

Nassau BOCES Perkins IV Implementation 2011-12 April 28, 2011

2011-12 (Year 4 of the Five Year Plan that goes to 2013; new Major Efforts required after the first 3 years))

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Legislation Stresses

- ❑ Programs of study
- ❑ Educational pathways in high-skill, high-wage, high-demand fields
- ❑ Detailed accountability and mandates
- ❑ Attention to special populations
- ❑ Year 4 (2011-12) must develop new Major Efforts and improve performance and data measures

Mandates of Perkins IV

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

Message from Eric Suhr: SED CTE Team Leader

- ❑ Integrate vigorous academics with CTE instruction;
- ❑ Link secondary and postsecondary to prepare students for high-skill, high-wage, high-demand occupations and/or emerging
- ❑ Enable CTE students to meet or exceed Perkins performance standards
- ❑ Address issues of new graduation requirements, college readiness, CTE emerging models.

Accountability: Secondary Performance Indicators

- Academic attainment: ELA, Math**
- Technical Skills (assessment) (2010-11)**
- Diploma/GED (2010-11)**
- CTE grade achievement: 75% or better**
- Graduation rates**
- Placement (2010-11): where they are after HS – 6 months out
- Non-traditional: Participation, completion
- State performance indicators negotiated with Federal government for evaluation
- Perkins and CTEDS 1 and 2 are now combined to one data set in SIRS

Consortia Activities

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

Year 4

- Strengthen and improve academic and technical skills
- Special Populations
- Expand use of technology in CTE
- Professional development
- Use data to improve CTE
- Improve, modernize and expand CTE programs: PoS, 21st century CTE models, HS and middle school
- Link secondary to postsecondary and career path counseling
- Ensure equitable access
- Address regional labor market needs

Programs of Study PoS (NYS Approved Program model)

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

Program of Study Process

- Self-study: curriculum and teacher quality
- External Review: external and Internal Partners
- Data and reports
- Statement of Assurances: Program data
- Industry Assessment
- Work-based Learning + Employability Profiles
- College Articulations
- Program Approval Follow-up Information Form
- Re-approval every 5 years

Special Populations

- ❑ English Language Learners
- ❑ Special Education Students
- ❑ Teen parent: Collaboration with TAP
- ❑ Disadvantaged: Alt. HS and GED Support
- ❑ Non-traditional: Vanguard and Recruitment/Mentors

Professional Development

- ❑ e-Portfolios/Xtremeintern with Sue Gubing
- ❑ USA Today Dream Jobs
- ❑ CTE and academic teachers
- ❑ Guidance, Business Depts., Family and Consumer Science, Administration, etc.
- ❑ Include CTE for special populations
- ❑ School climate/engaged schools (CHAMPS)
- ❑ Financial Literacy
- ❑ 21st Century Skills

District/Regional Activities

(Remember to complete the survey)

- District Level Objectives
- Regional Professional Development and Activities
- Senior Network: Joan and Matt
- Career Pathways/21st Century Skills
- Transition Planning
- Virtual Enterprises (VE)
- e-Portfolio/Career Development
- PoS and CTE Development
- Pilot Online Content and/or Instruction

Major Efforts for 2008 - 11

- Special Populations (includes vocational assessments)
- Career Planning/Pathways/21st Century skills
- Postsecondary Pathways: articulations, preparation, transitions
- Accountability/Continuous Program Improvement (Data collection, analysis, evaluation, SIRS and CTEDS 1, 2)
- Educational Attainment: CTE, Technical Endorsements, Diploma, Graduation rates, technology, academics
- Emerging CTE/Workforce
(Professional Development in all areas)

2011-13 Major Efforts

- ❑ Emerging Technologies in Business, Industry, and Education Delivery
- ❑ Rigorous Academics: Course Standards and Digital Content
- ❑ Planning for Transitions: Workforce Readiness for Special Populations
- ❑ Meeting Perkins Performance Standards
- ❑ Post-secondary College Readiness: Academics, CTE, and College Life Skills
- ❑ Preparation for high wage, high skills careers

Overview of the Perkins Web Page

- Using technology to communicate, share knowledge and expertise, resources, content, products, outcomes, media
- www.barrytech.org to go to www.nassaubocesperkins.org

Nassau BOCES Perkins Administration

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This year, all program registrations in MLP!

Consultants

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Discussion

Dates to Remember

- ❑ Grant due June 3, 2011
- ❑ Perkins 2011-12 Implementation Meeting – October 6, 2011 and Perkins Planning Meeting for 2012/-13 – April 26, 2012
- ❑ Sign up for: Dream Jobs, VE, eResume and Xtreme intern
- ❑ November 8, 2011 Superintendents' Conference Day at Hofstra