

## Proposed Modifications to NYS Perkins Plan 2020-2024

**Green text** = minor changes (language and grammar edits)

**Blue text** = moderate changes (updates to sections of the 2020-2024 State Plan and additional language)

**Red text** = important changes/additions (change to administration/implementation of Perkins funds for middle-level CTE and new programs)

| Plan Section<br>(Page)                          | 2020 Plan Language  | 2025 Proposed Language  |
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| <b>A1 Plan Development and Consultation (6)</b> | Additional language | <p>The New York State Education Department’s (NYSED) Office of Career and Technical Education (CTE) and Office of Postsecondary Access, Support, and Success (OPASS) in consultation with our CTE Advisory Panel (CTE CAP) met on November 9, 2023, and determined a new State Plan was neither necessary nor feasible.</p> <ol style="list-style-type: none"> <li>1. It was not required by USDOE as no new authorization of the legislation had occurred.</li> <li>2. With the NYSED’s Blue Ribbon Commission on Graduation Measures work still in the recommendation phase, we determined it would be more prudent to wait for final determinations from that group to ensure alignment to that work.</li> <li>3. The condensed timeline of four months for convening multiple stakeholder groups as required by the legislation did not allow time for thoughtful discussions, planning, and execution of a new plan that would impact CTE learners, educators, and administrators across the state.</li> <li>4. Enacting small and manageable revisions planned over the 2023-2024/2024-2025 year for 2025-2026 implementation would better suit an already overburdened and understaffed CTE field.</li> </ol> <p>Members from NYSED and the CTE CAP decided that stakeholders from the CTE CAP, the Statewide Network for CTE, the Association of Career</p> |

and Technical Education Administrators, and the New York State Association for CTE and its member professional organizations would review the State Plan and identify their top three areas that may require minor to significant revision. Stakeholders were provided access to the full text of the 2020-2024 State Plan and a summary document was sent in February 2024 for ease of access.

The next meeting of the CTE CAP on March 21, 2024, served to identify the top areas for revision as determined by polling. Many items of concern were not part of the plan itself and were assigned to parking lot discussions scheduled after the May 2025 submission of revisions to USDOE.

The two areas that were within our purview to discuss were providing flexibility in the use of Perkins funds to support newly developed or developing NYSED-approved/approvable programs and middle level CTE. A summary of this meeting's determinations was sent to the CTE CAP in anticipation of our August 5, 2024, meeting to finalize these revisions.

The revisions to this plan include minor edits for grammar, language, and updated program years. Moderate edits include updates to initiatives identified in 2020 that have either been implemented or removed, such as the use of Reserve Funds for the NYS P-TECH program. Significant revisions include the two modifications allowing flexibility in the use of Perkins funding to support newly developed or developing NYSED-approved/approvable programs and middle level CTE. While parameters around these funds will be established to ensure program quality, adherence to all applicable reporting metrics and deadlines, and non-supplanting of state and local funding at the middle level, the CTE CAP supported all proposed flexibilities and spoke to the power they gave BOCES and local education agencies to provide more high-quality CTE experiences for students.

| <b>A3 Opportunities for Public Comment (8)</b>                            | <p>Once the State Plan draft was submitted to the New York State Board of Regents for review, three regional public hearings were conducted in New York City , the Capital District, and Central New Yorl to provide opportunities for public input.</p>   | <p>Once the State Plan draft was submitted to the New York State Board of Regents for review, <a href="#">two public hearings were conducted</a>. <a href="#">One in-person hearing was held in New York City on November 12, 2024, and one live, virtual statewide hearing was conducted on December 3, 2024, which was recorded and available for the duration of the public comment period.</a></p>  |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
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| <b>B1a Summary of workforce development activities in New York (20)</b>   | <p>NYSDOL designates 13 statewide industries as “significant.” They fall into six major industry groups:</p> <ul style="list-style-type: none"> <li>• construction</li> <li>• manufacturing</li> <li>• financial activities;</li> <li>• professional and business services (which primarily sell to other businesses)</li> <li>• educational services</li> <li>• health care</li> </ul>  | <p>NYSDOL designates 13 statewide industries as “significant.” They fall into <a href="#">eight</a> major industry groups:</p> <ul style="list-style-type: none"> <li>• construction</li> <li>• manufacturing</li> <li>• <a href="#">transportation and warehousing</a></li> <li>• financial activities</li> <li>• professional and business services (which primarily sell to other businesses)</li> <li>• educational services;</li> <li>• health</li> <li>• <a href="#">leisure and hospitality</a></li> </ul> |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
| <b>B1a Summary of workforce development activities in New York (22)</b>   | <p>New York State funds many workforce development initiatives to provide career training tailored to regional needs. These programs serve adults, out-of-school youth, and other groups of CTE students. Recent projects led by NYSDOL in partnership with other entities include:</p> <table border="1" data-bbox="526 1084 1497 1352"> <thead> <tr> <th>Program</th> <th>Region</th> <th>Partner</th> </tr> </thead> <tbody> <tr> <td><a href="#">CTE Health Careers program</a></td> <td>Capital Region</td> <td>Capital Region BOCES</td> </tr> <tr> <td><a href="#">Craft Brewing Science and Service Centers Skills Training</a></td> <td>Western New York</td> <td>Erie Community College</td> </tr> </tbody> </table> | Program   | Region | Partner | <a href="#">CTE Health Careers program</a> | Capital Region | Capital Region BOCES | <a href="#">Craft Brewing Science and Service Centers Skills Training</a> | Western New York | Erie Community College | <p>New York State funds many workforce development initiatives to provide career training tailored to regional needs. These programs serve adults, out-of-school youth, and other groups of CTE students. Recent projects led by NYSDOL in partnership with other entities include:</p> <table data-bbox="1534 1105 2456 1404"> <thead> <tr> <th>Program</th> <th>Partner</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td><a href="#">Mentorship in Medicine and Other Health Professions</a></td> <td>Department of Health</td> <td><a href="#">To promote diversity in the health professions by identifying and engaging racial, ethnic and underrepresented students pursuing careers in medicine and other health professions,</a></td> </tr> </tbody> </table> | Program | Partner | Purpose | <a href="#">Mentorship in Medicine and Other Health Professions</a> | Department of Health | <a href="#">To promote diversity in the health professions by identifying and engaging racial, ethnic and underrepresented students pursuing careers in medicine and other health professions,</a> |
| Program   | Region   | Partner   |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
| <a href="#">CTE Health Careers program</a>                                | Capital Region   | Capital Region BOCES  |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
| <a href="#">Craft Brewing Science and Service Centers Skills Training</a> | Western New York   | Erie Community College  |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
| Program   | Partner  | Purpose   |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |
| <a href="#">Mentorship in Medicine and Other Health Professions</a>       | Department of Health   | <a href="#">To promote diversity in the health professions by identifying and engaging racial, ethnic and underrepresented students pursuing careers in medicine and other health professions,</a>  |        |         |  |                |                      |   |                  |                        |  |         |         |         |   |                      |  |

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| <a href="#">Direct Support Professional Training</a>          | Finger Lakes  | Rochester School of the Holy Childhood, Inc. |
| <a href="#">Green Construction Skills Training</a>            | Long Island   | United Way of Long Island                    |
| <a href="#">Manufacturing Basics Certification Program</a>    | Southern Tier | Broome Community College                     |
| <a href="#">Young Adult Food Sector Employment Initiative</a> | NYC           | Queens Community House, Inc.                 |
| <a href="#">Nurse Assistant Training</a>                      | Mid-Hudson    | Ulster BOCES                                 |

Industry Aquaponics and Agriculture Program  
CC Next Generation Job Linkage

NYS Office of Children and Family Services

State University of NY (SUNY)

early in their educational careers; and ensuring successful attainment of professional careers in the health workforce.

To introduce youth to farming

Provides funding to community colleges enabling students to train for careers that are in demand by employers in their region, find or advance in good-paying jobs, and help students graduate on time with an industry-recognized degree or certificate pursuant to a plan submitted by SUNY.

New York Youth Jobs Program

NYS Department of Labor

The New York Youth Jobs Program (Program), established in 2011, is intended to create jobs and spur economic growth in the State by establishing incentives for employers to hire new employees and retain existing ones. Under the Program, eligible

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|  |  | <p>WIOA Title 1 Youth Program</p> <p>NYS Department of Labor</p> | <p>employers may receive tax credits when they hire unemployed or underemployed youth aged 16 to 24 who live in New York State and to whom one or more additional criteria apply, such as being currently or formerly in foster care or being homeless.</p> <p>Helps young adults build the skills necessary to explore and develop careers, pursue education and occupational skills training, and gain work experiences and employment. The programs support educational attainment through:</p> <p>(1) Educational opportunities that lead to a high school diploma or equivalency, (2) Basic and English-language learner skills development, (3) Post-secondary transition, technical training, or apprenticeship guidance.</p> <p>Prepare youth for employment success by:</p> <p>(1) Providing work readiness</p> |
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and life skills training  
(2) Connecting youth with paid and unpaid work experiences, including jobs, internships, job shadowing, pre-apprenticeship and on-the-job training  
(3) Supporting occupational skills trainings leading to industry-recognized credentials  
(4) Facilitating career exploration and development  
Build leaders by:  
(1) Cultivating entrepreneurial skills  
(2) Connecting participants with mentors  
(3) Offering peer learning opportunities  
(4) Facilitating financial education  
(5) Supporting civic engagement  
WIOA Youth Programs also link youth to support services, such as drug, alcohol and mental health treatment. The programs facilitate connections with community organizations, and address

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|   |   | <p>barriers like inaccessible transportation or childcare.</p> <p>Vocational and Educational Staff      NYS Office of Children and Family Services</p> <p>To provide vocational training to youth in OCFS care to broaden interests and options for future employment.</p> <p>A full listing of NYSDOL’s current projects is available at: <a href="#">NYSDOL Workforce Development Training (WDT) Programs</a></p>   |
| <p><b>B1b State’s Vision for Education and Workforce Development: Strategic Vision and Goals (25)</b></p> | <p>Occupational projections from the NYS Department of Labor indicate there will be over 3.6 million job vacancies in New York between 2014 and 2024 as a result of new jobs (i.e., growth need) and openings from retirements and career changes (i.e., replacement need). Over a third of these available vacancies will require some type of formal education beyond high school, with 335,000 of these jobs available for those who fall into the “middle skill” category. This is approximately 10,000 more openings than those that will, in total, require a bachelor’s, master’s, or doctoral-level degree. <sup>10</sup></p> <p>Since many future occupational fields will require some type of formal education beyond high school, secondary CTE programs necessarily connect forward to the next level of opportunity in education, specialized training, or employment. The CTE continuum extends beyond high school, frequently to one of the 30 community colleges in state. The community college serves as an agile regional partner in providing education and professional development tailored to local needs. In addition, the community colleges support and collaborate with the numerous economic engines within the state for economic development purposes. There are over 170 occupations that are eligible for NYSDOL registration as an apprenticeship program. Emerging industries have relied on secondary and</p> | <p>Occupational projections from the NYS Department of Labor indicate there will be <b>over 1.2</b> million job vacancies in New York between <b>2022 and 2032</b> as a result of new jobs (i.e., growth need) and openings from retirements and career changes (i.e., replacement need). Over a third of these available vacancies will require some type of formal education beyond high school, with 335,000 of these jobs available for those who fall into the “middle skill” category. This is approximately 10,000 more openings than those that will, in total, require a bachelor’s, master’s, or doctoral-level degree. <sup>10</sup></p> <p><b>(All footnotes have been accessed and updated as needed)</b></p> <p>Since many future occupational fields will require some type of formal education beyond high school, secondary CTE programs necessarily connect forward to the next level of opportunity in education, specialized training, or employment. The CTE continuum extends beyond high school, frequently to one of the 30 community colleges in state. The community college serves as an agile regional partner in providing</p> |

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|  | <p>postsecondary level CTE program developers to build programs to provide students with needed skills. These programs can also include articulation to a NYSDOL registered apprenticeship because employers in emerging occupations can apply to register new categories of skilled occupations. (e.g., Outsourcing (Compounding) Pharmacy Technician).</p>  | <p>education and professional development tailored to local needs. In addition, the community colleges support and collaborate with the numerous economic engines within the state for economic development purposes. There are <a href="#">over 235</a> occupations that are eligible for NYSDOL registration as an apprenticeship program.</p>  |
| <p><b>B1d State Leadership Fund Use (28)</b></p> | <p>In order to properly administer Perkins and associated activities, NYSED will continue to use leadership funds to staff P-12 and postsecondary offices administering the grant. In addition to backfilling existing and anticipated vacancies caused by retirements, the offices administering Perkins V anticipate approval for four new staff positions. Staffing these positions will improve NYSED’s capacity to develop Perkins V implementation guidance, as well as provide technical assistance in CTE content and data reporting to the field. The NYSED will continue to use leadership funds to operate a CTE TAC to provide professional coaching and support to the CTE community to create better CTE opportunities for all learners. The focus of the services provided by the CTE TAC will be aligned to the four established priorities.</p> <p>A common theme in much of the stakeholder input received in summer forums related to the high value the field places on standardized content, expectations, and reporting in work/career-based experiences specifically, but also in program content in general.</p> <p>Meetings held with professional CTE organizations generally included some type of request for tools, content framework, templates, etc. that would standardize program delivery and grant implementation to a greater degree statewide. In New York State, local control provides districts freedom to meet state learning standards in ways that are appropriate for their area. But local control is not always beneficial at the instructional level because it promotes unnecessary and duplicative efforts to develop CTE (and other) program content.</p> | <p>In order to properly administer Perkins and associated activities, NYSED will continue to use leadership funds to staff P-12 and postsecondary offices administering the grant. <a href="#">The offices administering Perkins V have been able to backfill four staff positions caused by retirements since the last plan submission. Staffing these positions has improved</a> NYSED’s capacity to develop Perkins V implementation guidance, as well as provide technical assistance in CTE content and data reporting to the field. The NYSED will continue to use leadership funds to operate a CTE TAC to provide professional coaching and support to the CTE community to create better CTE opportunities for all learners. The focus of the services provided by the CTE TAC will be aligned to the four established priorities. A common theme in much of the stakeholder input received in summer forums related to the high value the field places on standardized content, expectations, and reporting in work/career-based experiences specifically, but also in program content in general. <a href="#">Stakeholders have also expressed concern over the need to support program development or newly NYSED-approved programs prior to meeting size, scope and quality requirements.</a></p> <p>Meetings held with professional CTE organizations generally included some type of request for tools, content framework, templates, etc. that would standardize program delivery and grant implementation to a greater degree statewide. In New York State, local control provides districts freedom to meet state learning standards in ways that are appropriate for their area. But local control is not always beneficial at the instructional level because it promotes unnecessary and duplicative efforts to develop CTE (and other) program content.</p> |



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| <p><b>B1d State Leadership Fund Use (29)</b></p> | <p>The meetings with CTE practitioners revealed great interest in creating some level of standardization in certain areas. Areas suggested for initial review include:</p> <ul style="list-style-type: none"> <li>• developing statewide curriculum frameworks to ensure all students receive instruction in agreed-upon core areas, with some instructional time left for local modifications (e.g. <a href="#">Theme and Content Modules</a> for middle level instruction, <a href="#">or Career and Financial Management</a> curricular framework);</li> <li>• using prior BOCES statewide assessment project as a foundation for standardized core curriculum modules;</li> <li>• regional workshops offered by CTE content area with industry personnel and statewide craft committees to lift the burden from local program developers;</li> <li>• standardization in any of the components of CTE instruction to support CTE teachers who are singletons in their district;</li> </ul> | <p>The meetings with CTE practitioners revealed great interest in creating some level of standardization in certain areas. Areas suggested for initial review include:</p> <ul style="list-style-type: none"> <li>• developing statewide curriculum frameworks to ensure all students receive instruction in agreed-upon core areas, with some instructional time left for local modifications (e.g. <a href="#">Theme and Content Modules</a> for middle level instruction, <a href="#">or Career and Financial Management</a> curricular framework);</li> <li>• using prior BOCES statewide assessment project as a foundation for standardized core curriculum modules;</li> <li>• offering regional workshops by CTE content area with industry personnel and statewide craft committees to lift the burden from local program developers;</li> <li>• providing standardization in any of the components of CTE instruction to support CTE teachers who are singletons in their district;</li> <li>• supporting middle level CTE with Perkins funding without supplanting local efforts; and</li> <li>• supporting newly developed and/or development of new programs with Perkins funding.</li> </ul> <p>On August 5, 2024, the New York State CTE Content Advisory Panel (CTE CAP) met to finalize flexibilities in the administration of the grant funds to support to middle-level CTE programs as well as developing or newly developed and approved CTE programs in New</p> |
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York. For middle-level CTE, this revision allows a determined percentage of the Perkins allocation to support middle-level CTE teachers and counselors with professional development opportunities afforded to secondary-level CTE staff. This revision also allows support for career awareness and development experiences for middle-level CTE students beyond their already required 1.75 units of CTE in New York State. The second revision allows flexibilities in funding for developing or newly approved programs. Currently, a NYSED-approved program needs to meet size, scope, and eligibility requirements prior to being supported with Perkins funding. Under this revision, a percentage of the Perkins allocation may be used for activities such as, but not limited to, new teacher professional development, translation of new course materials, and technical assessment fees for newly approved CTE Programs while they work toward meeting the size, scope and quality requirements set forth in this plan. Support may also be provided for newly hired teachers working towards NYSED-approval of their programs. These flexibilities will be allowed within certain parameters and with agreed upon submission dates for the program approval application. The CTE CAP supported all flexibilities and spoke to the power they gave BOCES and local education agencies in providing more high-quality CTE experiences for students

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|   | <p>At the college level, local control allows institutions to tailor their programming, thereby maximizing the benefits to special populations and nontraditional students. Postsecondary Perkins IV state policies requiring institutions to target at least some funding toward students with the greatest need has prepared recipients to direct funds in a manner consistent with the Pekins V CLNA determined fund use.</p> <p>As two of the previous six Core Indicators focused on Nontraditional students and one of the current three Core Indicators focuses on nontraditional students, the postsecondary Perkins office has and will continue to emphasize the importance of serving this essential group of students. Postsecondary recipient institutions must devote a significant portion of their funding to serving nontraditional students. In addition, NYSED contracts with the Nontraditional Employment and Training (NET) Program, located at the University at Albany. This group provides technical assistance to the Office of Postsecondary Access, Support and Success as well as the institutions. Over the last several years the group has provided many hours of research-based guidance to institutions regarding how they can improve their nontraditional student recruitment, retention, completion, and placement efforts.</p> | <p>At the college level, local control allows institutions to tailor their programming, thereby maximizing the benefits to special populations and nontraditional students. Postsecondary Perkins state policies require institutions to <b>target a percentage</b> of funding toward supporting students <b>with disabilities</b> in a manner consistent with the Pekins V CLNA.</p> <p>Since one of the current three Core Indicators focuses on nontraditional students, the postsecondary Perkins office has and will continue to emphasize the importance of serving this essential group of students. Postsecondary recipient institutions must devote a significant portion of their funding to serving nontraditional students. In addition, NYSED contracts with the Nontraditional Employment and Training (NET) Program, located at the University at Albany. This group provides technical assistance to the Office of Postsecondary Access, Support and Success as well as the institutions. Over the last several years the group has provided many hours of research-based guidance to institutions regarding how they can improve their nontraditional student recruitment, retention, completion, and placement efforts.</p> |
| <p><b>B2a Implementing CTE Programs of Study (30)</b></p> | <p>State programs in appearance enhancement (i.e., cosmetology, barbering, esthetics, natural hair styling, and nail specialty) operate at the secondary and adult levels. Program content is set by state regulations and laws (see 19 CRR-NY 162 NY-CRR). NYSED oversees and supports operational approval of these programs. Successful completers of these programs sit for the licensing exams given by New York’s Department of State.</p>   | <p>State programs in appearance enhancement (i.e., cosmetology, esthetics, nail specialty, natural hairstyling, <b>and waxing</b>) <b>and barbering</b> operate at the secondary and adult levels. Program content is set by state regulations and laws (see 19 CRR-NY 162 NY-CRR). NYSED oversees and supports operational approval of these programs. Successful completers of these <b>programs may be eligible to sit for the New York State Department of State’s licensing exams.</b></p>   |
| <p><b>B2bi Program approval process (32)</b></p>          | <p>The approval process addresses needs of workforce development by requiring industry and postsecondary partnerships to guide program development. Programs applying for approval must convene a planning group represented by a</p>  | <p>*First section at the left has been removed. *</p>   |

number of stakeholders that mirror the composition of existing local advisory councils (LACs) required by state law. 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:

persons familiar with the CTE needs and problems of management and labor in the service area;

1. persons familiar with programs of CTE at the secondary, postsecondary and adult levels;
2. persons familiar with the workforce needs and requirements of the community to be served;
3. persons familiar with the special educational needs of individuals with disabilities;
4. persons representative of community interests, including persons familiar with the special needs of the population to be served; and
5. persons enrolled as CTE students at the agency served by the LAC.

The self-study review, required for all approvals and re-approvals, is done by a team comprised of business, industry, labor, academic, and postsecondary advisors who participate in the review of the CTE program of study including content, course sequence, instructional setting, and equipment to ensure that there is alignment with industry standards, expectations, and trends. These partners validate the appropriateness of the program's academic and technical content and employability skills in providing students with the skills and knowledge required for entry into industry and/or post-secondary education.

The self-study review, required for all approvals and re-approvals, is done by a team who participate in the review of the CTE program of study including content, course sequence, instructional setting, and equipment to ensure that there is alignment with industry standards, expectations, and trends. The self-study review committee is most often comprised of:

1. District administrator(s), building administrator(s);
2. Guidance personnel;
3. Career and technical education teachers from the proposed program area;
4. Teachers of academic subject area(s) for which credit is to be offered;
5. Representative/advocate for students with disabilities;
6. Postsecondary representative(s) ;
7. Business/industry/union representative(s) from the proposed program area;
8. Representative from the Local Workforce Investment Board; and
9. Representative/advocate for English Language Learners

These partners validate the appropriateness of the program's academic and technical content and employability skills in providing students with the skills and knowledge required for entry into industry and/or post-secondary education.

The external review committee is formed to review, address, and approve the self-study report, as well as the components of the CTE program. Membership on the external review committee will vary according to the type of program and needs of the school district or BOCES. Members should have knowledge and experience in the content area that they are reviewing. Membership of this committee must include secondary teachers (such as CTE Teachers), other academic core

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|   |                            | <p>subject teachers, a minimum of two business and industry partners, and postsecondary educators.</p>  |
| <p><b>B2bii<br/>Expanding<br/>Access for<br/>Special<br/>Populations<br/>(36)</b></p> | <p>Additional language</p> | <p>Continuing the strength of previous efforts, the NYSED and CTE TAC worked together to develop multiple resources to support special populations in CTE.</p> <p>The CTE TAC provided 18 professional learning opportunities for educators regarding the teaching and learning of English language learners from 2020-2024. These sessions included content on vocabulary instruction, student engagement strategies, reading, writing, and speaking skills, differentiation, and cultural and linguistic awareness. An asynchronous course titled <i>Teaching and Learning of ELLs in CTE</i> was developed and remains available on-demand for NYS CTE educators. A total of 396 educators participated in these offerings.</p> <p>In 2024 and 2025, the CTE TAC will offer 7 unique professional learning options to support English language learners in CTE. These include a 3-part series titled <i>Reading, Writing, and Speaking Strategies for ELLs</i>, 3 sessions on <i>Supporting ELLs in CTE</i>, and a session titled <i>Creating Cultural and Linguistic Awareness</i>. Additional resources are in development as well, including an educator guide on Working Effectively with English Language Learners in Career and Technical Education.</p> <p>From 2020/21 to 2023/24, the CTE TAC provided professional learning on supporting students with disabilities in CTE to 496 educators. Professional development opportunities included content on Integrating Academics, Accommodations and Modifications, Understanding IEPs, the CDOS 4 + 1 Pathway, Instructional Strategies, Secondary Transitions and Supporting Students with Disabilities for Career Readiness, and how to Coordinate Student Support in CTE. The CTE TAC also offers an on-</p> |

demand asynchronous course titled *CTE & IEPs*, which is available to all NYS CTE educators.

From July 2024 through November 2024, the CTE TAC engaged in a statewide research project to uncover the barriers faced by Students with Disabilities in New York State CTE programs. This project asked over 4,000 CTE stakeholders to answer the following prompt: “One way Career and Technical Education (CTE) programs and partners could ensure a successful experience for students with disabilities is to...” The feedback received from hundreds of participants was analyzed, and seven themes were identified. Based on this analysis, recommendations for next steps were developed. Additionally, regional analysis and recommendations were provided to offer specific guidance on priority areas for implementing the next steps toward ensuring successful experiences for students with disabilities in CTE. The research findings were presented by the CTE TAC to the NYS Rural Schools Association in July 2024 and were presented at the National Council of Local Administrators and the Association for Career and Technical Education (NCLA/ACTE) Best Practices and Innovations Conference in October 2024, and the National Association for Career and Technical Education (ACTE) CareerTech Vision conference in December 2024.

As part of the NYSED’s Office of Teaching Initiatives requirement to become certified to teach CTE in New York State, the CTE TAC partnered with SUNY Oswego for 2024/25 academic year to provide opportunities for prospective CTE Educators to obtain postsecondary credit. As part of this program, the CTE TAC will provide virtual professional development focused on the teaching and learning of students with disabilities in CTE as well as elements of universal design for learning (UDL). The SUNY Course, *Serving Special Needs Learners*, focuses on instructional methods, strategies, and legislation to meet the demands of special

needs learners. Prospective teachers will have the opportunity to develop skills and learn techniques and procedures related to solving the teaching, organizational, and implementation challenges that arise with the instruction of special needs learners in Career and Technical Education.

Supporting Special Populations in CTE is one of the CTE TAC's highest priorities. From 2022-2024, the CTE TAC offered 13 professional learning opportunities, including 2 on-demand courses, focused on Universal Design for Learning (UDL), with 872 educators participating. In October 2024, the CTE TAC offered three professional learning sessions on UDL, and will also release a guide titled, *Empowering Every Learner: Universal Design for Learning across the CTE Career Clusters*, which will provide UDL strategies specific to each of the CTE career clusters. In December 2024, the CTE TAC presented a session titled *Supporting Special Populations in CTE through Universal Design for Learning* to a national audience at the ACTE CareerTech VISION conference.

Educators have also been offered professional learning through the CTE TAC on supporting students experiencing homelessness, LGBTQIA+ students, and incarcerated individuals. From 2022-2024, six professional learning opportunities on these topics were provided, with a total of 72 educators in attendance. In 2022, the CTE TAC began collaborating with leaders from the New York State Association of Incarcerated Education Programs (NYS AIEP), presenting at their conferences for 90 individuals, and compiling and sharing resources and information to support CTE opportunities for incarcerated individuals. In November 2024, a session on Supporting Students Experiencing Homelessness was provided to NYS educators.

Between 2021-2024, a total of 14 professional learning opportunities focused on supporting special populations of students were provided. The content of these sessions included an Introduction to Supporting Special Populations in CTE, Improving Access to Quality CTE Programs for Special Populations, and Classroom Management and Instruction for CTE: differentiating for all learners. There were 9 sessions on cultural inclusivity, access and equity, cross-cultural career development, and the culturally responsive CTE classroom. In total, 611 educators participated in these sessions. A dedicated session for Special Education Consultant Teachers was held at the CTE TAC annual Sharing and Support event, with approximately 30 educators participating each year.

The CTE TAC published two guides in 2022 and 2023: *Supporting All Students in New York State Career and Technical Education Programs* and *Supporting Special Populations in New York State Career and Technical Education Programs*. The latter is tailored specifically to the needs of special populations and includes customized pedagogical strategies, CTE-aligned sample assignments, and best practices for ensuring students are represented, included, and have a sense of belonging within CTE courses and programs. The former provides a comprehensive overview of best practices, informed by the most current data on CTE enrollments and educational outcomes for CTE concentrators in New York State secondary schools, with special emphasis on English Language Learners and Students with Disabilities. In 2023, the CTE TAC provided 2 in-person professional learning opportunities related to the content of these guides: one to a NYS audience in August 2023 (40 participants), and another in November 2023 at the ACTE National Conference for a national audience of 64. From February 2024 to April 2024, the CTE TAC ran a hybrid course focused on the content of *Supporting Special Populations in New York State Career and Technical Education Programs*, which was attended by 21 educators. A professional learning session



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|   |   | <p>titled <i>Reframing Accommodations As Learner Supports In CTE</i> was offered in February 2025.</p> <p>In 2024, the CTE TAC launched a marketing campaign targeting nontraditional students in CTE programs. The campaign aims to showcase careers in nontraditional fields based on gender and includes a website and social media engagement. The website provides data on enrollment, job growth, and post-secondary opportunities in NYS. It also features nontraditional students and their stories. This project is ongoing and will continue into 2025. In 2021, the CTE TAC provided professional learning titled <i>Providing Critical Support for Students from Special Populations, including Students Pursuing Gender Nontraditional CTE Programs</i>. In November 2024, the CTE TAC provided professional learning titled, <i>Finding The (Gender) Balance: Nontraditional Students In CTE</i>.</p>   |
| <p><b>B2biii<br/>Inclusion of<br/>Employability<br/>Skills (38)</b></p> | <p>Perkins postsecondary eligible institutions are required to maintain a partnership with their local One Stop Career Center System. This, along with work-based learning opportunities are critical methods to supporting the inclusion of employability skills in CTE programs. All institutions must maintain a local advisory council to facilitate connections with local industry and stay abreast of workforce needs. This collaboration addresses alignment between workforce and special populations with emphasis on providing special populations access to in-demand and high-wage employment opportunities. Moving forward, NYSED to seek stakeholder input on how to expand and strengthen quality work-based learning in both secondary and postsecondary programs. Moreover, there will also be a focus on developing tools and resources to provide recipients to better align to labor market information and workforce development needs. This will also involve the input, collaboration, and expertise of other state agencies.</p> | <p>Perkins postsecondary eligible institutions are required to maintain <b>partnerships</b> with their local One Stop Career Center System. This, along with work-based learning opportunities are critical methods to supporting the inclusion of employability skills in CTE programs. All institutions must maintain a local advisory council to facilitate connections with local industry and stay abreast of workforce needs. This collaboration addresses alignment between workforce and special populations with emphasis on providing special populations access to in-demand and high-wage employment opportunities. <b>NYSED continues, on an ongoing basis, to seek stakeholder input on how to expand and strengthen</b> quality work-based learning in both secondary and postsecondary programs. Moreover, NYSED continues to focus on developing tools and resources to provide recipients to better align to labor market information and workforce development needs. This involves the input, collaboration, and expertise of other state agencies.</p> |

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| <p><b>B2ci Make CTE pathway information available (39)</b></p> | <p>Additional language</p> <p>The postsecondary office will expand their website to include portals to target specific audiences: students/parents, educators, and institutions. These portals would include information regarding program availability, work-based learning opportunities, dual enrollment, and employment trends.</p> | <p>The CTE Technical Assistance Center of NY (CTE TAC) supported school counselors in 2020-2024 through multiple professional learning opportunities, including eight collaborative “Sharing and Support” events, connecting 254 school counselors across NYS. In 2022, Sharing and Support sessions focused on discussing what strategies were the most effective, seeking advice on how to improve, and discussing what the future of career and technical education looked like. In 2023, these sessions focused on the new strategies, structures, and routines that educators and counselors were implementing to ensure student success, and how to develop strong relationships between teachers, counselors, and students. In 2024, discussions focused on how all students could be supported in CTE programs.</p> <p>The CTE TAC is committed to building relationships with school counselors in support of expanding and strengthening CTE opportunities for all students. As part of this effort, the CTE TAC presents information at school counseling conferences throughout the state, including the New York State School Counselors Association (NYSSCA) conference and the BOCES Regional Association of School Counselors (BRASC) conference. In 2023, the CTE TAC presented CDOS and CTE Pathways: The Difference Between the Two and Why should you educate all students &amp; families about CTE at the NYSSCA conference to an audience of 80 counselors, and in 2024 at the BRASC conference, the CTE TAC engaged 25 school counselors around the services the CTE TAC can provide for them.</p> <p>The postsecondary office website maintains information necessary for recipient institutions and potential applicants. In addition, the NYSED partner, CTE TAC, hosts a website containing information about work-based learning opportunities, dual enrollment, and employment trends which can be helpful to a variety of audiences, including students/parents, educators, and institutions.</p> |
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| <p><b>B2cii<br/>Collaboration<br/>among eligible<br/>recipients (41)</b></p>        | <p>In New York, discussions have begun on how graduation requirements could be reframed to better address the future readiness of our students. The ESSA plan’s College, Career, and Civic Readiness Index signals a broadening of expectations for secondary education. The next year may build on this theme and shine a brighter light on the knowledge, skills, and abilities needed for future readiness and success. The review of graduation requirements presents NYSED with the opportunity to incorporate ways high school CTE pathways connected to post-high school career learning can be built for all students.</p> | <p>In New York, <a href="#">recommendations by a Blue Ribbon Commission have been presented to the Board of Regents on how graduation requirements could be reframed to better address the future readiness of our students.</a> The ESSA plan’s College, Career, and Civic Readiness Index signals a broadening of expectations for secondary education. The next year may build on this theme and shine a brighter light on the knowledge, skills, and abilities needed for future readiness and success. The review of graduation requirements presents NYSED with the opportunity to <a href="#">envision a stronger educational continuum, from elementary to postsecondary learning, that integrates career awareness, exploration, and development into all content areas to ensure every student is prepared for life beyond formal education.</a></p> <p>*Deleted section on P-TECH as Reserve Funds no longer support this initiative. *</p>  |
| <p><b>B2cvi<br/>Experiences in<br/>all aspects of<br/>industry (47-<br/>48)</b></p> | <p>A curricular guidance framework was developed in collaboration with CTE teachers statewide to assist schools in the implementation of the changed middle-level CTE regulation. The curricular guidance is comprised of Theme Modules and Content Modules. (For more information regarding how the modules are designed to work together, please see <a href="#">About the Modules</a> . NYSED will support collaboration between middle and high schools through the development of additional guidance and strategies for WBL to connect middle level CTE initiatives to high school programs of study.</p>                    | <p>A curricular guidance framework was developed in collaboration with CTE teachers statewide to assist schools in the implementation of the changed middle-level CTE regulation. The curricular guidance is comprised of Theme Modules and Content Modules. (For more information regarding how the modules are designed to work together, please see <a href="#">About the Modules</a> . NYSED will support collaboration between middle and high schools through the development of additional guidance and strategies for WBL to connect middle level CTE initiatives to high school programs of study. <a href="#">Stakeholders were convened in the 2023-24 year to discuss further flexibilities that could be offered using Perkins funding.</a> <a href="#">Recommendations were made to allow activities such as professional development for middle level CTE teachers and counselors, career exploration activities for middle school students, and greater efforts toward middle level CTE data reporting using a percentage of an eligible recipient’s Perkins funding.</a></p> |

All NYSED-approved secondary CTE programs are required to offer work-based learning through placements in local businesses or nonprofit agencies and through simulated work environments. Student run enterprises in particular expose students to a number of occupational categories inherent in the student enterprise (e.g., product development, construction, marketing, accounting, etc. in a student tee-shirt business). New York will issue more detailed guidance about the provision of quality work-based learning and will convene a state-wide advisory group for this purpose. For the 2019-20 transition year New York defined participation in work-based learning as any of the four New York State registered work-based learning programs (WECEP, CEIP, GEWEP, and CO-OP) as well as the following non-registered experiences: school-based enterprise; supervised clinical experience (health sciences and appearance enhancement programs only); community service; school-based projects; and job shadowing. Field trips, guest speakers, routine classwork, college visits, and non-school affiliated employment will not count as work-based learning. The WBL quality indicator will be based on the percentage of CTE concentrators who have completed 54 hours or more of work-based learning experiences. These experiences can be of any combination of registered or non-registered experiences listed above.

State standards for implementation would improve the uneven quality of experiences offered to students in different regions of the state. Advisory panel members identified several themes that frame out what all work-based learning experiences should offer. The initial suggestions for standardization relate to establishing common

- content of college course work required to receive the WBL extension;
- training of work-place supervisors;
- measures of student learning;
- data elements needed to assess program quality;

All NYSED-approved secondary CTE programs are required to offer work-based learning opportunities for students. New York defines participation in work-based learning as any of the three New York State registered work-based learning programs (CEIP, GEWEP, and CO-OP) as well as the following unregistered experiences: school-based enterprise; supervised clinical experience (health sciences and appearance enhancement programs only); community service; school-based projects; and job shadowing. Field trips, guest speakers, and college visits may count as up to twenty hours of career awareness experiences which can be applied to meet WBL requirements. The WBL quality indicator will be based on the percentage of CTE concentrators who have completed 54 hours or more of work-based learning experiences. These experiences can be of any combination of registered or unregistered experiences listed above.

The NYSED convened a content advisory panel (CAP). Some of the accomplishments of the CAP included:

- Development of a common definition, mission, and vision for work-based learning in New York State;
- Development of a framework of a continuum of work-based learning experiences;
- Assistance with revisions to the work-based learning manual, the primary guidance document which outlines expectations;
- Restructuring of the state-developed GEWEP program to allow for increased flexibility and access by more students;
- Development of a flexibility to allow for up to twenty hours of career awareness experiences to count as work-based learning hours.

The NYSED will continue to make use of existing models and technical support that can be provided by the CTE TAC or other entities specializing

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|   | <ul style="list-style-type: none"> <li>• labor market data to provide current picture of occupational categories within regional industries; and</li> <li>• advisory and work-based learning site resources.</li> </ul> <p>WBL coordinators usually manage numerous responsibilities—often in addition to regular teaching duties. Providing standardized definitions and expectations for work-based learning experiences can provide a common structure to WBL programs in all regions of the state.</p> <p>WBL coordinators can build upon a common state-determined framework to incorporate all aspects of regional industries. The current state WBL manual provides useful descriptions and related regulations but does not provide guidance about how and what should be measured when evaluating what learning outcomes have been achieved through WBL. The NYSED intends to make use of existing models and technical support that can be provided by the CTE TAC or other entities specializing in work-based learning implementation to provide more specific guidance and tools. The aim is to provide better clarity on what constitutes impactful WBL experiences. To do this, NYSED will form a WBL advisory committee to continue to develop common measures to define quality.</p> | <p>in work-based learning implementation. The department will continue to engage with WBL stakeholders to support high quality WBL programming and meet the needs of the evolving labor market.</p>   |
| <p><b>B3 Meeting the Needs of Special Populations (52-54)</b></p> | <p>Additional language</p>  | <p>The CTE TAC provided 18 professional learning opportunities for educators regarding the teaching and learning of English language learners from 2020-2024. These sessions included content on vocabulary instruction, student engagement strategies, reading, writing, and speaking skills, differentiation, and cultural and linguistic awareness. An asynchronous course titled Teaching and Learning of ELLs in CTE was developed and remains available on-demand for NYS CTE Educators. A total of 396 educators participated in these offerings.</p> <p>In 2024 and 2025, the CTE TAC will offer 7 unique professional learning options to support English language learners in CTE. These include a 3-</p> |

part series titled Reading, Writing, and Speaking Strategies for ELLs, 3 sessions on Supporting ELLs in CTE, and a session titled Creating Cultural and Linguistic Awareness. Additional resources are in development as well, including an educator guide on Working Effectively with English Language Learners in Career and Technical Education.

From 2020/21 to 2023/24, the CTE TAC has provided professional learning on supporting students with disabilities in CTE to 496 educators. Professional development opportunities included content on Integrating Academics, Accommodations and Modifications, Understanding IEPs, the CDOS 4 + 1 Pathway, Instructional Strategies, Secondary Transitions and Supporting Students with Disabilities for Career Readiness, and how to Coordinate Student Support in CTE. The CTE TAC also offers an on-demand asynchronous course titled CTE & IEPs, which is available to all NYS CTE Educators.

From July 2024 through November 2024, the CTE TAC engaged in a statewide research project to uncover the barriers faced by Students with Disabilities in New York State CTE programs. This project asked over 4,000 CTE stakeholders to answer the following prompt: "One way Career and Technical Education (CTE) programs and partners could ensure a successful experience for students with disabilities is to..." The feedback received from hundreds of participants was analyzed, and seven themes were identified. Based on this analysis, recommendations for next steps were developed. Additionally, regional analysis and recommendations were provided to offer specific guidance on priority areas for implementing the next steps toward ensuring successful experiences for students with disabilities in CTE. The research findings were presented by the CTE TAC to the NYS Rural Schools Association in July 2024, and are scheduled to be presented at the National Council of Local Administrators and the Association for Career and Technical

Education (NCLA/ACTE) Best Practices and Innovations Conference in October 2024, and the National Association for Career and Technical Education (ACTE) CareerTech Vision conference in December 2024.

As part of the NYSED's Office of Teaching Initiatives requirement to become certified to teach CTE in New York State, the CTE TAC has partnered with SUNY Oswego for 2024/25 academic year to provide opportunities for prospective CTE Educators to obtain postsecondary credit. As part of this program, the CTE TAC will provide virtual professional development focused on the teaching and learning of students with disabilities in CTE as well as elements of universal design for learning (UDL). The SUNY Course, Serving Special Needs Learners, focuses on instructional methods, strategies, and legislation to meet the demands of special needs learners. Prospective teachers will have the opportunity to develop skills and learn techniques and procedures related to solving the teaching, organizational, and implementation challenges that arise with the instruction of special needs learners in Career and Technical Education.

Supporting Special Populations in CTE is one of the CTE TAC's highest priorities. From 2022-2024, the CTE TAC offered 13 professional learning opportunities, including 2 on-demand courses, focused on Universal Design for Learning (UDL), with 872 educators participating. In October 2024, the CTE TAC will offer 3 professional learning sessions on UDL, and will also release a guide titled, Empowering Every Learner: Universal Design for Learning across the CTE Career Clusters, which will provide UDL strategies specific to each of the CTE career clusters. In December 2024, the CTE TAC will present a session titled Supporting Special Populations in CTE through Universal Design for Learning to a national audience at the ACTE CareerTech VISION conference.

Educators have also been offered professional learning through the CTE TAC on supporting students experiencing homelessness, LGBTQIA+ students, and incarcerated individuals. From 2022-2024, six professional learning opportunities on these topics were provided, with a total of 72 educators in attendance. In 2022, the CTE TAC began collaborating with leaders from the New York State Association of Incarcerated Education Programs (NYS AIEP), presenting at their conferences for 90 individuals, and compiling and sharing resources and information to support CTE opportunities for incarcerated individuals. In November 2024, a session on Supporting Students Experiencing Homelessness will be provided to NYS educators.

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|  |   | <p>and programs. The former provides a comprehensive overview of best practices, informed by the most current data on CTE enrollments and educational outcomes for CTE concentrators in New York State secondary schools, with special emphasis on English Language Learners and Students with Disabilities. In 2023, the CTE TAC provided 2 in-person professional learning opportunities related to the content of these guides: one to a NYS audience in August 2023 (40 participants), and another in November 2023 at the ACTE National Conference for a national audience of 64. From February 2024 to April 2024, the CTE TAC ran a hybrid course focused on the content of Supporting Special Populations in New York State Career and Technical Education Programs, which was attended by 21 educators. A professional learning session titled Reframing Accommodations As Learner Supports In CTE will be offered in February 2025.</p> <p>In 2024, the CTE TAC launched a marketing campaign targeting nontraditional students in CTE programs. The campaign aims to showcase careers in nontraditional fields based on gender and includes a website and social media engagement. The website provides data on enrollment, job growth, and post-secondary opportunities in NYS. It also features nontraditional students and their stories. This project is ongoing and will continue into 2025. In 2021, the CTE TAC provided professional learning titled Providing Critical Support for Students from Special Populations, including Students Pursuing Gender Nontraditional CTE Programs. In November 2024, the CTE TAC will provide professional learning titled, Finding The (Gender) Balance: Nontraditional Students In CTE.</p> |
| <p><b>C Fiscal Responsibility (58)</b></p> | <p>For the 2019-20 program year, NYSED designated several priority areas to focus on local applications. Applicants developed at least two projects: One required project regarding program evaluation to begin work that would be the foundation for the CLNA and at least one other project to address one of three state</p> | <p>For the 2025-26 program year, NYSED requires that all applicants evaluate performance indicators annually, and that strategies be outlined for addressing gaps in academic achievement. The priority of Perkins</p>   |

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|   | <p>priorities: 1. Developing and sustaining work-based learning programs and activities; 2. Supporting students with disabilities (SWD) and English Language Learners (ELLs); or 3. Building program connections to business and industry. New York will determine other state-wide priorities for local recipients in future program years that consider common gap areas uncovered by the comprehensive local needs assessments.</p>  | <p>funds is to address these gaps as well as supporting special populations before other activities are considered.</p>  |
| <p><b>C1c Local Needs Assessment (59)</b></p> | <p>Secondary and postsecondary eligible recipients will be required to use a common template provided by NYSED. Additionally, common data sources are identified and must be used to complete the CLNA. These data sources are:</p> <ul style="list-style-type: none"> <li>• Secondary Program-level performance by location and program code (provided by NYSED)</li> <li>• Data submitted by postsecondary institutions to NYSED via the HEDSLive system.</li> <li>• Most recent secondary report cards showing outcomes on the Perkins indicators to be compare to prior year report cards</li> <li>• New York State Department of Labor Industry and Occupation Projections by NYS Region</li> <li>• NYS Department of Labor Regional Long-term Projections by Industry: 2016-26</li> <li>• NYS Department of Labor Long-Term Occupational Employment Projections: 2016-26</li> </ul> | <p>Secondary and postsecondary eligible recipients will be required to use a common template provided by NYSED. Additionally, common data sources are identified and must be used to complete the CLNA. These data sources are:</p> <ul style="list-style-type: none"> <li>• Secondary Program-level performance by location and program code (provided by NYSED)</li> <li>• Data submitted by postsecondary institutions to NYSED via the HEDSLive system.</li> <li>• Performance data (345 Report) found in the Student Information Repository System (SIRS) to be compared to prior year data reports</li> <li>• New York State Department of Labor Industry and Occupation Projections by NYS Region</li> <li>• NYS Department of Labor Regional Long-term Projections by Industry: 2022-32</li> <li>• NYS Department of Labor Long-Term Occupational Employment Projections: 2022-32</li> </ul> |
| <p><b>C3 Secondary Allocations (61)</b></p>   | <p>For the transition year, the allocation for secondary eligible institutions was \$24,719,368.</p> <p>New York’s use of funds will mostly continue the patterns established in Perkins IV with two exceptions. The state will make use of the reserve funding option and will make available the amount of leadership funds required by Section 112(a)(2)(C) for the recruitment of special populations to enroll in CTE.</p>   | <p>For the 2024-25 program year, , the allocation for secondary eligible institutions was \$ 29,708,066.</p> <p>New York will make available the amount of leadership funds required by Section 112(a)(2)(C) for the recruitment of special populations to enroll in CTE.</p> <p>New York secondary formula funds 2025-26 program year will be calculated with the same method used for the 2024-25 program year. The secondary allocations are posted on the <a href="#">NYSED Perkins webpage</a>.The</p>  |

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|  | <p>New York secondary formula funds 2019-20 program year will be calculated with the same method used for the 2018-19 program year. The secondary allocations are posted on the NYSED Perkins webpage. once available.</p> <p>The Big 5 cities (New York City, Yonkers, Syracuse, Rochester, and Buffalo) and twelve small city school districts apply for their funds directly. All other districts join consortia led by their BOCES, who develop the local application and serve as fiscal agent.</p>   | <p>Big 5 cities (New York City, Yonkers, Syracuse, Rochester, and Buffalo) and seven small city school districts apply for their funds directly. All other districts join consortia led by their BOCES, who develop the local application and serve as fiscal agent.</p>   |
| <p><b>D3c</b><br/><b>Description of SDPL</b><br/><b>Alignment and Baseline (68-69)</b></p> | <p><b>Secondary baseline</b><br/>To establish our baseline for Perkins four-year graduation rate, we used the most recent year’s ESSA graduation results. New York’s ESSA graduation rate targets increase by 2.054% each year and this is the framework we will apply in determining our state determined performance levels on the Perkins graduation and academic indicators.</p> <p>CTE specific indicators for post-program placement (3S1) and non-traditional concentration (4S1) use the average performance for three years of Perkins outcome data for post-program placement (5S1) and nontraditional completion (6S2 in Perkins IV). Perkins IV nontraditional completion data was used because, unlike the it reports on the performance of concentrators. The average difference in yearly Perkins IV performance for 5S1 and 6S2 was used as the multiplier to calculate the increments for progress for the next four program years (i.e., until 2023-24). For placement the average rate of change is .0020 each year, and for non-traditional completion, it is .0052.</p> <p>New York has selected participation in work-based learning as the program quality indicator (5S3). Work-based learning is already built into the structure of approved programs. Program-level work-based learning data is not currently reported to the state’s data warehouse. Changes to CTE data reporting will address this beginning in the 2019-20 school year.</p> | <p><b>Secondary baseline</b><br/>To establish our 2024-25 Perkins indicators for four-year graduation rate, we used the most recent year’s (2022-23) ESSA graduation results. New York’s ESSA graduation rate targets increase by 2.054% each year prior to the pandemic and this is the framework we will apply in determining our state determined performance levels on the Perkins graduation and academic indicators.</p> <p>CTE specific indicators for post-program placement (3S1) and non-traditional concentration (4S1) use the actual student performance for 2022-23 as the 2024-25 indicator levels. The average difference in yearly Perkins performance for 3S1 and 4S1 prior to the pandemic was used as the multiplier to calculate the increments for progress for the next four program years (i.e., until 2028-29). For placement the average rate of change is .0020 each year, and for non-traditional completion, it is .0052. New York has selected participation in work-based learning as the program quality indicator (5S3). Work-based learning is already built into the structure of approved programs. Program-level work-based learning data is currently reported to the state’s data warehouse, after the reporting change in 2019-20.</p> <p>To establish state developed performance levels for the next four years, we will use data that the CTE program office collects applications for CTE program re-approval. WBL participation on applications for CTE program</p> |

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|   | <p>To establish state developed performance levels for the next four years, we will use data that the CTE program office collects applications for CTE program re-approval. The NYSED CTE office data is the only program-level data available. WBL participation on applications for CTE program reapproval ranges from 25% to 100 % (as would be true in certified nurse assistant programs with required hours of clinical experience). The Perkins program quality indicator baseline of 62.5% was determined by using the midpoint of this range. The multiplier of 0.0254 used for the ESSA indicator is used to project expected improvements. See tables in Section V for performance indicator and targets.</p> <p>Postsecondary process<br/>Because many recipient institutions will make major changes to their programming in the 2020 and 2021 grant years, they will need time to establish this new programming and to problem solve as issues arise. Therefore, we expect their Core Indicator performance to waver somewhat during the first two years of this Four-Year Plan. Some will surely find early success, whereas others might struggle more.</p> | <p>reapproval ranges from 25% to 100 % (as would be true in certified nurse assistant programs with required hours of clinical experience). The Perkins program quality indicator baseline started as 62.5% which was determined by using the midpoint of this range. The multiplier of 0.0254 used for the ESSA indicator will continue to be used to project expected improvements. See tables in Section V for performance indicator and targets.</p> <p>Postsecondary process<br/>In reaction to changes brought to the fore due to the pandemic, institutions are still adjusting, and we expect to see ongoing fluctuations in Core Indicator performance.</p> |
| <p><b>D5 Addressing performance gaps (74)</b></p> | <p>Further, the postsecondary office will consider the use of Minimum Required Set-Asides. Perkins IV implementation included several set-asides for postsecondary recipients. For 2019-20 and the 2020-21 Perkins V programs NYSED has reduced the number to one. This set-aside will target funds to support the success of students with disabilities. Future set-asides will be determined by performance data. As in the past, a certain percentage of allocations will be dedicated to a targeted group.</p>   | <p>Prior to Perkins V, NYSED began requiring recipient institutions to set aside 5% of their total allocations to serving students with disabilities, one of the special populations of Perkins IV and Perkins V.</p>  |

**State  
Determined  
Performance  
Levels (79-80)**

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\*Secondary SDPL: Will need to refresh after SIRS 345 is finalized at the end of October to capture graduation rate performance level. \*

| New York State's Perkins V Proposed Performance Levels for Secondary Programs |                |         |         |         |  |
|---|----------------|---------|---------|---------|--|
| Secondary Indicators  | Baseline Level |         |         |         |  |
|   |                | FY 2025 | FY 2026 | FY 2027 |  |
| 1S1: Four-Year Graduation Rate  | 81.80%         | 94.00%  | 84.40%  | 89.70%  |  |
| 2S1: Academic Proficiency in English Language Arts                            | 85.00%         | 83.00%  | 85.05%  | 87.11%  |  |
| 2S2: Academic Proficiency in Mathematics                                      | 83.00%         | 64.00%  | 66.05%  | 68.10%  |  |
| 2S3: Academic Proficiency in Science  | 83.00%         | 76.00%  | 78.05%  | 80.10%  |  |
| 3S1: Post-Program Placement   | 97.35%         | 93.00%  | 93.19%  | 93.38%  |  |
| 4S1: Non-traditional  | 25.95%         | 18.00%  | 18.09%  | 18.18%  |  |

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| Program Concentration                    |        |        |        |        |        |
| 5S3: Program Quality–Work-based Learning | 62.50% | 48.00% | 49.22% | 50.47% | 51.75% |

| Postsecondary Indicators | Baseline | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|--------------------------|----------|---------|---------|---------|---------|
| 1P1                      | 64.00%   | 64.50%  | 64.75%  | 65.00%  | 65.25%  |

Postsecondary SDPL

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Proposed Core Indicator Targets</b> |  |  |  |  |  |
|  |  |  |  |  |  |

|     |        |        |        |        |        |
|-----|--------|--------|--------|--------|--------|
| 2P1 | 32.50% | 33.00% | 33.25% | 33.50% | 33.75% |
| 3P1 | 24.00% | 24.50% | 24.75% | 25.00% | 25.25% |

| Postsecondary Indicators | Baseline | FY 2025 | FY 2026 | FY 2027 | FY 2028 |
|--------------------------|----------|---------|---------|---------|---------|
| 1P1                      | 64.00%   | 37.00%  | 37.25%  | 37.50%  | 37.75%  |
| 2P1                      | 32.50%   | 51.00%  | 51.25%  | 51.50%  | 51.75%  |
| 3P1                      | 24.00%   | 27.50%  | 27.75%  | 28.00%  | 28.25%  |