between Secondary, Post-secondary and Business/ Industry
- Early focus on academics, technical studies and WBL
- Incentives for gaining college credits, industry credentials, career prospects

# Where Are We Going

## Transitioning from **Old Model**

Traditional Academic and CTE:

- Knowledge in single disciplines
- Application within single disciplines



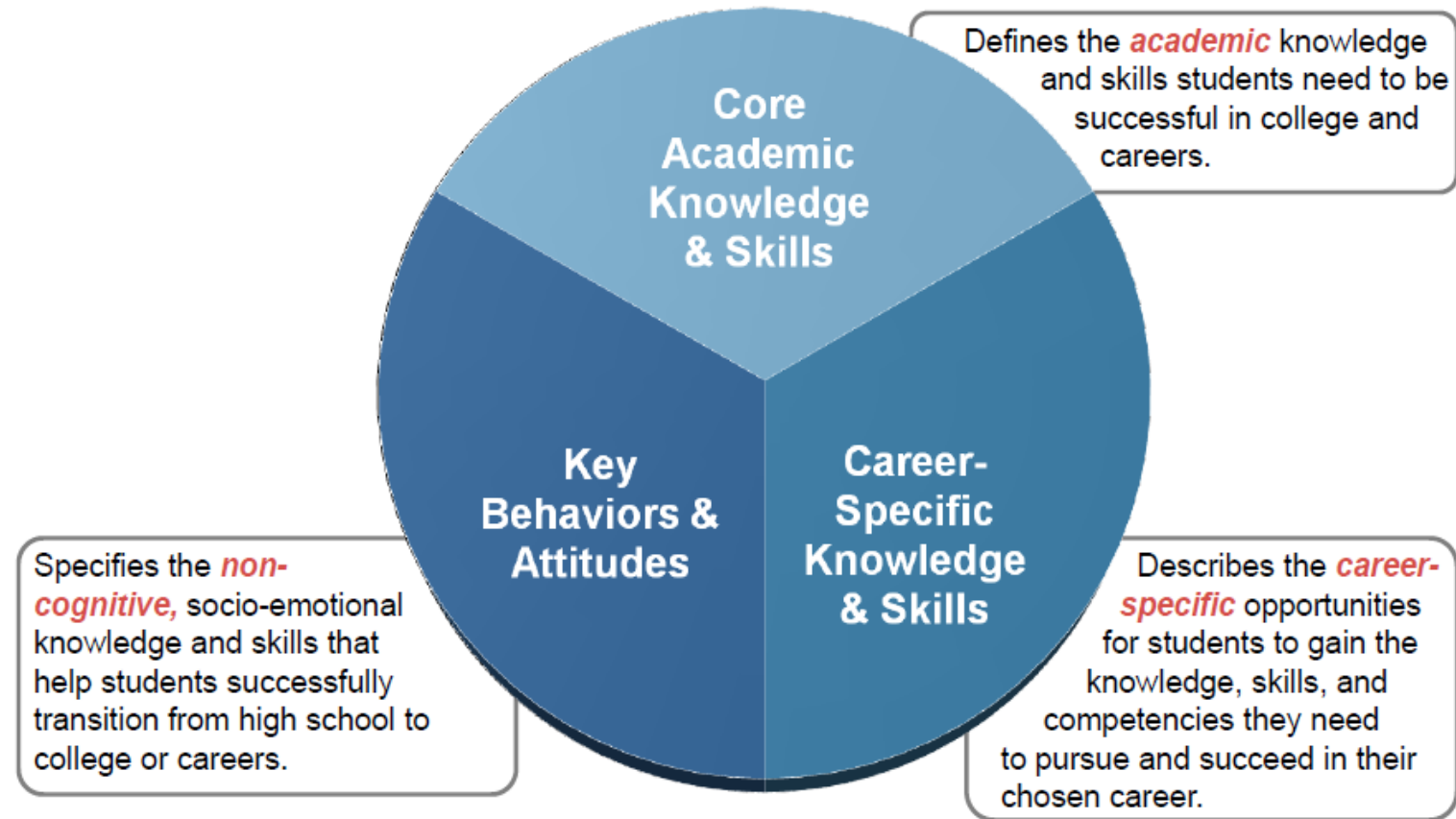
# Where Are We Going

## **New Model**

College and Career Readiness Using the Common Core as the frame

- Application across disciplines
- Application to real-world predictable situations
- Application to real-world unpredictable situations

# Domains of College and Career Readiness



# Pathways

- Are your local reform efforts aligned with the goals of the Regent's reforms?
- Is it time for developing a career-readiness pathway for your students?

# Pathways

- What more can be done to provide decision makers with supportive information that shows progress (pertaining to local efforts)?
- What changes or activities need to take place to support your local efforts?

# Pathway?



# Pathway?





Or a Well Planned Path?



# Perkins Reauthorization: Data Reporting Capacity Survey

# Survey Sections

I. 1-8 Overarching Issues

II. Suggested Performance Data

III. Other Indicators to Report but not for Accountability

IV. Collecting Progress Indicators not Negotiated

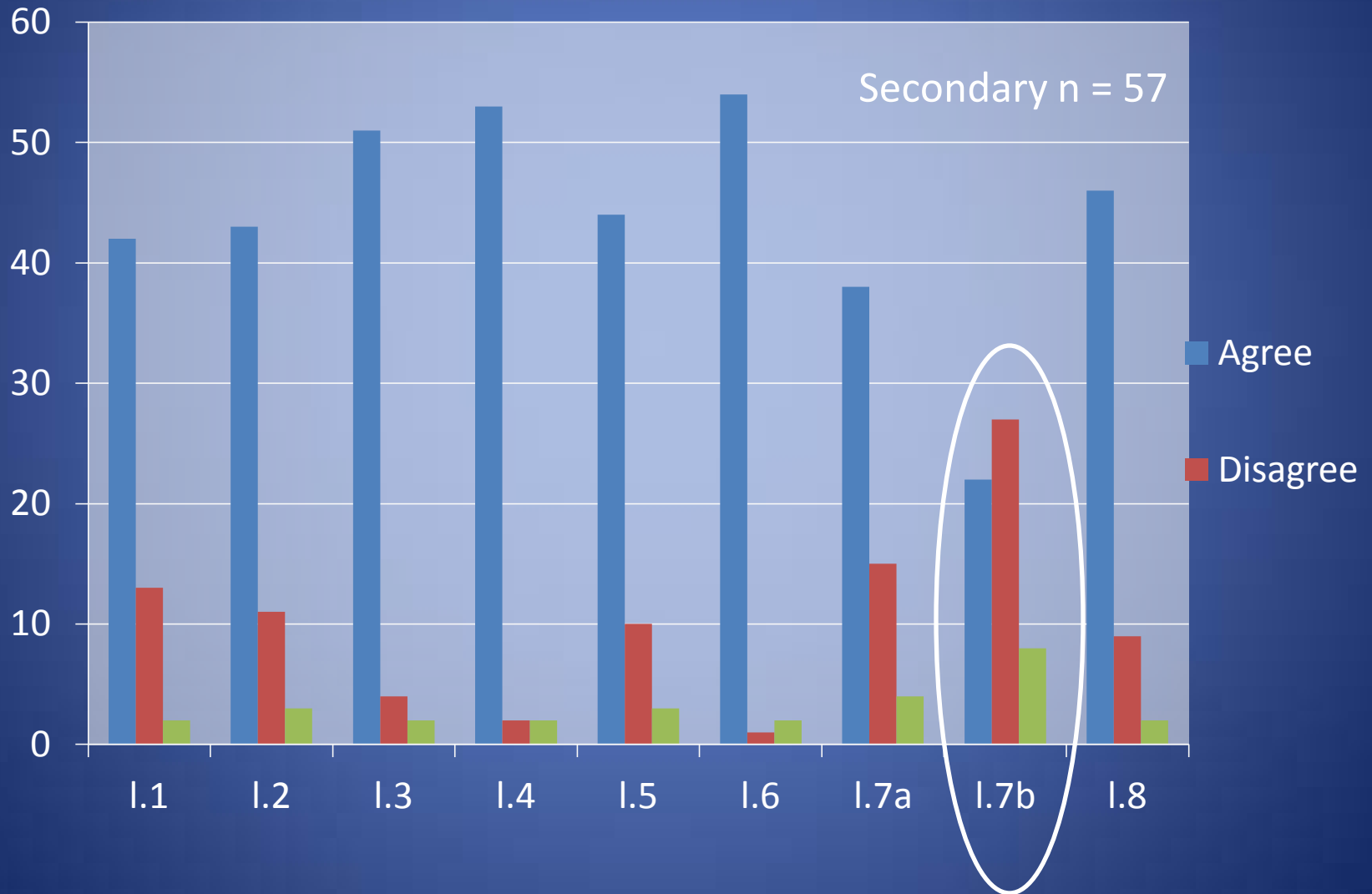
# Overarching Issues 1-8

1. Eligibility, USED Guidance, Common Criteria to Define CTE
2. Shift to Competitive Funding Creating Perception of Fewer Students being Served
3. Reporting Guidance on Funded Programs or All CTE Programs
4. Who is Responsible for Accountability Reporting
5. Minimum Threshold for Reporting Participation
6. Longitudinal Measures to Better Reflect Educational Gain
- 7.\*
8. USED Should Establish Standards for Data Collection

# Overarching Issue 7

7. There is interest in retaining technical skill attainment as an indicator for secondary education programs.
  - a. grantees should negotiate a level of performance and be held accountable for making annual improvements on this indicator, **or**
  - b. grantees should only report their progress in making performance improvements.

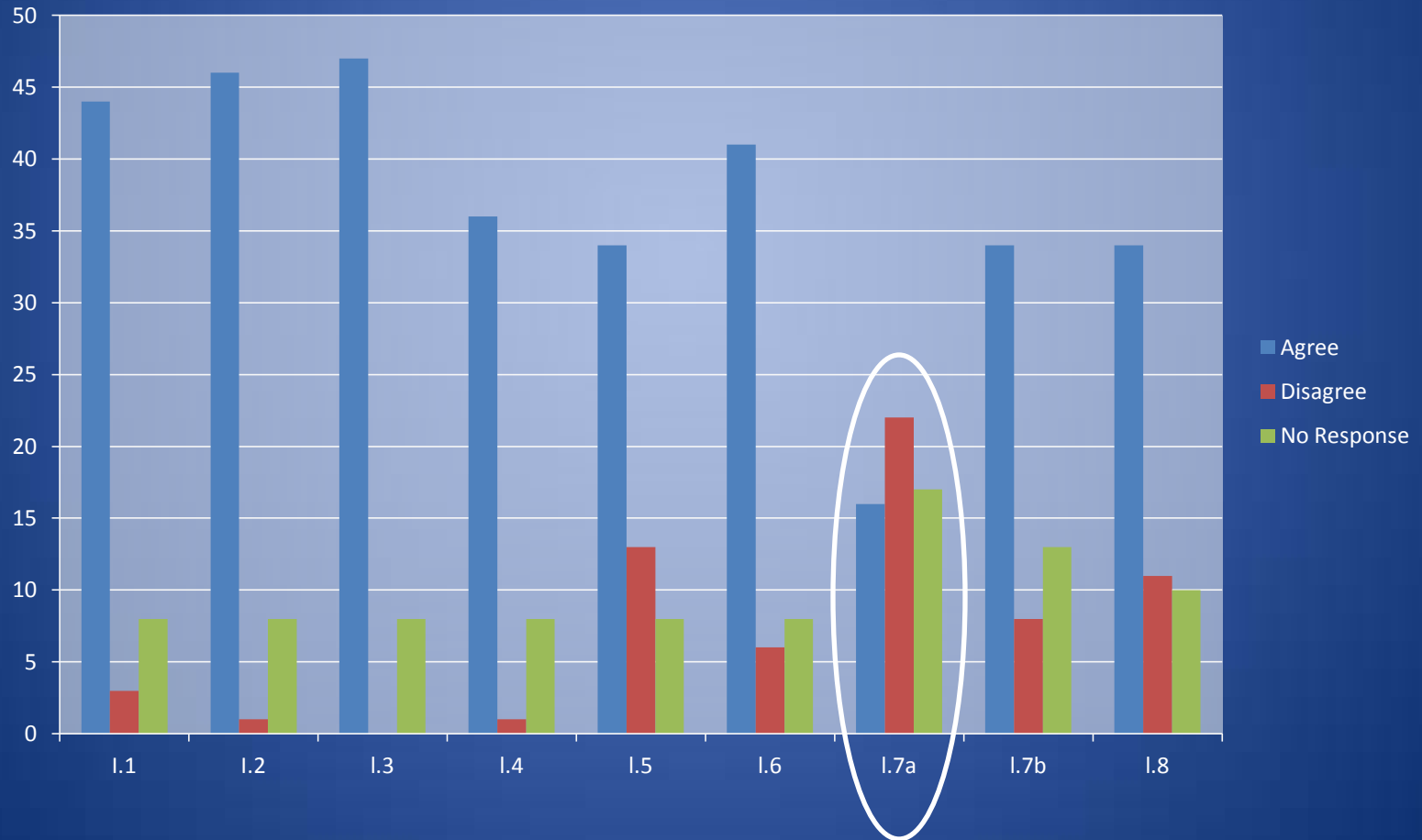
# I. Overarching Issues 1-8





# Overarching Issues 1-8

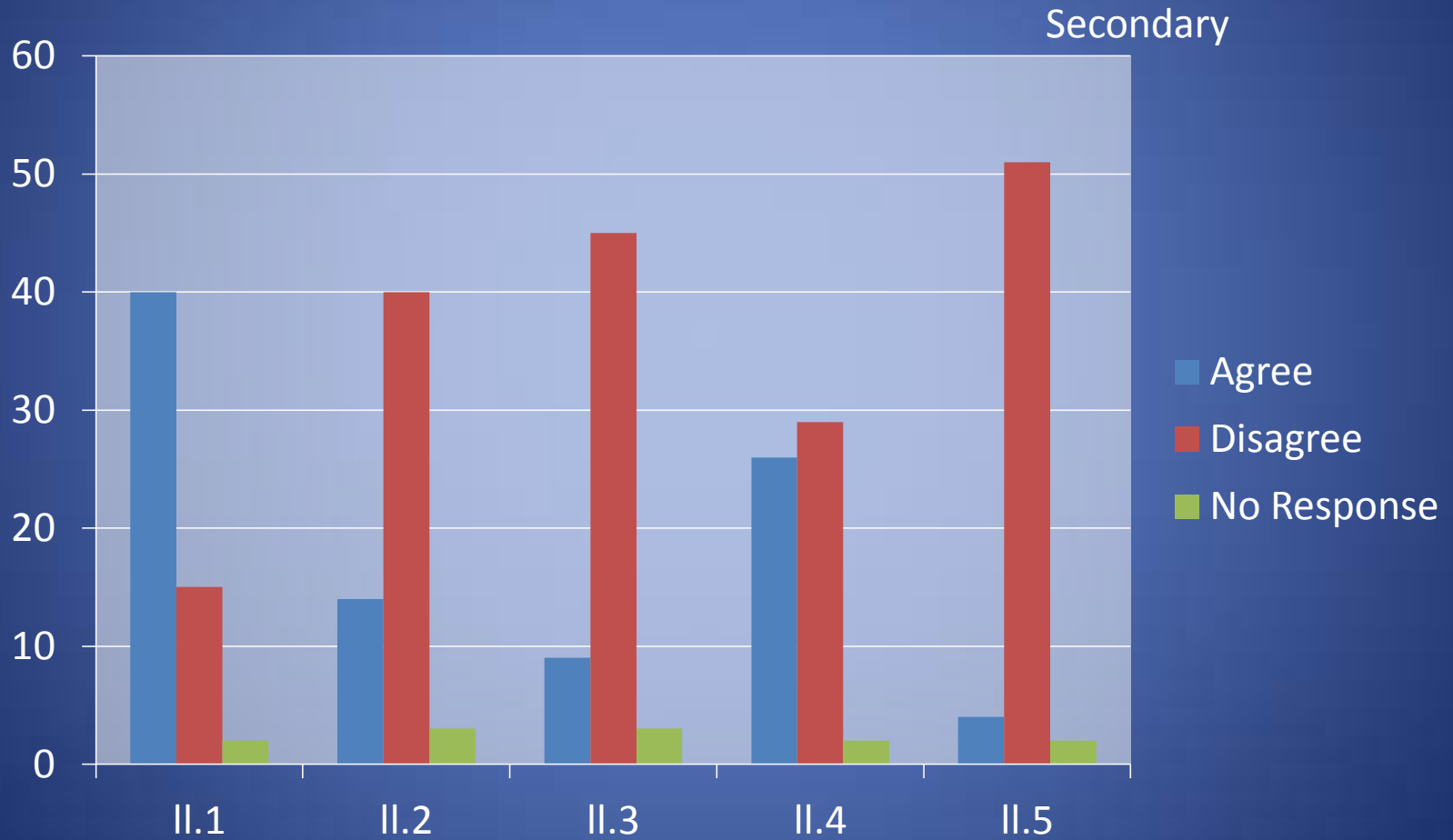
Postsecondary n = 55



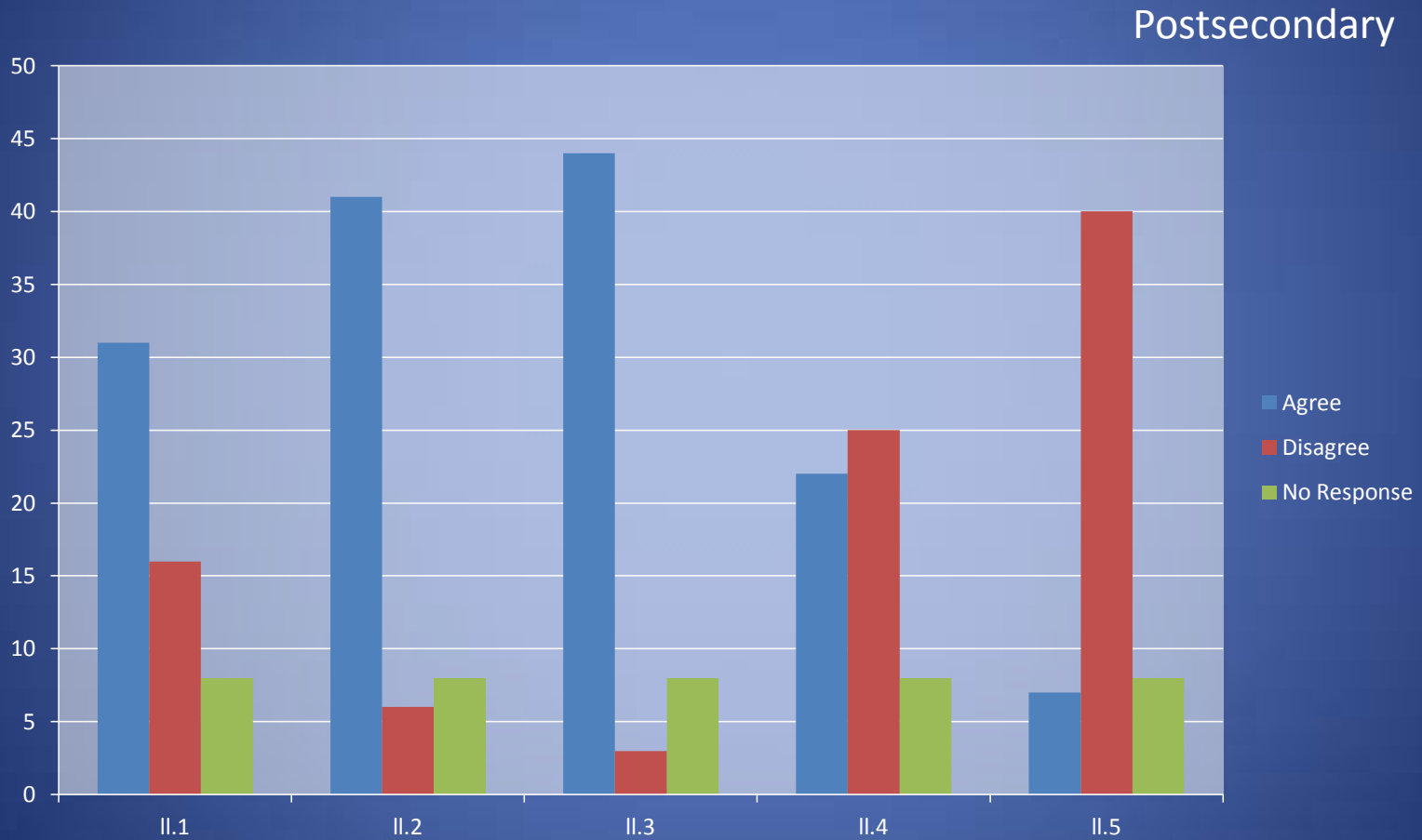
II. Suggested Performance data to be collected and reported for accountability purposes (including the negotiation of performance targets).

1. **Rate of secondary enrollment in postsecondary education**
2. **Rate of attainment of postsecondary certificates, degrees, and industry-recognized certifications or licensure**
3. **Rate of persistence in postsecondary education**
4. **Rate of employment**
5. **Earnings**

# II. Suggested Performance Data



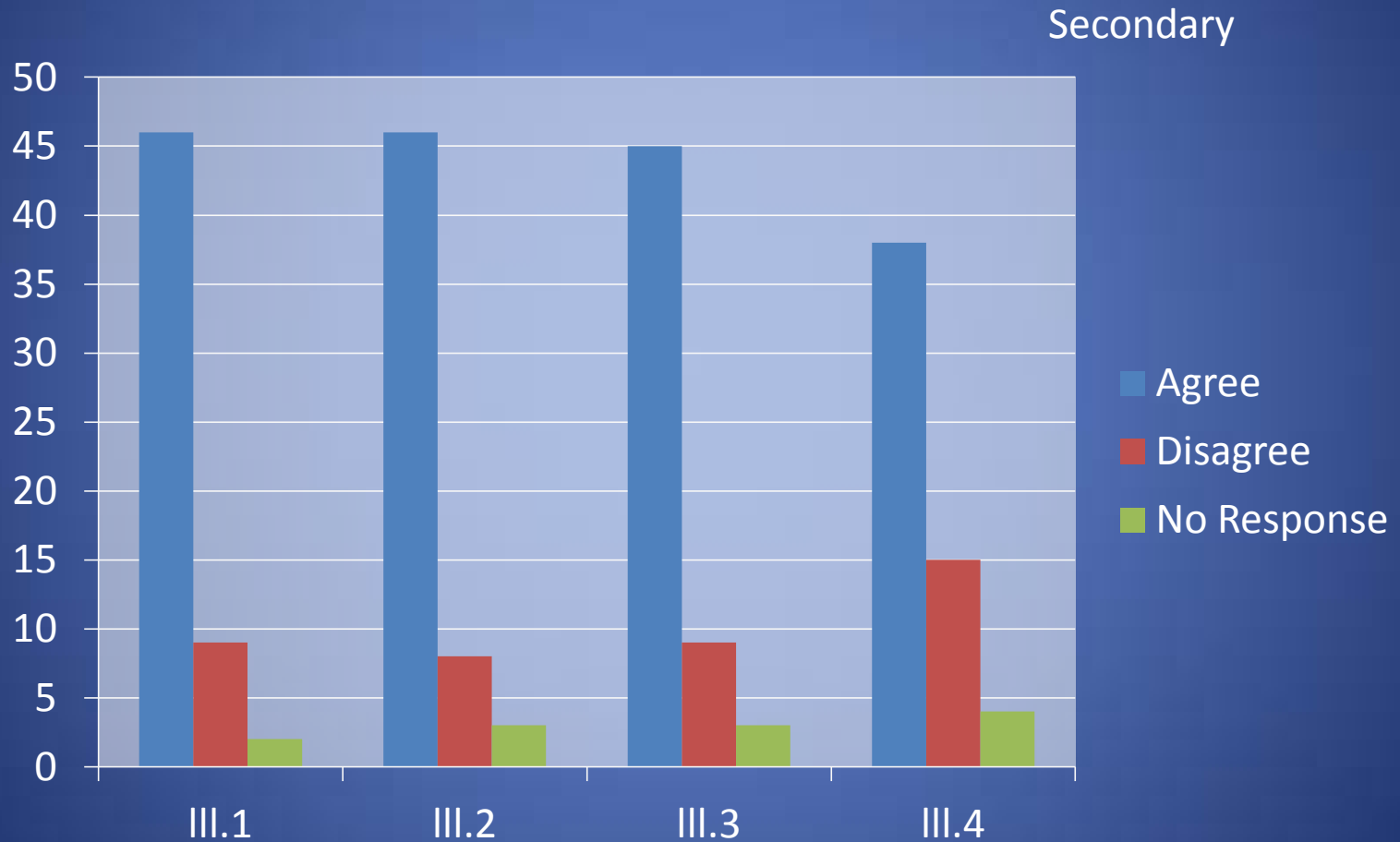
# II. Suggested Performance Data



**III. Should the following indicators be collected and reported to the State, but not for accountability purposes?**

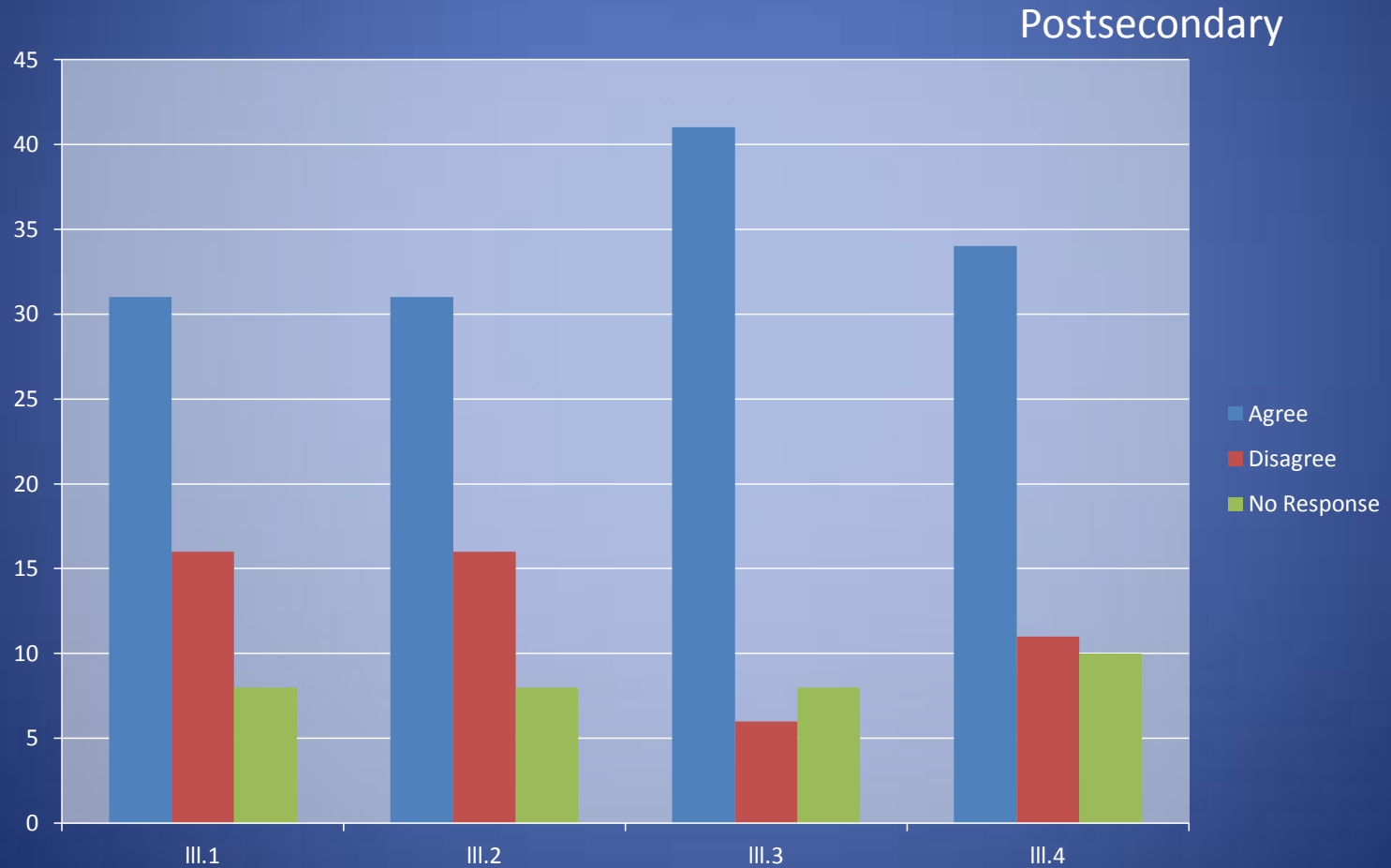
1. Academic attainment
2. Employability skills
3. Time to degree/credential
4. Momentum points

# State Reported Indicators III. 1-4





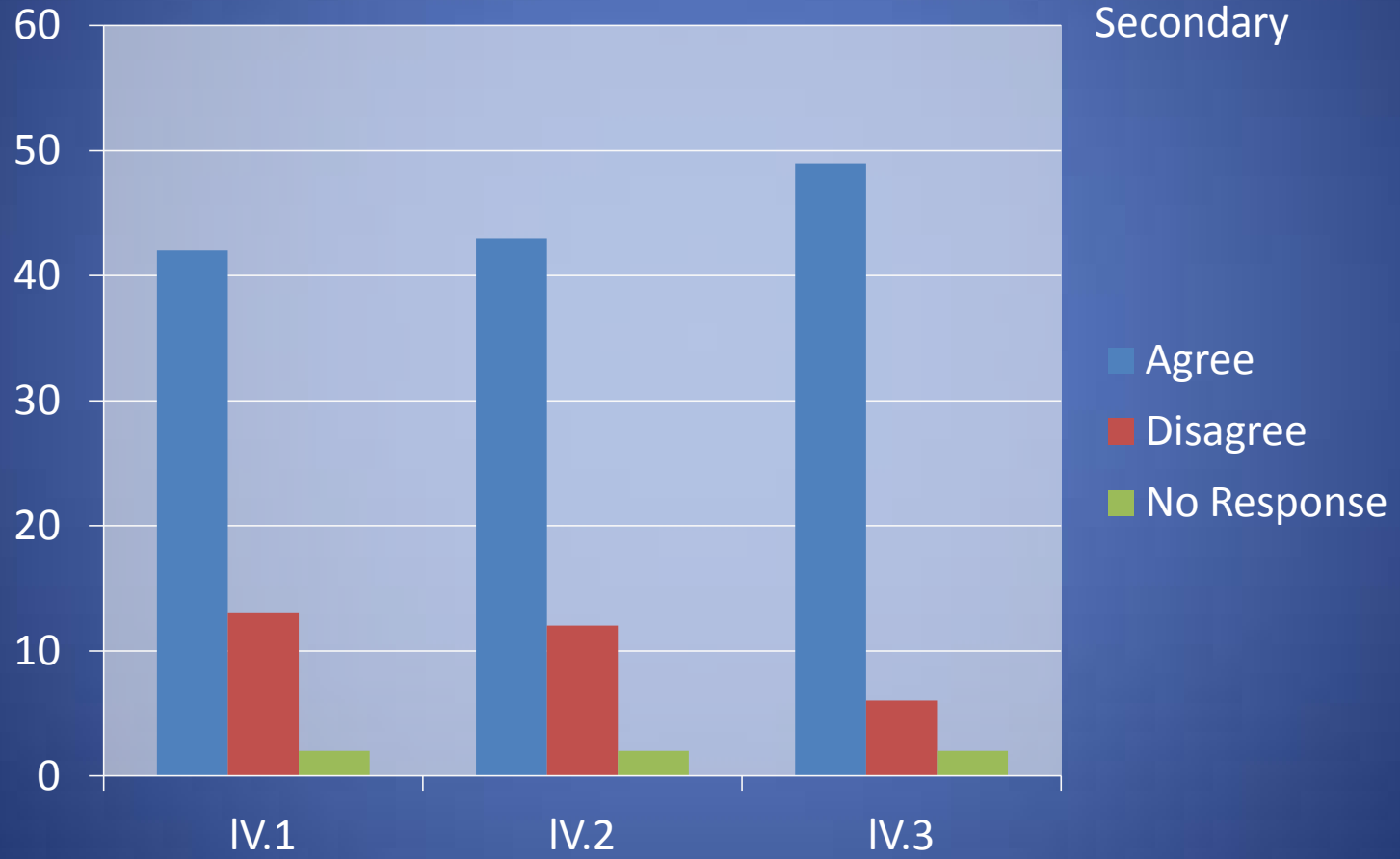
# State Reported Indicators III. 1-4



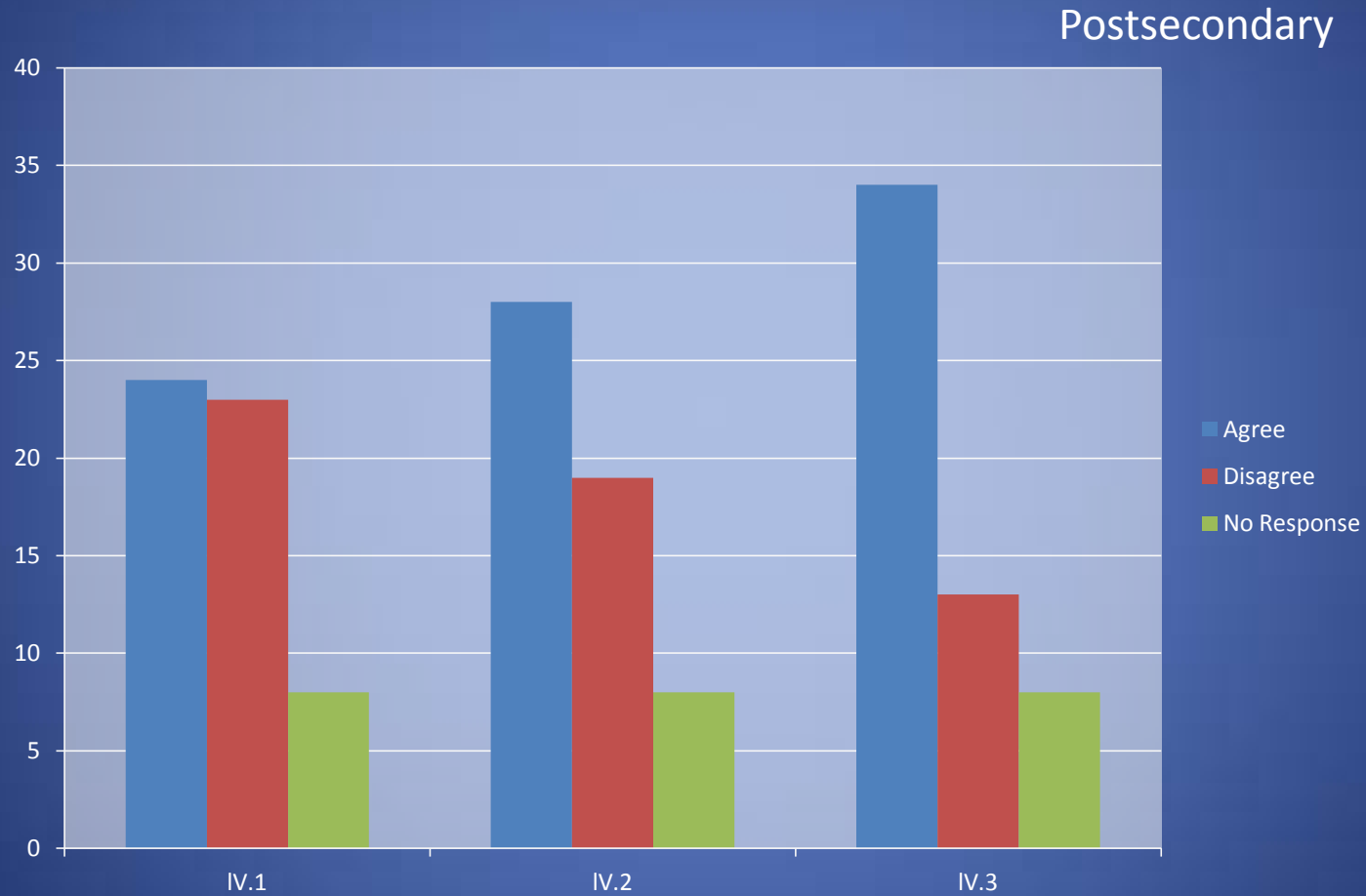
## **IV. Should the following progress indicators be reported but not negotiated?**

1. Number of dual credits earned
2. Number of stackable credentials earned
3. Work-based learning opportunities completed

# Progress Indicators IV. 1-3



# Progress Indicators IV. 1-3



# Perkins Funding

- Second Extension Year under Perkins IV Legislation
- Bi-partisan Support for Perkins Reauthorization
- One year Major Efforts or Continuation of Multi-year Effort
- **New This Year**- Electronic Application Submission (MSWord Format) plus one original signature copy

# Perkins Funds Over Time

Federal Fiscal Year (10/1-9/30)	FY 10	FY 11	FY 12	FY 13	FY 14
Funding Year Cycle (7/1-6/30)	2010-11	2011-12	2012-13	2013-14	2014-15
Federal State Award	\$61.7	\$54.4	\$52.7	\$51.3	\$51.3
Basic Grants	\$52.4	\$46.3	\$46.0	\$44.9	\$44.9
Secondary	\$27.4	\$31.4	\$23.9	\$23.4	\$24.4*
Post secondary	\$25.2	\$29.0	\$22.1	\$21.5	\$22.5*

Thank you!