What's Career Education All About?

*East Greenbush Central School District
Education Committee February 9, 2017*

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OUR TIME TOGETHER

Reminder: perfection perspective and the reality of the journey

❑ A Deeper Dive into Career Readiness

❑ Career Clusters: A Framework for Career Education

❑ What Does High Quality CTE Look Like?

❑ The New York State Program Approval Process

❑ New York State Graduation Options and the Role of Career and Technical Education

❑ What students need after graduation: work and college

❑ Key Questions and Homework

https://vimeo.com/67277269?ref=em-share

WHAT DOES IT MEAN TO BE CAREER READY

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Differentiating Terms

- Career Readiness
- Career and Technical Education (CTE)
- CTE Approved Program
- CTE Courses (Electives)
- Career Academy
- Career Pathway
- Graduation (Diploma) Pathways
- Career Development and Occupational Studies (CDOS)
- CDOS Credential

Career Readiness

Career Readiness is Target, There are Multiple Paths to Reach the Target

CTE Programs are one path

Career Readiness is more than offering Career and Technical Education Courses

CTE	Career Readiness
Describes a Program	Describes a Student
Set of Courses and Units	Set of Characteristics
Involves Some Teachers	Involves All Teachers
Technical Curriculum	Instruction that Develops Competence and Confidence

The great enemy of the truth is very often not the lie, deliberate, contrived and dishonest, but the myth, persistent, persuasive and unrealistic.

John F. Kennedy

Activity

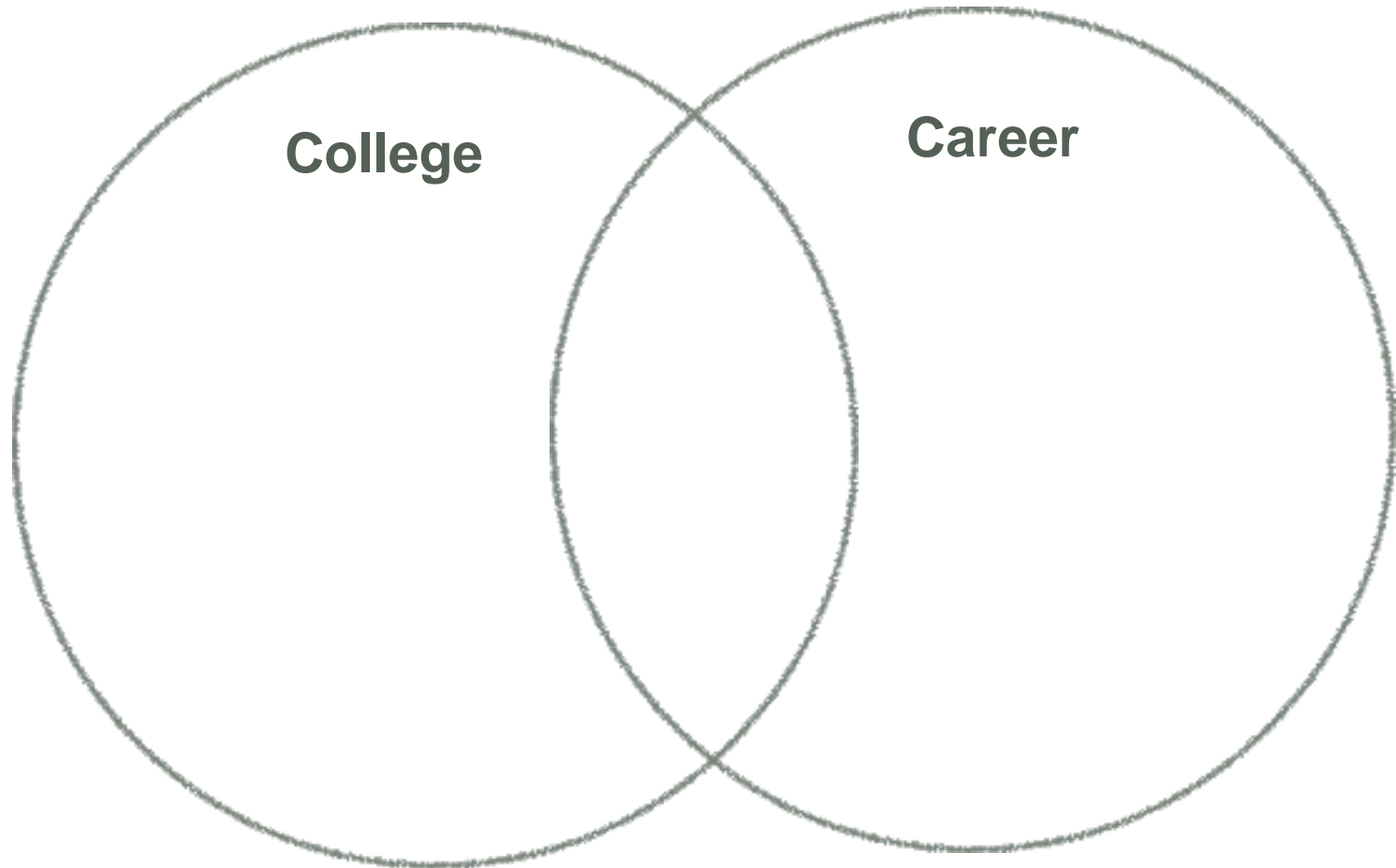What are the myths about career readiness?

Career Readiness Myths

- Same as college Readiness
- Only for high school
- Only for some students
- Means not college bound
- Mean lower expectations
- A score can determine readiness

Activity

What Defines Student Readiness?

What Defines Student Readiness?

College

Career

Instruction that Leads to Career Readiness

- Relevant
- Engaging - Intrinsically Motivated
- Allows Creativity
- Demonstrates Work Habits
- Develops Independent Learners
- Strives for Proficiency

Measuring Career Readiness

Engagement

- % enrolled in CTE
- % work-based learning

Foundation

- % CTE Endorsement
- work readiness assessment
- student survey

Stretch

- % Industry Certification
- % 6 or more college credits

Career readiness is student demonstration of proficiency in academic/technical skills and knowledge and life/career competencies for self-sufficiency, employability, and further education to pursue careers of interest and fulfillment.

Why CTE programs as Route to Readiness

- Quality standards, curriculum, instruction and assessment
- Positive results
- Adds relevancy
- Increases student engagement
- Opportunities to develop "soft skills"

Career Clusters: A Framework for Career Education

Edward Shafer

ADVANCE>CTE
State Leaders Connecting Learning to Work

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The College- and Career-Ready Agenda

Goal: Ensure all students have foundational knowledge and skills necessary to be successful after high school, whether:

- ✓ Four-year college
- ✓ Two-year/community college
- ✓ Technical/vocational college
- ✓ Apprenticeship/training program
- ✓ On-the-job training

Preparation for life AFTER high school is central to K-12 teaching, learning and experiences

Definitions

- **Career Cluster®**– organizer of knowledge and skills needed by a <u>broad industry</u>

- **Career Pathway** – organizer of knowledge and skills statements shared by <u>professions</u>

- **Program of Study** – sequence of instruction that prepares individuals for careers of their choice

What are Career Clusters®?

- Career Clusters® are groupings of occupations and industries

- Represent knowledge and skills demanded by those industries

- Used as an organizing tool for curriculum design

- Used for career counseling and guidance

- Connect to business and industry expectations and priorities

What Career Clusters® DO:

- ✓ Provide a framework to integrate programs
- ✓ Provide a framework for seamless education
- ✓ Provide MORE career options for learners
- ✓ Provide a framework for addressing the entire world of work
- ✓ Provide a picture of how Knowledge and Skills transfer vertically and horizontally

What Career Clusters® DON'T Do:

- ✓ Do not add yet "another thing"
- ✓ Do not take away current programs
- ✓ Do not limit determination of course offerings
- ✓ Do not take away CTE areas
- ✓ Do not track learners into a single job

Career Pathways within Clusters

- 79 Career Pathways
  - Example: Pathways under Finance Cluster
    - Securities and Investments
    - Business Finance
    - Accounting
    - Banking Services
    - Insurance

CCTC/CAREER CLUSTER STANDARDS

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics

Influence on the System

Employment: Career Advancement
Continuing Education and Lifelong Learning

Postsecondary: Career Preparation
Achieving credentials: college, certification, apprenticeship, military

9-12: Programs of Study Related to a Career Goal
Academics and technical courses, intensive guidance, individual graduation plans

Grade 8: Career Exploration and Transition
Develop graduation plans based upon personal interest/cluster areas

6-8: Initial Career Exploration
Discovering interest areas

K-5: Understanding the Importance and Value of Work and Jobs
Introduction to the world of careers

What are the Common Career Technical Core?

The Common Career Technical Core (CCTC) are a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE), the result of a state-led initiative. The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy.

The CCTC includes a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of *Career Ready Practices*, which address the knowledge, skills and dispositions that are important to becoming career ready.

Components of Common Career Technical Core

Standards for Career Ready Practice

- 12 practices with suggested indicators

- Positioned to be applied across the entire continuum of instruction

- Modeled after Standards for Mathematical Practice

Cluster- and Pathway-Level Content Standards

- Expectations within Career Cluster® and 79 Pathways that frame Programs of Study

- Based on Validated Knowledge and Skills Statements

- Used to align expectations across states

CCTC-Information Support & Services Career Pathway (IT-SUP)

- Provide technology support to maintain service.
- Manage operating systems and software applications, including maintenance of upgrades, patches and service packs.
- Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.
- Perform installation, configuration and maintenance of operating systems.
- Demonstrate the use of networking concepts to develop a network.
- Evaluate the effectiveness of an information system.
- Employ system installation and maintenance skills to setup and maintain an information system.
- Employ system administration and control skills to monitor the performance of an information system.
- Employ technical writing and documentation skills in support of an information system.
- Apply quality assurance processes to maximize information system operation.

National Association of State Directors of CTE

The Career Ready Practices

The Career Ready Practices component of the CCTC provides a framework for the developmental experiences necessary to becoming career ready; experiences that can be "practiced" using many different approaches in a variety of settings. Student refine these practices throughout their full continuum of learning: through their journey in school, college, the workforce and when they return to advance their education.

Each Career Ready Practice includes an overarching statement along with a more detailed description. Below are the 12 overarching statements:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

The Career Ready Practices are intended to establish goals for CTE programs, yet the practices are relevant for all students. Learn more about Career Ready Practices or share information with our brief overview sheet.

Questions

BREAK!

Elements of High Quality CTE

Edward Shafer

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Vocational Education vs. CTE

Vocational Education	Career and Technical Education
• Learning to do	• Doing to learn
• Job specific skills in the skilled trades	• Specific and "soft" job skills
• Prep for lifetime employment	• Prep for employment based on skills and projects
• A non college track	• College and Career ready
• Apart from academics	• Convergence with academics
• Credentialed by Diploma	• Credentialed by Diploma and Certification
• Text and manual based information	• Digitally based information
• Trade and Technical High Schools	• All schools and all students

Not a New Label for an Old System

Career and Technical Education is:

- ➢ Adapted to meet the dynamic demands of the Global Economy

- ➢ Career Clusters and Common Career Technical Core

- ➢ Reflects the modern workplace

- ➢ Rigorous academic and technical standards

- ➢ Critical workplace intelligence or "soft" skills

"College for all" might be the mantra, but the hard reality is that fewer than one in three young people achieve the dream

- ❑ **The underlying assumption has been that an academic, classroom-based approach is capable of preparing nearly all adolescents and young adults for success in the 21st century**

- ❑ **But after 20 years of effort, and billions of dollars the time has come for an honest assessment.**

- ❑ **Marginal gains in the bottom line measure of success-college completion. _We have still been unable to get more than 30 percent of young adults to earn a bachelor's degree by their mid-20s._**

The College Completion Agenda-Pathways to Prosperity

The College Completion Agenda

Only 30% of young adults earn a bachelors degree by their mid-20's

27% of those with post secondary licenses or certificates -credentials short of an associate's degree – earn more than an average bachelors degree recipient

By 2018 there will be 8 million openings in blue collar fields and 2.7 million will require a post secondary credential. This type of education-as opposed to a BA-is a ticket to a well-paying job and more education

The College Completion Agenda-Pathways to Prosperity

Why the Renewed Focus on CTE?
www.connectedcalifornia.org/linked_learning/evidence

CTE Programs (*two or more courses*) with High Quality Integrated Curriculum Result in:

Improved learning: students learned faster and retain concepts better when taught rigorous and relevant academic material in a context of real world application.

Higher academic achievement: CTE students have increased graduation rates and improved exit exam passing rates than students from the general population.

Higher wage earning potential: postsecondary students who participated in high school CTE combined with integrated curriculum and work-based learning achieved higher wages

Lower dropout rates: risk of dropping out was four times higher when students took no CTE courses than when students completed three such courses

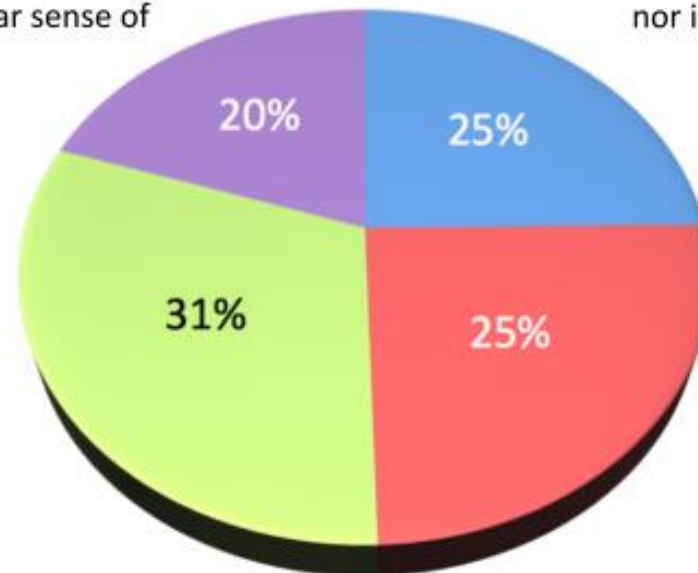# Many Youths Without Purpose

The Purposeful:
Found something meaningful, sustained interest, clear sense of future purpose

The Disengaged:
Neither a purpose in life nor inclination to find one.

The Dabblers:
Tried potentially purposeful pursuits, yet to commit

The Dreamers:
Imagining great things, but no practical pursuits

20%

25%

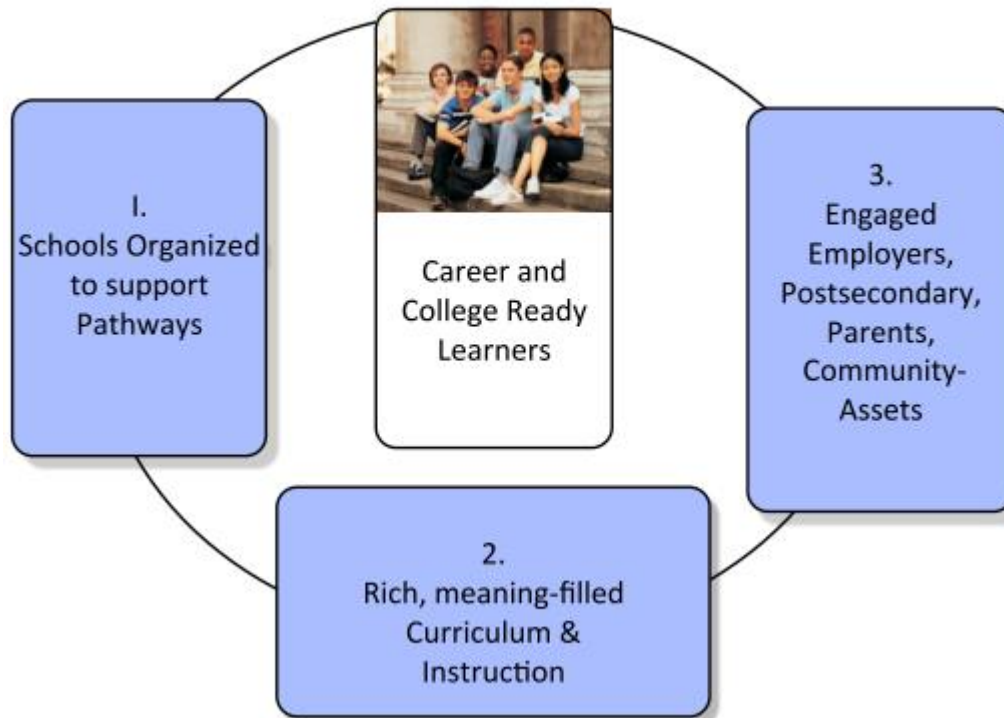31%

25%

Source: The Path to Purpose, William Damon

NC³T

Relevance Makes Rigor Possible for Most Students

❑ ***Engagement Crisis*** **-when students speak of boredom they refer to the lack of engagement in class and lack of connection between what is presented and how it applies to their life or future**

❑ ***The Silent Epidemic*** **-high school dropouts reported that the most frequent reason for leaving school was that classes were not interesting.**

✓ **46 percent of high-school students were bored in school because the curriculum was not relevant to the real world.**

✓ **Just 26 percent thought that high school provided skills necessary for work after graduation.**

Source: "The Silent Epidemic: Perspectives of High School Dropouts" Civic Enterprises, 2006

3 Aspects of a Pathways System

I.
Schools Organized
to support
Pathways

Career and
College Ready
Learners

3.
Engaged
Employers,
Postsecondary,
Parents,
Community-
Assets

2.
Rich, meaning-filled
Curriculum &
Instruction

Standards for High Quality CTE

❑ Related to and informed by economic and labor market conditions

❑ Provide a coherent, sequential set of learning experiences

❑ Use a industry aligned and board approved curriculum

❑ Have a strong and challenging academic component

❑ Use project and problem based pedagogies

❑ Provide strong work based learning opportunities

❑ A strong assessment system with access to an industry based assessment

CTE QUALTIY ELEMENTS AND STANDARDS

1. Policy, Procedures, and Practices for Program Success
    a) Informed by Board policy on College **and** Career Readiness
    b) Informed by research based and highly developed CTE models
    c) Appropriate facilities, technology, equipment and access to supplies and materials
    d) Integral part of the school improvement plan
    e) Committed and informed district, school and program leadership

2. Coherent and Mutually Beneficial Partnerships
    a) CTE and Academic Teachers
    b) Business and industry
    c) Post-Secondary providers
    d) Parents

3. Highly Quality Staff
    a) Appropriate teacher certification
    b) Industry based credential/certification in the field of study
    c) Appropriate work experience in the field of study
    d) All teachers have the pedagogical tools and techniques to integrate academic, technical, and workplace readiness skills into their instruction
    e) CTE teachers have frequent contact with businesses in field of study
    f) All teachers participate in externships in business

CTE QUALTIY ELEMENTS AND STANDARDS

4. Contemporary, High Quality Program Design, Curriculum and Instructional Practices

4.1 Program Design
a) Based upon diverse criteria: regional workforce needs, academic and student support, WBL opportunities, articulation with nearby postsecondary institutions and interests of industry partners
b) A multi-year (6-14) organized, coherent sequence of courses with articulated curriculum and instruction across grade levels, academic core courses, and work-based learning
c) Cohort scheduled and common teacher planning time
d) Access to honors, dual credit, IB/AP or other demanding academics
e) Career and Technical Student Organizations (CTSOs)

4.2 Standards and Curriculum
a) Industry aligned curriculum with anchor assignments, projects and pacing charts
b) Emphasis on state literacy and mathematics standards
c) Interdisciplinary projects that integrate academic and technical curricula
d) Instructors meet with colleagues across grade levels and disciplines
e) Access to integrated course credit

CTE QUALTIY ELEMENTS AND STANDARDS

4.3 Instructional Design and Delivery
   a) Problem, project and inquiry based projects at the analysis, synthesis and evaluation levels are the organizing principle
   b) Each CTE course integrates Literacy and Mathematics Standards and students read, write, present and apply those standards to authentic problems
   c) Regular interaction with industry partners
   d) Behavior expectations align with workplace readiness skills
   e) Nurture student interest with engagement of their minds and hands with materials and tools
   f) Strong levels of student engagement, problem solving and diversity of expression
   g) Clean orderly and safe
   h) Strong cross curricular connection between academic and career content
   i) Differentiated to address needs of SWD and ESOL

4.4 Student Assessment
   a) System to analyze evidence of individual Student learning and progress
   b) Use of formative and summative assessments to measure student progress and adjust lessons
   c) Students who take a foundation course complete the sequence
   d) Employability profiles are used for summative and formative evaluation of academic, technical and career ready skills
   e) All students take and pass an industry based assessment aligned to the pathway content

CTE QUALTIY ELEMENTS AND STANDARDS

5. Work Based Learning
    a) Guidelines and advisory mechanisms govern the work based learning aspect of the programs
    b) An array of non-paid and paid WBL activities that meet state and federal guidelines
    c) Aligned with CTE, academic, and workplace readiness knowledge and skills
    d) A variety of worksites, worksite supervisors and mentors
    e) SWD and ESOL provided appropriate assistive services

6. Transitions
    a) Thoughtful alignment of 6-8, 9-10, 11-12 and 13-14 CTE programs and supports to avoid duplication of classes or major aspects of content
    b) Focus on career and post-secondary readiness reflected in academic rigor and connections with colleges and employers
    c) Access to advance standing and or dual credit opportunities
    d) Business relationships to provide students first-in-line opportunity for employment
    e) Student access to career and post secondary information
    f) Students are provided guidance and advisement, have a written post-graduate plan established in the freshman year and it is reviewed and refined annually

CTE QUALTIY ELEMENTS AND STANDARDS

7. Program and Student Data
   a) Post-program placement and completion data on students enrolled in the military, apprenticeships, employment and employment training programs, technical schools, community colleges, and four year colleges
   b) Number of students requiring remediation at post secondary entrance
   c) Number of students who earn honors, IB/AP or other advanced academic credits
   d) Percentage of students who complete the course sequence
   e) Percentage of students passing aa industry based technical examination
   f) Percentage of students earning a Technical Endorsement on their diploma

8. Personalization of Learning
   a) Teachers sustain personalized relationships with students and foster strong connections between students and their peers.
   b) Ability to identify and provide academic, personal, and social supports for students encountering difficulty.
   c) School counselors/student advisors know the CTE program and students well and provide academic, technical education, and postsecondary advisement.
   d) Scheduling permits full access for all students to all elements of the CTE program
   e) The advisement system provides students with opportunities to explore career and educational options, prepare a plan of study, a connection with a caring adult, and attend extra help sessions.
   f) Honors the IEPs and 504 plans for SWD and has the necessary supports for ESOL students.

So What?

Why Does This Matter?

- Engagement Crisis

- Economic strength of your Community

- Earning Power of Credentials

- Limits of College for All

- College Debt

- Majors Matter

What Makes it Hard?

- Carnegie Unit Model

- Reliance on Mandates and Inputs not Outcomes

- Engagement with the Business Community

- Pejorative thinking about some kids

- Professional Acculturation to College for All

What to Do?

Establish a career ready definition and associated metrics and use them in program and resource allocation discussions

Change the nature of the Career Ready conversation with the public, parents, board and staff from "those" kids to "all" kids

Build a Pathway System with business, industry and postsecondary partners

Resources:
- *Program Review Elements and Standards, NC3T*
- *Evaluating the Quality of Career/Technical Programs, SREB*
- *NYS CTE Program On-Site Review Criteria, CTE Technical Assistance Center of NY*

East Greenbush CSD

2.9.17

Rosemarie (Rie) Posillico
Center Specialist

The CTE Program Approval Process At-A-Glance

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By the end of our time...

- What are the **Commissioner's Regulations** & **Education Policy** regarding the CTE Program Approval Process?

- What **components** comprise the CTE Program Approval Process?

- What are the **steps** to secure approval of a CTE program?

- What are the **benefits** of having a CTE program approved?

CTE Program Approval

- NYS Board of Regents approved new policy regulations for Career and Technical Education on February 6, 2001.

- Approval of career and technical education programs is the way NYSED ensures that local CTE programs meet these policy requirements.

  -100.5(d)(6)(iv)

- There are approximately 1068 CTE approved programs in NYS
  - 680 in BOCES
  - 388 in School Districts

5 Components of CTE Approved Programs

Meaningful Learning Strand of CTE Courses

➕

Connections to Academic Content

➕

Work-based Learning Opportunities

➕

Postsecondary Articulation Agreement

➕

3-Part Technical Assessment

CTE Program Approval Process: 4 Steps

1. **Self Study** (A-I on Application)

2. **External Review**

3. **Board of Education Approval**

4. **NYS Education Department Review**

Career and Technical Education
New York State Education Department
Approval Application for CTE Programs

A. Program Information

School district or BOCES: [ ]

Proposed school year start date: [ ]	Agency code: [ ]
Program name: [ ]	CIP code: [ ] See www.p12.nysed.gov/cte/ctepolicy/

Program site(s): [ ]

Contact name: [ ] [ ]	Contact information to be posted on SED's website (if different)
Contact address: [ ] , [ ] [ ] , [ ] [ ]	Contact name: [ ] [ ]
	Contact phone: [ ]
Contact phone: [ ]	Contact fax: [ ]
Contact fax: [ ]	Contact e-mail address: [ ]
Contact e-mail address: [ ]	

B. Achievements

1. What is the total projected enrollment?	2. Of this total, what is the projected enrollment for students receiving special education services (including 504 plan and CDOS credential)?

Grade 9 [ ]	Grade 11 [ ]	Grade 9 [ ]	Grade 11 [ ]
Grade 10 [ ]	Grade 12 [ ]	Grade 10 [ ]	Grade 12 [ ]
Cumulative Total [ ]		Cumulative Total [ ]	

C. Self-Study Verification

3. Provide a brief description of the self-study process used in preparation for program approval. Describe how current labor market data has informed program design and choice of technical assessment. Attach a copy of meeting minutes showing dates or the final self-study report. [ ]

   For positive labor market employment trends, see
   https://www.careerinfonet.org/Occupations/select_occupation.aspx?next=occ_rep&level=&optstatus=&id=1,11&nodeid=2&soc code=&stfips=&jobfam=&menuMode=

STEP 1: SELF-STUDY (application)

A. **Program Information**

B. **Achievements**
  - **Data**

C. **Self-Study Verification**

D. **Content**
  - **Courses:**
    - CTE; CFM
  - **Units of Credit:**
    - CTE
    - Integrated
    - Specialized
  - **Curriculum Crosswalks**

E. **Work-based Learning**

F. **Employability Profile**

G. **Technical Assessment**
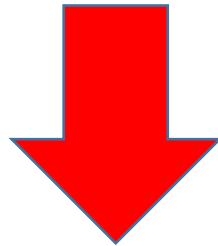 - **Written**
  - **Performance**
  - **Project**

H. **Articulation Agreement(s)**

I. **Certified Teachers**

Begin with a Meaningful Learning Strand:

High School Core Courses

i.e. Lifespan Studies

High School Cluster Level Courses

i.e. Child Development and Psychology

Adolescent Psychology

Early Childhood Education

Interdisciplinary Learning Strand: "The Business of Fashion"

Family & Consumer Sciences Courses

Ex. Clothing & Textiles CORE

Fashion Merchandising

+

Business Courses

Ex. Career & Financial Management

Microsoft Word Essentials/Microsoft Office Suite

Marketing or Accounting for Investing

Entrepreneurship

Does a student seeking an Advanced Regents Diploma have enough time to complete a CTE Approved Program?

Sample Student 4-Year Schedule

TYPE OF DIPLOMA: <u>Advanced Regents Diploma</u>   **TOTAL CREDITS:** <u>27-30</u>

9th Grade	Credits
English 9	1.0
Global History 1	1.0
Math	1.0
Science	1.0
PE 9	.5
Language	1.0
Music / Art Requirement	1.0
Child Studies *or Lifespan Nutrition*	.5
Career & Financial Mgmt I	.5
TOTAL CREDITS – Grade 9	**7.5**

10th Grade	Credits
English 10	1.0
Global History 2	1.0
Math	1.0
Science	1.0
PE 10	.5
Language	1.0
Lifespan Nutrition *or Child Studies*	.5
Career & Financial Mgmt II	.5
Elective	1.0
TOTAL CREDITS – Grade 10	**6.5-7.5**

11th Grade	Credits
English 11	1.0
American History	1.0
Math	1.0
Science	1.0
PE 11	.5
Language	1.0
Health	.5
Adolescent Psychology	.5
Elective	1.0
TOTAL CREDITS – Grade 11	**6.5-7.5**

12th Grade	Credits
English 12	1.0
Economics/PIG	1.0
Math	1.0
Science	1.0
PE 12	5
Language	1.0
Child Psychology	**1.0**
Internship in Human Services (CEIP)	.5
Elective	.5
TOTAL CREDITS	**6.5-7.5**

COMPONENT: Work-Based Learning

NYSED Registered Programs:
Require an extension on CTE Teachers' certification:
Coordinator of Work based Learning Programs

► **CEIP, CO-OP, GEWEP, WECEP**

Non-Registered Programs:
► Job Shadowing
► Community Service
► Volunteering
► Service Learning
► On-site Projects
► Supervised Clinical (Health Sciences)
► School-Based Enterprise
► Youth Apprenticeships
► Worksite Tours

3-Part Technical Assessment

1. Written

2. Performance

3. Project(s)

282 unique technical assessments are being used in CTE approved programs across NYS

Meaningful Learning Strand: Human Services

FACS-Specific Courses	Cr	Other Courses	Cr
Child Studies	.5	**Career and Financial Management**	**.5**
Adolescent Psychology	.5		
Child Psychology & Development **(college credit)**	1.0		
Lifespan Nutrition	.5		
Internship in Human Services	.5		
TOTAL FACS-Specific Units	**3.0**	Total Other Units	.5
Total Units in the Human Services CTE Program 3.5			

Technical Assessment:

Parts	Vendor	Title	Number
Written	NOCTI	Early Childhood Education and Care-Basic	4016
Performance	NOCTI	Early Childhood Education and Care-Basic	4016
Project(s)		**Part I:** Child Case Study (required by college)	
		Part II: Career Portfolio (including NYS Career Plan)	

STEP 2: External Review

Program of Study is reviewed by "fresh eyes":

► One meeting per program

► Variety of stakeholders/partners
  ▪ Cannot be same individuals who served on the Self Study team

► "Sign off" on the Program of Study plan

► Forward plan to Superintendent of schools for BOE approval

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STEP 3: BOE Approval

► Completed application submitted to the district (presentation)

► Superintendent of schools and BOE president sign bottom of completed application*

*Promises that criteria required by the Commissioner's Regulations are met (CTE Plan is followed)

STEP 4: NYSED Review

Subject specialist reviews the Program of Study plan:

► Application reviewed for accuracy, completeness, and appropriateness

► Call/send deficiency letter for revisions, if needed

► Letter sent to Superintendent of schools once approved

Benefits of CTE Program Approval

CTE students in approved programs ARE the definition of college and career readiness from a CTE perspective…

- Students who have earned college credit in their approved CTE programs are **college ready**; they have met the standards set by an institution of higher education for college credit or advanced standing.

- Students who pass an industry-recognized, national standards-based technical skills assessment are **career ready**; they have met the standards set for initial employment in their field.

Other benefits for students...

- Better program-engagement and persistence…due to relevant, meaningful learning strand

- Real-life connections with businesses

- Proof of competency through technical assessment

- College credit, advanced standing, tuition reduction

...more benefits for students

- Technical endorsement on high school diploma – seal

- Verification of competency at a national/world-wide industry standard

- Improved CTE program quality

- May be eligible to participate in the 4+1 CTE Graduation Pathways Option
  - **416** programs currently have available to students one of the **30** approved technical assessments

Resources

- **NYSED CTE Website**
  www.p12.nysed.gov/cte/ctepolicy/
  - **NYSED Implementation Guide**
  - **NYSED Application**
  - **Schools that have approved programs**

- **Common Career Technical Core Standards**
  https://careertech.org/CCTC

- **Professional Organizations & Colleagues**

- **Resources & Assistance: CTE TAC**
  www.nyctecenter.org

PROGRAM APPROVAL

The New York State Education Department (NYSED) has established program approval process for secondary CTE programs in high schools and BOCES in order to maintain high quality instructional programs in CTE.

There are several advantages to becoming a CTE Approved Program.

- Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma.

- Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam.

- Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program.

- Schools/BOCES are eligible to apply to the state for federal Perkins funding for program improvement.

INTRODUCTION

SELF STUDY

EXTERNAL REVIEW

DATA COLLECTION REPORTING

SUBMITTING APPLICATIONS

RE-APPROVAL PROCESS

http://nyctecenter.org/

Multiple Pathways to Graduation

East Greenbush CSD

———

2.9.17

———

Rosemarie (Rie) Posillico
Center Specialist

———

CTE | TECHNICAL ASSISTANCE CENTER OF NY

The Essential Question...

What **graduation options,** in **collaboration with CTE,** are available to students to **best prepare them for the future...** ...and what are the **requirements of each**?

CTE Pathway • CDOS Credential • CDOS Pathway At-A-Glance

CTE (4+1) Pathway	CDOS Credential	CDOS Pathway
Diploma Credit Requirement		
• Meet the minimum diploma requirement of 22 credits	• No minimum credit requirement	• Meet the minimum diploma requirement of 22 credits
Regents Exam Requirement		
• Pass the 4 required Regents exams (ELA, Math, Science and Social Studies)	• No Regents exam requirement	• Pass the 4 required Regents exams, one each in ELA, Math, Science and Social Studies
Other Requirements		
• Successfully complete an approved CTE program of study: ➤ 3 or more credits of CTE coursework that is rigorous and focused on a career ➤ Participate in work based learning experiences ➤ Pass the 3 part industry based national technical assessment ➤ Complete an employability profile	• Complete the requirements in Option 1 <u>or</u> Option 2 <u>Option 1</u> ➤ Complete a Career Plan ➤ Demonstrate achievement of the CDOS learning standards 1, 2, & 3a ➤ Successful completion of at least 216 hours of CTE coursework and/or work based learning experiences (of which at least 54 hours must be in work based learning) ➤ Complete an employability profile <u>Option 2</u> ➤ Meets the requirement for one of the nationally recognized work readiness credentials. (i.e. NWRC)	• Complete the same requirements for the CDOS Credential in ○ **Option 1** <u>or</u> ○ **Option 2**
Technical Assessment Requirement		
• Pass a 3 part industry based national technical assessment approved by the Commissioner and Board of Regents		
Students Leave High School with…		
• Students exit school with: ○ **Regents diploma** <u>and</u> ○ **Technical Endorsement**	• Students exit school with: ○ **CDOS Credential as a stand-alone credential** <u>or</u> ○ **CDOS Credential as an addition to a Regents or Local diploma**	• Students exit school with: ○ **Regents diploma** <u>and</u> ○ **CDOS Credential**

Historical Perspective

April 2013 to begin 2013-14

- Board of Regents approves CDOS Commencement Credential for **students with disabilities**

January 2015 to begin in June 2015

- Board of Regents approves CTE Graduation Pathway

March 2016 to begin June 2016

- Board of Regents approves CDOS Graduation Pathway for **ALL STUDENTS**
- Board of Regents approves CDOS Commencement Credential for **ALL** students

3 CDOS Learning Standards

Elementary • Intermediate • Commencement

1: Career Development

2: Integrated Learning

3a: Universal Foundation Skills

3b: Career Majors

CDOS (Commencement) Credential

► The Board of Regents approved the **CDOS** Commencement Credential as

- A supplement to a regular HS diploma
- An exiting credential*****

► Approved April 2013 to begin 2013-14 for **students with disabilities**

► March 2016 to begin June 2016 for **all students**

* The CDOS Commencement Credential is NOT a HS diploma; it is NOT a Pathway; it is a credential

CDOS Credential

► **No minimum credit** requirement

► **No Regents** exam requirement but students must have access to Regents level coursework

► **Complete** all the requirements for Option 1 <u>or</u> Option 2

Students exit school with the <u>CDOS Credential</u>

CDOS Credential: Option 1

► Complete a **Career Plan**

► Demonstrate achievement of the **CDOS Commencement Learning Standards 1, 2, & 3a**

► **216 hours of CTE coursework** (taught by a CTE teacher) **and/or** **work-based learning experiences (WBL)**, of which **at least 54 hours must be in WBL (grades 9-12)**

► Complete an **Employability Profile**

► Completed **12 years of school** excluding kindergarten

CDOS Credential: Option 2

► Meets the requirements for one of the **nationally recognized work readiness credentials** including, but not limited to:

- National Work Readiness Credential

- SkillsUSA Work Force Ready Employability Assessment

- National Career Readiness Certificate WorkKeys (ACT)

- Comprehensive Adult Student Assessment Systems (CASAS) Workforce Skills Certification System

Graduation Pathways in NYS
(aka 4+1)

- ✓ **Arts**

- ✓ **Bilingual** – Languages Other Than English (LOTE)

- ✓ **CTE** – Career & Technical Education

- ✓ **Humanities**

- ✓ **STEM** – Science, Technology, Engineering, & Math

- ▪ **CDOS** – Career Development & Occupationa Studies

- ✓ *Approved by BOR in January 2015 to begin in June 2015*

Assessment Requirements

Before Pathways (prior to June 2015)

Required Examinations

1 Math, 1 Science, 1 ELA, 1 Global History & Geography, 1 US History

Current Pathways (June 2015 and thereafter*)

All student must pass 1 Regents in each discipline

- **Math**
- **Science**
- **ELA**
- **Social Studies**

+

Choose 1 Pathway Assessment:

- **STEM** (Science, Technology, Engineering, Math)
- **Humanities**
- **Arts**
- **Biliteracy (LOTE)**
- **CTE (Career & Technical Education)**
- * **CDOS** (June 2016 and thereafter)

CTE Graduation Pathway

1. **Minimum diploma requirement of <u>22 credits</u>**

2. **<u>Four NYS Regents Examinations</u>**

ELA **Science** **Math** **Social Studies** **+1**

CDOS
CTE
STEM
Humanities
ART
LOTE
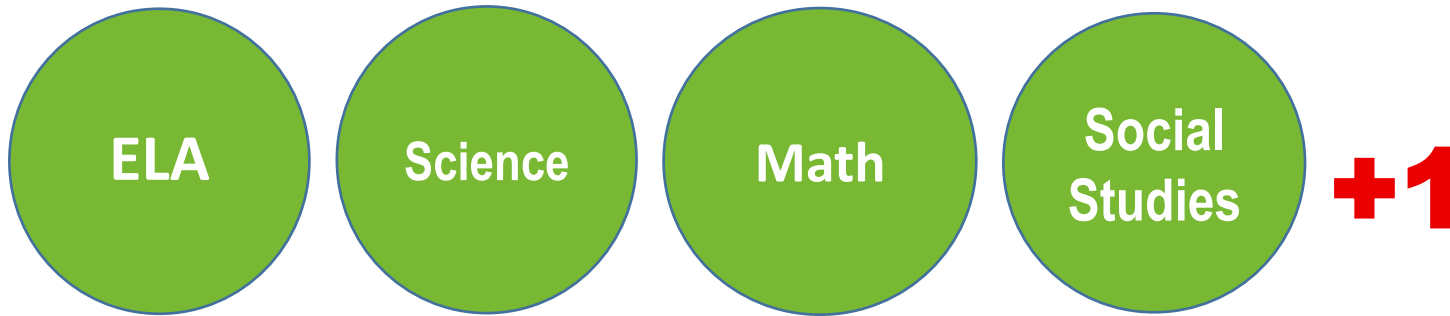
3. **"+1"= NYSED-Approved 3-part Industry-Based National <u>Technical Assessment</u>**

4. **Complete a <u>CTE Approved Program</u>**

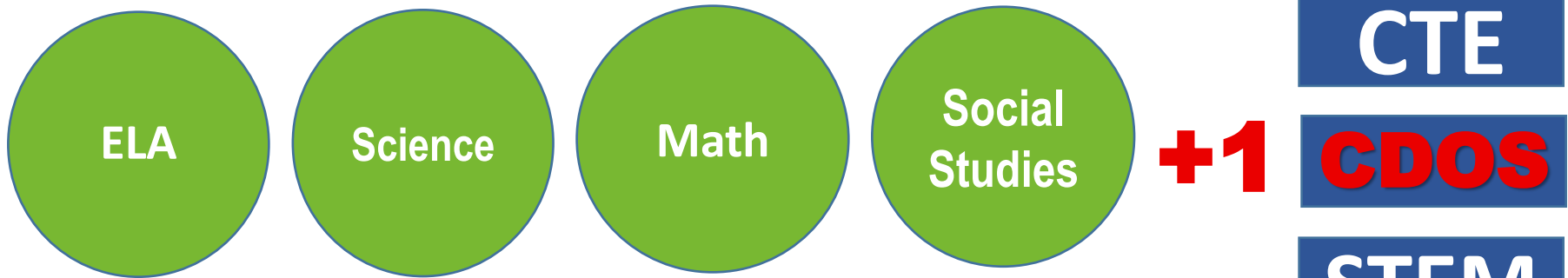**Students exit school with a <u>Regents diploma</u> and a <u>Technical Endorsement</u>**

CDOS Pathway

► The Board of Regents approved the CDOS Pathway in March 2016 to begin June 2016 for **ALL STUDENTS**

► The CDOS Credential was also approved for **ALL STUDENTS**

CDOS Graduation Pathway

1. **Minimum diploma requirement of <u>22 credits</u>**

2. **<u>4 Required NYS Regents Examinations</u>**

ELA   **Science**   **Math**   **Social Studies**   **+1**

CTE
CDOS
STEM
Humanities
ART
LOTE

3. **"+1" complete the requirements for the CDOS Credential in Option 1 or Option 2**

Students exit school with a <u>Regents diploma</u> and the <u>CDOS Credential</u>

Resources

► **NYSED Website**

http://www.p12.nysed.gov/ciai/multiple-pathways/

- **Multiple Pathways**

► **CTE Website www.p12.nysed.gov/cte/**

- **Work-Based Learning**
- **Career Plan**
- **Multiple Pathways**
- **CTE TAC**

► **Professional Organizations & Colleagues**

► **Resources & Assistance: CTE TAC**

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Career & Technical Education

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Program Approval Process

Carl D. Perkins Grant

Work-Based Learning

Career Plan

CTE Data

Multiple Pathways to Graduation

Learning Standards

Policy & Guidance

CTE Oversight

Driver Education

CTE Technical Assistance Center

NYSED / P-12 / SO / CTE /

Advancing New York State Career & Technical Education: Quality, Access, Delivery

New York Career and Technical Education is committed to providing high-quality CTE opportunities for all students. New York State's CTE delivery system consists of over 1,100 CTE providers, serving over one million students in school districts, BOCES, and postsecondary institutions.

CTE studies are organized in New York in the following content areas:

- Agricultural education
- Business & Marketing education
- Family & Consumer Sciences education
- Health Occupations education
- Technology education
- Trade, Technical & Industrial education

The CTE team also oversees activities in Perkins grant administration, Civil Rights, Workplace Learning, and Driver Education.

6/20/16
2016-17 Perkins Application for Adult Programs

6/7/16
Perkins Final Report Forms for the 2015-16 Program Year
80KB

5/20/16
Now Available

2016 NOCTI Cut Scores
149KB

4/29/16

Perkins 2016-17 applications for secondary programs

Perkins report cards to be used for the 2016-17 application now available

C&I
Curriculum and Instruction

Search C&I

- Learning Standards
- Core Curriculum Guidance
- P-12 Common Core Learning Standards
- Awards for Excellence
- Early Learning
- Funding Opportunities
- General Education & Diploma Requirements
- **Multiple Pathways**
- Gifted and Talented (AP&IB)
- Literacy
- Middle Level Education
- Publications
- Regulations-Part 100
- Teacher Centers
- cher Of The Year

Multiple Pathways

The New York State Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The recently approved regulations recognize students' interests in the Arts, Biliteracy, Career/Technical Education, Humanities and Science, Technology, Engineering and Mathematics (STEM) by allowing an approved pathway assessment to meet the students' graduation requirements.

Links for Information

- **NEW June 2016** 4+CDOS Pathway to Graduation

- Field Memo: Multiple Pathways to Graduation 4+1 Option 📄 (130 KB) (April 2015)
- Pathways to Graduation 4+1 Option Frequently Asked Questions 📄 (36 KB) (June 2016)
- Board of Regents Item, Proposed Amendments to Sections 100.2 and 100.5 of the Regulations of the Commissioner of Education Relating to Pathways to Graduation 📄 (338 KB) (January 2015)
- Presentation to the Board of Regents 📄 (419 KB) (October 2014)
- Multiple Pathways Press Conference (October 2014)
- New York State General Education & Diploma Requirements

Approved Assessments for the 4 + 1 Option

Let's get it on
design your life

Questions?

Edward A. Shafer
Dick Jones
Rosemarie (Rie) Posillico

One More Thing

Homework, Homework?

Suggested Pathway Criteria

Goal: A meaningful pathway option for every student

❑ Pathways include, but are not limited to, <u>approved CTE programs</u>

❑ Pathways all emphasize <u>application, theory and career exploration</u>

❑ Pathways adopt cross curricular strategies and embed the <u>Common Core English and math standards</u> throughout

❑ Pathways <u>utilize technology</u> to maximized delivery of content and connecting to real world application

❑ Pathways can be <u>customized to the student's interest;</u> if a local offering is not available

Suggested Pathways System Criteria

- Working definition of Career readiness and readiness for postsecondary learning

- Employer/community planning and advisory council

- Middle school career exploration activities

- Ninth grade pathways exploration

- College career pathways offerings, grades 10-12

- Commitment to serving all students with pathways

- Employer connected learning

- Opportunity to earn postsecondary credits

- Alignment with state and regional economic development councils

- Metrics, predictive and outcomes

- Evaluation

- Cross-Network Connections