Implementation Guide for

CTE Program Approval

Introduction

The *Implementation Guide for CTE Program Approval* is a tool intended for use by local CTE programs seeking NYSED approval. The guide is designed to assist in understanding the Commissioner's Regulations, assessing CTE program quality, and identifying program needs prior to submitting the CTE program approval application to the Department.

Guidance is provided on each element required for CTE program approval. Each section contains a definition of the corresponding Commissioner's Regulation, a description of the intended purpose, and guidelines for practice.
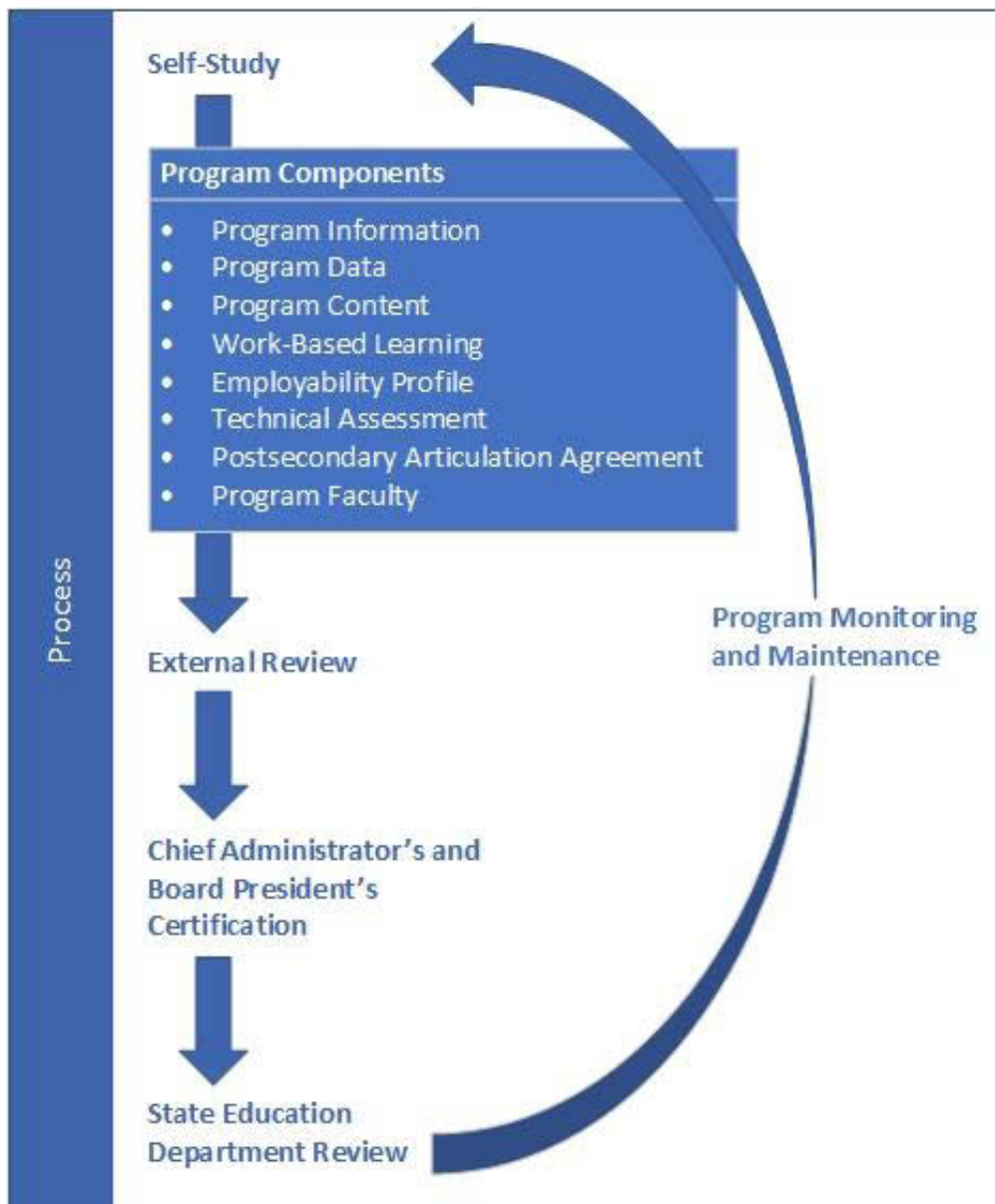
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Section I: Planning for and Benefits of CTE Program Approval

Planning for CTE Program Approval

When considering CTE program approval, it is important to evaluate the following:

- Why does the district/BOCES want a NYSED-approved CTE program?
- What are the goals for the program?
- What will the program prepare students for?
- Who will be involved in program planning, approval, and maintenance of the program?
- What sustainable practices are in place or are needed to maintain a NYSED-approved CTE program?

NYSED-Approved CTE Program Requirements

Commissioner's Regulations 100.5(d)(6)(iv)(a) require NYSED-approved CTE programs include the following elements:

- a technical and academic curriculum that achieves the commencement level of the appropriate New York State learning standards for all courses in the career and technical education program, including integrated and/or specialized English, mathematics, science, economics and government, and faculty with State certification in appropriate academic and/or technical subjects;
- a three-part technical assessment that includes an industry developed written and performance component, and a locally developed student project or demonstration of technical skills;
- postsecondary articulation agreements;
- work-based learning opportunities available for students;
- a work skills employability profile to document student attainment of technical knowledge, work-related skills, endorsements and licenses; and
- an assurance that data on student progress and performance will be made available (i.e., reported to the state's Student Information Repository System) to evaluate success on Regent's examinations or approved alternatives, technical assessments, and placement in employment, the military or postsecondary education programs.

Requirements of a NYSED-Approved CTE Program Receiving Perkins Funds

In addition to the requirements listed above, NYSED-approved CTE programs that use Perkins funds must also ensure programs provide a minimum of 54-hours of work-based learning experiences in order to meet Perkins performance indicator 5S3 and maintain Perkins eligibility.

Advantages for Students in NYSED-Approved CTE Programs

Students enrolled in a NYSED-approved CTE program at a school district or BOCES* who successfully complete all requirements earn a technical endorsement [CR 100.5(d)(6)(ii)(b)]. The technical endorsement is imprinted on a seal to be affixed to the diploma and includes the phrase Career and Technical Endorsement. Additional information on the specific design of the endorsement seal is provided to school districts and BOCES upon notification of CTE program approval.

Students enrolled in a NYSED-approved CTE program at a school district or BOCES* who do not complete all program requirements but successfully complete 216 hours of CTE coursework, including a minimum of 54-hours of work-based learning, may earn a CDOS credential through option 1. Students would also need to have completed a career plan, an employability profile, and have demonstrated achievement of the CDOS learning standards 1, 2, & 3a.

Students enrolled in a NYSED-approved CTE program at a school district or BOCES* who successfully complete all requirements may use their completion of the program as an approved pathway to meet graduation requirements under the "4+1" pathway assessment option. The 4+1 Career and Technical Education (CTE) pathway can be utilized once a student has met the minimum diploma requirements of 22 credits, passed the four required Regents exams (one in each of the following subjects: English language arts, mathematics, science, and social studies), and successfully completed a NYSED-approved CTE program. Students who have successfully completed all components of a CDOS credential may use the 4+1 Career Development and Occupational Studied (CDOS) pathway to satisfy graduation requirements.

Local school districts are notified by a BOCES of students who have completed all approved program requirements and who have earned the technical endorsement.

Technical Endorsement	Career Development and Occupational Studies (CDOS) Credential	Career and Technical Education (CTE) Pathway	Career Development and Occupational Studies (CDOS) Pathway
A seal that is affixed to a Local, Regents, or Regents with Advanced Designation diploma.	**A stand-alone credential that may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential.**	**A 4+1 approved pathway to meet graduation requirements.**	**A 4+1 approved pathway to meet graduation requirements.**
Successfully complete a NYSED-approved CTE program of study that includes: • passing a minimum of 3.5 CTE credits • passing each part of a 3-part technical assessment (written, demonstration, project components) [CR 100.5(d)(6)(i)(b)]	No minimum credit requirement No Regents exam requirement but students need to have access to Regents coursework **Option 1** • A completed 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	Meet the minimum diploma requirement of 22 credits Pass 4 required Regents exams, one each in ELA, math, science and social studies Successfully complete a NYSED-approved CTE program of study that includes: • passing a minimum of 3.5 CTE credits • passing each part of a 3-part technical assessment (written, demonstration, project	Meet the minimum diploma requirement of 22 credits Pass 4 required Regents exams, one each in ELA, math, science and social studies Complete the CDOS Credential requirements (Options 1 or 2)

	must be in work-based learning) • A completed employability profile **Option 2** Meet the requirements for one of the nationally recognized work readiness credentials including, but not limited to: • ACT Work Keys, ACT NCRC • SkillsUSA Career Essentials: Career-Ready Assessment • National Work Readiness Credential (NWRC)/ NWRC Assessments • Workforce Skills Certification System • Precision Exams 21st Century Success Skills (300)	components) [CR 100.5(d)(6)(i)(b)]	
Students exit school with Local, Regents, or Regents with Advanced Designation diploma and a Technical Endorsement.	**Students exit school with the CDOS Credential as a stand-alone credential or in addition to a Local, Regents, or Regents with Advanced Designation diploma.**	**Students exit school with Local, Regents, or Regents with Advanced Designation diploma and a Technical Endorsement.**	**Students exit school with Local, Regents, or Regents with Advanced Designation diploma and a CDOS Credential.**

All New York State diploma and credential requirements can be found on the [New York State Diploma and Credential Requirements](#) chart.

College, Career, and Civic Readiness Index

The College, Career, and Civic Readiness Index (CCCRI) is a measure of school quality and student success under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA). New York State's CCCRI gives credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses. Additional elements of the index include successful completion of a career technical course of study, receipt of an industry recognized credential, and completion of the Seal of Biliteracy, as well as results from students who participate in the New York State Alternate Assessments.

Students who earn a technical endorsement upon the successful completion of a NYSED-approved CTE program will carry the highest achievement weight possible on the CCCRI.

Additional information about ESSA and the CCCRI can be found on the NYSED ESSA webpage.

Section II: Program Approval Process

Self-Study

> **CR 100.5 (d)(6)(iv)(a)(2) a certification that the board of education or board of cooperative educational services has conducted a self-study involving faculty and staff to ensure that the following elements of a career and technical education program will be available to implement an approved program:**
>
> i. a technical and academic curriculum that achieves the commencement level of the appropriate New York State learning standards for all courses in the career and technical education program, including integrated and/or specialized English, mathematics, science, economics and government, and faculty with state certification in appropriate academic and/or technical subjects;
>
> ii. identification of the technical assessment to be used for each career and technical education program area;
>
> iii. identification of any postsecondary articulation agreements;
>
> iv. identification of work-based learning experiences for students;
>
> v. a work skills employability profile to document student attainment of technical knowledge, work-related skills, endorsements and licenses; and
>
> vi. an assurance that data on student progress and performance will be made available to evaluate success on Regents examinations or approved alternatives, technical assessments, and placement in employment, the military or postsecondary education programs.

Definition and Purpose

The self-study is the first step in the career and technical education approval process and provides for an in-depth evaluation of the program of study. Its purpose is to bring together primarily internal stakeholders to review the CTE program and propose relevant modifications.

The length of time needed to complete a self-study varies by school district or BOCES and by the type of CTE program under review and is not prescribed under Commissioner's Regulations or by NYSED policy. The work of the self-study committee is comprehensive, and an adequate self-study will take place over multiple meetings. The timeframe for this step for programs that have attained program approval in the last five years ranges from six months to two years.

Self-Study Committee

The self-study committee is comprised of primarily internal stakeholders who will review all aspects of the program being approved or reapproved. Self-study team members are selected by the school district or BOCES. The CTE program under review and the local needs will determine the exact composition of the self-study team. Individuals other than CTE teaching staff and general school staff are frequently included in self-study activities. Generally, self-study team members do not serve on the external review team. Membership most often includes but is not limited to:

- District administrator(s), building administrator(s)
- Guidance personnel
- Career and technical education teachers from the proposed program area
- Teachers of academic subject area(s) for which credit is to be offered

- Representative/advocate for students with disabilities
- Post-secondary representative(s)
- Business/industry/union representative(s) from the proposed program area
- Representative from the Local Workforce Investment Board
- Representative/advocate for English Language Learners

Self-Study Components

The self-study team will evaluate:

1. The district/BOCES's commitment and reasoning for having/continuing to have a NYSED-approved program. Ensure district administration and guidance are aware of and involved in the program development process.
2. The appropriateness of offering/continuing to offer the NYSED-approved program given current labor market needs.
3. Accessibility for all students to enroll and succeed in the approved program. If the self-study finds that barriers exist for students, a plan must be developed to document the steps to be taken to address the identified barriers.
4. The feasibility of offering/continuing to offer the NYSED-approved program given current resources (e.g., staff, facilities, and equipment).
5. The need, if applicable, for operational approval such as with appearance enhancement, barbering, and health sciences programs. Please contact the appropriate NYSED associate who oversees the content area for assistance.
6. The number of students to be served and benefits to the student body while evaluating teacher and student schedules to ensure feasibility.
7. The curriculum that is/will be offered. Crosswalks need to be completed for all courses/units in the program of study to ensure that content is aligned with academic and industry standards.
8. The work-based learning opportunities available to students. For health sciences programs, valid affiliation agreements need to be in place.
9. The creation or review of the employability profile that will be used.
10. The formative and summative assessments used in the program, including the three-part, industry-based technical assessment that will be given.
11. The review or, if necessary, establishment of postsecondary articulation agreements, ensuring valid terms and signatures exist.
12. Teacher certification and, where necessary for program operation, professional licensure (e.g., aeronautics, appearance enhancement, barbering, drone operation, and health sciences).

Documentation

Minutes are to be kept of all self-study meetings. Minutes articulate any CTE program needs, adjustments, or modifications revealed by the self-study and provides the basis for decisions made regarding the program. At the conclusion of the self-study, a report can be prepared for the external review committee. Either the minutes or self-study report is presented to the external review committee and included with the program approval or reapproval documentation sent to NYSED. Meeting agendas are not considered appropriate documentation of the self-study.

Program Information

Purpose

Programs seeking NYSED-approval must provide several types of information and data that is used by the Department in state and federal reporting.

Components

- School district or BOCES—The legal name of the school district/BOCES providing the NYSED approved CTE program.
- Program start date—The academic year in which the program is to be implemented. Please see the Office of Career and Technical Education's program approval webpage for application due dates and implementation timelines.
- Program name—The name that will be used to identify the program of study in the course catalog.
- Agency code—The code that uniquely identifies the district/BOCES that will be running the NYSED-approved CTE program.
- Classification of Instructional Programs (CIP) code—The code that uniquely identifies a program of study based upon its course content and alignment with a specific occupational field.
- Basic Educational Data System (BEDS) code(s)—The code that uniquely identifies the building(s)/site(s) where the NYSED-approved CTE program will be offered.
- Contact information—The administrator or faculty member that will provide and receive information relating to the program of study. This should be an individual who has oversight over all approved programs in the district.
- Operational approval status—Programs of study in the areas of health sciences, appearance enhancement, and barbering must obtain operational approval prior to conducting a program or applying for CTE program approval.

Program Content

> **CR 100.5(6)(iv)(a)(2)(i) a technical and academic curriculum that achieves the commencement level of the appropriate New York State learning standards for all courses in the career and technical education program, including integrated and/or specialized English, mathematics, science, economics and government, and faculty with State certification in appropriate academic and/or technical subjects;**
>
> Definitions:
> 1. Technical curriculum—CTE coursework which prepares students for employment opportunities and further study in the specific career area
> 2. Academic curriculum—Academic coursework in the area of English language arts, mathematics, science, and social studies
> 3. Commencement level standards—State learning standards and state assessments that reflect the knowledge, skills, and understandings all students are expected to know and be able to demonstrate upon receiving a high school diploma
> 4. Integrated and/or specialized coursework—*see below for* *integrated and specialized credit*
> 5. Faculty with appropriate state certification—*see section on* *program faculty*

Federal Definition of a Program of Study

Unlike prior iterations of the Perkins legislation, Perkins V sets forth a definition of the necessary elements of programs of study. This definition, combined with New York State's regulations, inform the policies and procedures guiding program approval. While not all schools may directly receive Perkins funds, the federal definition is applied to all NYSED-approved CTE programs. This definition requires that all programs:

- Incorporate challenging state academic standards
- Address both academic and technical knowledge and skills, including employability skills which are delivered through New York's Career and Financial Management (CFM) framework
- Align with needs of industries in the economy of the state, region, tribal community, or local area
- Progress in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)
- Culminate in the opportunity for students to attain a recognized postsecondary credential including opportunities for college credit, advanced standing, industry certifications, licensure, and collegiate degrees in the career area)
- Provide multiple entry and exit points along the career and technical education continuum

Standards for Curriculum Alignment

- New York State Standards—These are the New York State standards that are appropriate and applicable to the technical content of a CTE program. Content must align with the CDOS standards and New York State standards for specific content areas:
  - Math, Science, and Technology
  - Physical Education, Health, and Family and Consumer Sciences
  - Arts
  - Computer Science and Digital Fluency
- Industry standards—These are standards specific to the career area.

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- Academic standards— Even if not seeking integrated/specialized credit, other academic standards should be included as part of program review. Only crosswalk the standards that are program related. Academic standards that can be incorporated are:
  - English Language Arts
  - Mathematics
  - Science
  - Economics/Participation in Government
  - Other standards as appropriate

Submission of standard crosswalks is not a routine requirement for program approval; however, applicants should be prepared to submit crosswalks if requested as part of the program review.

Models of Program Delivery

There are two main models of program delivery for NYSED approved CTE content:

Sequential Model—A sequence of related courses that are put together to build a program of study

Example: A sequential model could be an entrepreneurship program in which students start with an Introduction to Business Class and then progress into coursework in introductory management, marketing, and finance before culminating in an entrepreneurship class which applies all of the previously learned components.

Blocked Model— A multi-period format typically delivered by a single teacher that scaffolds curriculum instead of delivering curriculum as separate but related coursework.

Example: A blocked model could be an animal science program in which students receive all CTE instruction with one teacher in a multi-period format. This model gives the teacher the ability to scaffold curriculum within their instructional time rather than scaffolding across multiple courses as is the case in the sequential model.

Regardless of the instructional model chosen:

- All programs must provide scaffolded instruction. This means that the content will start with more general topics and will increase in specificity and complexity as students near the completion of the program content.
- Program content is required to be delivered in a one- to four-year time frame.
- Program content must include no less than three units of CTE instruction in the program of study as well as at least one-half unit of career and financial management instruction for a cumulative total of no less than 3.5 units of CTE credit. Health sciences programs of study must provide a minimum of 4 units of credit; 2 units of health sciences core, 1 unit of content-specific theory, and 1 unit of supervised clinical in the work-related healthcare setting.

Career and Financial Management

Career and Financial Management (CFM) is a requirement of all NYSED-approved CTE programs. CFM provides students with the necessary career and life skills for success beyond high school.

Career and Financial Management content:

- Must be included in all NYSED-approved CTE programs.
- Must provide a minimum of one half-unit of credit, which is equivalent to one New York City credit.
- Can be delivered as either a stand-alone course or the content can be embedded throughout the content of a CTE program. *The method in which CFM curriculum is delivered is at the discretion of the LEA or BOCES.*
- Must include the sixteen themes identified in the [Career and Financial Management framework](#) which was updated in 2018. If an LEA or BOCES decides that CFM is best delivered as embedded content (instead of as a stand-alone course), then a crosswalk demonstrating where the sixteen themes are being addressed in the program of study must be completed and made available to NYSED upon request.

If CFM is delivered as a stand-alone course reported under SCED code 22152 and is operated under a different name locally, please clearly identify this in section 2 of the application.

Integrated and Specialized Coursework

Integrated Coursework

CR100.5 (d)(6)(i)(a) An integrated career and technical education course shall mean a course that combines career and technical education and academic commencement level learning standards and may be jointly developed and taught by an academic subject teacher and/or a career and technical education teacher. Successful completion of one unit of study in an integrated career and technical education course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject.

- Academic content is **inherent** within the CTE curriculum covered in the program of study and includes a minimum of 108 hours of content in the academic area.
- Courses must be jointly planned by appropriately certified academic and career and technical education teachers. Courses can be delivered by appropriately certified academic and career and technical education teachers or by a certified career and technical education teacher.
- Successful students earn one unit of credit toward the 22 credits required for a diploma. That unit may be used to meet distribution requirements of more than one subject but may only be awarded one unit of credit, e.g., an integrated science credit may be used to meet the minimum credits required for program approval and the credit may be applied toward diploma requirements for science. It is a district's decision to determine how the credit will be distributed for diploma requirements.

Specialized Coursework

CR100.5 (b)(7)(iv) A specialized course is a course that meets the requirements of a unit of credit as defined in section 100.1(a) of this Part and the New York State commencement-level learning standards as established by the commissioner. A specialized course develops the subject in greater depth and/or breadth and/or may be interdisciplinary. Successful completion of one unit of study in an interdisciplinary specialized course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. In a public high school, an interdisciplinary specialized course shall be taught by a teacher certified in at least one of the subjects.

- Specialized credit is available to students who have passed the required assessment in the academic area. Credit is earned when a student demonstrates achievement of the learning

objectives (based on commencement level learning standards) for a unit of study. In addition to the time requirement, demonstration and assessment of content knowledge is required before a unit of credit is awarded.

- Academic content is **bolstered** and not inherent within the CTE curriculum covered in the program of study and includes a minimum of 108 hours of content in the academic area.
- Successful students earn one unit of credit toward the 22 credits required for a diploma. That unit may be used to meet distribution requirements of more than one subject but may only be awarded one unit of credit, e.g., a specialized science credit may be used to meet the minimum credits required for program approval and the credit may be applied toward diploma requirements for science. It is a district's decision to determine how the credit will be distributed for diploma requirements.
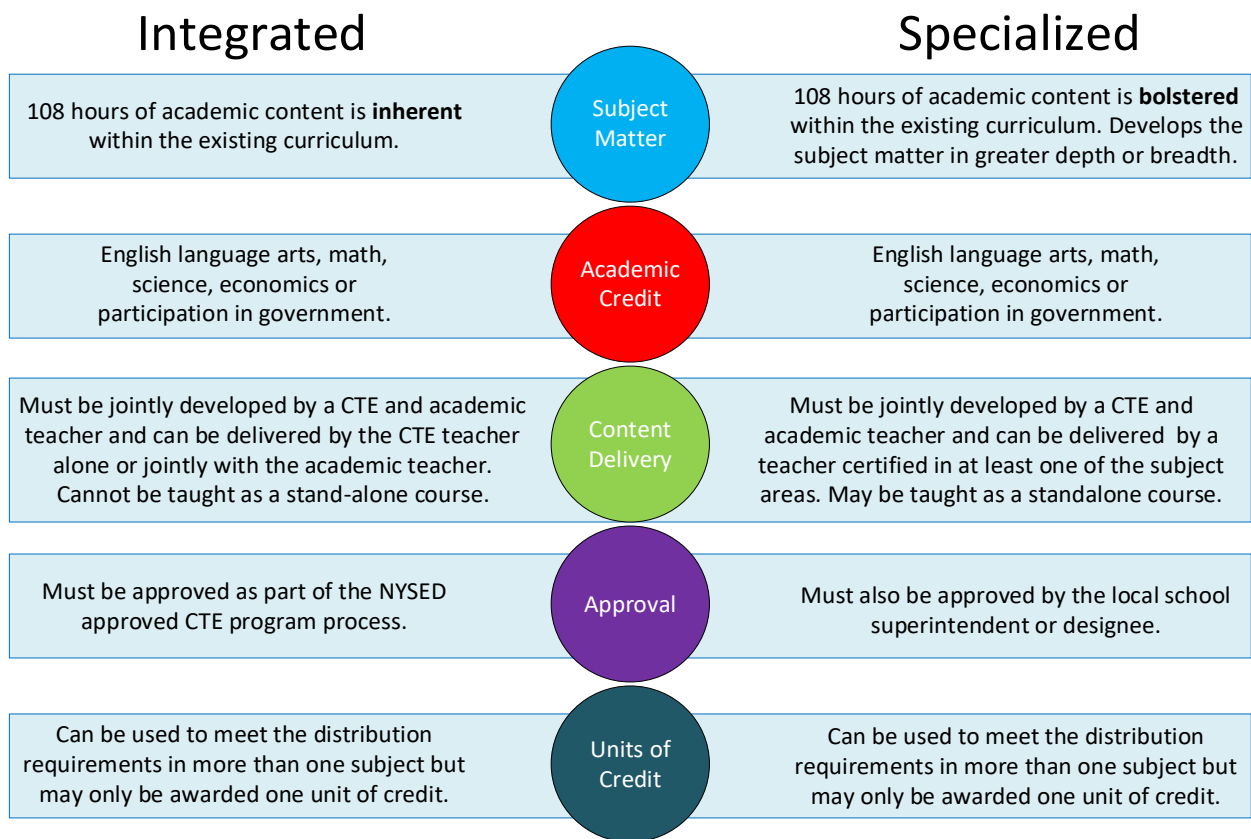
A Comparison of Integrated and Specialized Coursework

Integrated		Specialized
108 hours of academic content is **inherent** within the existing curriculum.	**Subject Matter**	108 hours of academic content is **bolstered** within the existing curriculum. Develops the subject matter in greater depth or breadth.
English language arts, math, science, economics or participation in government.	**Academic Credit**	English language arts, math, science, economics or participation in government.
Must be jointly developed by a CTE and academic teacher and can be delivered by the CTE teacher alone or jointly with the academic teacher. Cannot be taught as a stand-alone course.	**Content Delivery**	Must be jointly developed by a CTE and academic teacher and can be delivered by a teacher certified in at least one of the subject areas. May be taught as a standalone course.
Must be approved as part of the NYSED approved CTE program process.	**Approval**	Must also be approved by the local school superintendent or designee.
Can be used to meet the distribution requirements in more than one subject but may only be awarded one unit of credit.	**Units of Credit**	Can be used to meet the distribution requirements in more than one subject but may only be awarded one unit of credit.

The graphic above compares the differences between integrated and specialized coursework including the characteristics of what they look like in practice.

The key difference is not as much in **what** content exists but **how** it exists. In an integrated course, a student must know the commencement level academic content in order to learn the CTE content. In a specialized course, the commencement level academic content is not inherently there but is bolstered so that 108 hours of academics can be provided in the program.

Information on current commencement level academic standards for ELA, math, science, and social studies can be found on the Office of Standards and Instruction webpage.

Example 1: An engineering program may seek approval for integrated ELA, math, and science credit as students need to learn commencement level standards in all three of these academic areas in order to learn the engineering content of the CTE program.

Example 2: An information technology (IT) program may seek approval for specialized mathematics as the information technology program does not inherently include commencement level mathematics content. To meet commencement level requirements for math in this example, a school would bolster the mathematics content within the program.

Note: These examples are being given to help define the difference between integrated and specialized credit. Each program application that is received is individually evaluated for the appropriateness of integrated or specialized credit therefore not all engineering or IT programs may qualify as described in the example.

Other Characteristics of Content

Additional considerations for program content are:

- Programs must be accessible to all students, including students with disabilities, English language learners, and any other special populations as defined in Perkins legislation. Supports must be provided to assist students where necessary.
- Curriculum maps and crosswalks for NYSED-approved CTE programs must be created, maintained, and submitted in a digital format for review if requested by the associate reviewing the program application.
- Some program areas may have additional content-specific considerations that have not been addressed in this resource. For further information about content-specific requirements, please visit the appropriate CTE content area page or contact the appropriate content area associate.

Sample Questions to Guide Program Content Discussion

- Have industry standards changed or been updated? If so, what changes/updates occurred?
- What changes have taken place in the curriculum in the last five years?
- What new industry-related equipment has been purchased and/or added to the program in the last five years?
- Have crosswalks or documentation for integrated or specialized academics been updated to reflect new learning standards?
- Does the program have 108 hours of commencement level academics for the academic area in which credit is being sought?
- What changes, if any, were made through the submission of an amendment form during the last five years?
- Are updates to curriculum needed to match advances in industry? If so, when/how/where will these changes be reflected in the program?

Work-Based Learning

CR 100.5 (d)(6)(iv)(a)(2)(iv)…identification of work-based learning experiences for students;
Definitions:

1. Work-based learning—authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners.
2. Experiences—Work-based learning is a term that applies to a broad array of learning experiences from career awareness and exploration to career development and application. They can be registered or unregistered.

Types of Work-Based Learning Experiences

Registered Work Based Learning

Registered experiences typically take place outside of the school building, and students may earn academic credit in accordance with guidance from the work-based learning manual. There are four types of registered programs in New York:

- Career exploration internship program (CEIP)
- Cooperative career and technical education work experience program (CO-OP)
- General education work experience program (GEWEP)

Registered experiences must be supervised by an appropriately certified work-based learning coordinator (see section on supervision below).

Unregistered Work-Based Learning

Unregistered experiences may take place inside or outside of the school building. Students may not earn academic credit for these experiences. Examples of unregistered experiences may be found in the detailed section below. Unregistered experiences may be supervised by any school staff.

For additional details, considerations, and information regarding registered programs, please refer to the work-based learning manual.

Supervision

Registered Experiences

CO-OP and CEIP programs must be supervised by a CTE teacher who holds an additional extension as a Coordinator of Work-Based Learning Programs for Career Development (Per Section 80-4.3(f) of the Regulations of the Commissioner of Education). GEWEP programs must be supervised by a teacher or school counselor who holds certification as either a Coordinator of Work-Based Learning Programs for Career Awareness or Coordinator of Work-Based Learning Programs for Career Development (Per Section 80-4.3(e) of the Regulations of the Commissioner of Education). CEIP, CO-OP, and GEWEP must be registered with the Office of Career and Technical Education independently from the program approval process. CEIP, CO-OP, and GEWEP are registered for five-year periods.

Unregistered Experiences

It is highly recommended that unregistered experiences be supervised by a certified work-based learning coordinator holding either the Career Awareness or Career Development extension. However, these experiences may be supervised by any school staff.

Supervised Clinical Experiences for Health Sciences

Supervised clinical experiences must be overseen by a New York State certified health sciences teacher in the specific health sciences content area in which students are completing a program. Students must be directly supervised by clinical instructors or the health sciences teacher of the program when in the field. Clinical instructors must hold appropriate New York State licensure in the health sciences career in which students are completing the clinical experience and must be operationally approved where applicable.

	Registered WBL Experiences			Unregistered WBL Experiences					
	GEWEP	**CO-OP**	**CEIP**	**Job Shadowing**	**Community Service & Volunteering**	**School-Based Enterprise**	**Industry-Based Projects**	**School Year/ Summer Internships**	**Supervised Clinical**
WBL coordinator extension	Certification #8981 or #8982	Certification #8982	Certification #8982	Optional	Optional	Optional	Optional	Optional	Optional
Student age	Age 14+	Age 16+	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Age 16+*
Paid or unpaid	Paid and unpaid	Paid and unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Paid and unpaid	Unpaid
Diploma credit allowable	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/54 hrs. 1/108 hrs.	No	No	No	No	No	No
Related classroom instruction	At least one period per week	Five periods per week**	27 hrs./.5 credit; 54 hrs./1.0 credit	Optional	Optional	Yes	Yes	Optional	Yes
Experience must relate to career interests	No	Yes	Yes	No	No	Optional	Optional	Optional	Yes
Training must develop job skills	Yes	Yes	No, focus is career exploration	No	No	No	Yes	Yes	Yes
Hazardous Occupations Allowed	No	Yes, with student-learner exceptions	No	No	No	No	No	No	No

*Unless regulations dictate older age, as is the case with Home Health Aide (HHA) Programs (Age 17+)

** Students must be concurrently enrolled in a CTE program aligned with the CO-OP experience. All CTE instruction may be provided prior to placing students in the experience

Work-Based Learning Policies

Labor Law Considerations for Work-Based Learning Experiences

Minors must have working papers before beginning any registered work-based learning experience regardless of whether it is paid or unpaid. The coordinator should make a copy for their records prior to placing the student. More information about obtaining working papers may be found on the New York State Education Department's Office of Student Support Services' website.

New York State Department of Labor's permitted working hours for minors must be adhered to. Minors may not be placed into occupations deemed hazardous by the New York State Department of Labor or United States Department of Labor. The only exceptions are:

- Cooperative education programs—Allow for students in CTE programs to be placed at a work site that is aligned with the area in which they are studying. For example, a 17-year-old student enrolled in a construction technology program could complete a work experience at a construction site as long as there is a registered CO-OP program in place and the student is supervised by a certified CTE teacher with the extension of Coordinator of Work-Based Learning Programs for Career Development.
- Apprenticeship programs—Minors age 16 and over can, with parent permission, enter into registered apprenticeship programs that are registered with the New York State Department of Labor. Please note that while many companies/organizations may use the term "apprentice" to refer to junior employees, it is not considered an "apprenticeship" for purposes of labor law unless it is a registered apprenticeship with the Department of Labor. Academic credit cannot be earned for apprenticeship experiences.

Apprenticeship

Apprenticeship is the process of learning a skilled trade through on-the-job training (hands-on experience) and related classroom instruction. To become a New York State registered apprentice, a student must be hired by a New York State registered apprenticeship sponsor and become registered as a New York State apprentice (see Labor Law Considerations above). As a New York State registered apprentice, the participant is a paid employee of the sponsor.

Supervised Clinical Experiences (Health Sciences Requirement)

Supervised clinical experiences are a required component of all health sciences programs. Within each licensing content area, there are restrictions and mandates governing clinical experiences. Supervised clinical experiences involve students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate and valid New York State license/certification in the health care discipline for which the students are being prepared.

The provision of supervised clinical experiences is contingent upon securing operational approval. The health sciences programs which require approval to operate prior to student enrollment are emergency medical services, home health aide, nurse aide, and practical nursing training programs. For supervised clinical experiences in health sciences to take place, an affiliation agreement (a written contract with each partnering healthcare facility) must be established prior to enrolling students in these experiences.

Appearance Enhancement and Barbering Programs

Per the New York State [appearance enhancement](#) and [barbering](#) laws, no student shall work on any clients at any point in time during a work-based learning experience. A work-based learning experience outside of the classroom would be an observation only experience. The only situation where students are permitted to work on "live" clients is when they are under the direct supervision of their licensed appearance enhancement and or barbering instructor.

Use of Work-Based Learning Experiences to Meet Career Development and Occupational Studies (CDOS) Option 1 Requirements

Registered or unregistered work-based learning experiences may also be used towards the work-based learning requirement for Option 1 of the CDOS credential or 4+1 CDOS pathway to graduation. It is advisable for all NYSED-approved CTE programs to prepare students to meet Option 1 by offering at least 54 hours of work-based learning in the event that a student is unable to meet the requirements for a technical endorsement. For more information about CDOS, please visit the [New York State Education Department's CDOS Page](#).

Work-Based Learning Manual

For more information and details regarding work-based learning experiences, please consult the [work-based learning manual](#).

Sample Questions to Guide Work-Based Learning Discussion

- What types of WBL opportunities are students being provided?
- What has been going well and what can be improved? For reapprovals, what opportunities have been gained or lost over the last reapproval period?
- If you have CO-OP, CEIP, and GEWEP programs, are they currently registered with NYSED?
- Are students completing 54 hours of WBL to be eligible for CDOS Graduation 4+1 Pathway and to meet the Perkins WBL quality indicator? If not, what can be done to increase opportunities for students? (Please note that supervised clinical experiences in the health sciences are a minimum of 108 hours.)
- Explain the current process for recording WBL hours for this program. Do any updates need to be made to this process?

Employability Profile

CR 100.5 (d)(6)(iv)(2)(v) a work skills employability profile to document student attainment of technical knowledge, work-related skills, endorsements and licenses

Definitions:

1. Technical knowledge—Practical knowledge and skills specific to a particular CTE career area
2. Work-related skills—Universal knowledge and skills for employment that do not depend upon technical knowledge and are applicable to any career area, e.g., communication skills, teamwork, work ethic, CDOS 3a (universal foundation skills), etc.
3. Endorsements—Certifications and/or industry credentials as they relate to specific programs of study, e.g., ASE, AWS, Microsoft Office, NYSED-Approved CTE Program Technical Endorsement, etc.
4. Licenses—Professional licensure as it relates to a specific program of study, e.g., Cosmetologist, CNA, FAA, etc. (to be included only if applicable to the program)

Employability Profile Components

- Reflects the program of study and aligns with program content, skills acquired from work-based learning experiences, and skills from the technical assessment
- Identifies technical knowledge and work-related skills as actionable tasks and practices that can be measured
- Includes work-related skills based on professional standards, which can include CDOS 3a (universal foundation skills), CCTC Career Ready Practices, 21st Century Skills, and others where appropriate
- Contains a clear rating scale with measurable indicators for student achievement
- Identifies end of program outcomes, such as endorsements and/or licensure

Employability Profile Practices

- Employability profiles typically range from two to four pages in length
- Evaluation of the technical knowledge and work-related skills must be completed by the instructor, and may also be completed in conjunction with a WBL coordinator or appropriate faculty where applicable
- Employability profiles must be revised, updated, and reviewed on a regular basis with the student

Exemplar Employability Profiles Also Include

- Space for qualitative feedback that will give the employer a better idea of the student's skills
- Space for students to self-evaluate their skills
- Technical knowledge and work-related skills organized by unit/content area/course

Sample Questions to Guide Employability Profile Discussion

- How has the employability profile been updated in the last five years?
- What updates to the curriculum or changes in technical assessment need to be reflected in the profile?
- Are any improvements to the instrument itself needed to make it easier to use?

Technical Assessment

CR 100.5 (d)(6)(i)(b) a technical assessment is an industry-developed assessment consisting of written examination(s), student project(s) and student demonstration(s) of technical skills to measure proficiency in a specific technical field through the application of national standards in such technical field. If no assessment exists in a particular technical field, a school district and/or board of cooperative educational services may form a consortium to solicit local, regional or national businesses or related professional organizations to create an assessment.

Definitions:

1. Industry-developed assessment—The technical assessment is developed by business and industry representatives from the field related to the program. Industry-developed assessments are created by a third-party vendor.
2. Written examination—A written examination consists of multiple choice and/or constructed-response questions which reflect the cognitive knowledge required in a specific technical field. The written examination must be reflective of the comprehensive program of study. This component must be an industry-developed assessment.
3. Student project(s)—A culminating project or portfolio consists of projects/artifacts of learning that represent in-depth knowledge of a specific technical field. This component is locally determined and developed.
4. Student demonstration(s) of technical skills—A performance examination consists of students performing tasks that reflect proficiency of demonstrable skills in a specific technical field. This component must be an industry-developed assessment.
5. Measured proficiency in a specific technical field—Proficiency is determined by the third-party vendor based on a cut score or rubric.
6. Application of national standards—The technical assessment is aligned with national standards in the specific technical field.
7. Specific technical field—Content in a specific career area (e.g., welding, barbering, cybersecurity, etc.)

Technical Assessment Components

The technical assessment is a three-part assessment consisting of:

1. Written examination
2. Student demonstration of technical skills (performance)
3. Student project (local)

Selection of Technical Assessment

The school district or BOCES selects a technical assessment aligned to industry standards to measure student proficiency in the technical field for the program of study. The selected technical assessment must be a summative assessment reflective of the entire program of study, not just a component/course of the program.

The school district or BOCES may select a New York State licensing examination as the technical assessment. New York State licensing examinations are to be used as the technical assessment where required.

Other specific technical assessment requirements may exist depending on the content area. Please visit the CTE content area webpage or contact the appropriate CTE content area associate for guidance on discipline-specific expectations for written or performance components of the technical assessments.

Use of Employability Skills Tests

General employability skills tests measure general employability skills and do not assess knowledge in a specific technical field as is required by the regulations. With the exception of barbering programs, general employability skills tests may not be used as either the written examination or student demonstration of technical skills for technical assessments. Please refer to the July 2014 memo entitled, Secondary CTE Approved Barbering Program Guidance.

Local Consortium

A local consortium may only be used if no assessment exists in a specific technical field. A school district and/or board of cooperative educational services may form a consortium to solicit local, regional or national businesses or related professional organizations to create an assessment. If an industry assessment does exist for a specific technical field, then a local consortium cannot be used to develop a technical assessment for use in a NYSED approved CTE program.

Requirements for Technical Endorsement

In order to be eligible to receive a diploma with a technical endorsement, students participating in an approved program must successfully complete and pass all components of a program of study including the three-part technical assessment.

Changes to the Technical Assessment

Vendors may update, add, and/or replace industry developed assessments at any time. The technical assessment that is utilized must be the version that has been approved by NYSED. If programs wish to use a different or additional technical assessment, it must be approved either through an amendment form or program re-approval prior to implementation.

Sample Questions to Guide Technical Assessment Discussion

- Explain how the third party, industry-developed written and performance components of the technical assessment for this program were chosen.
- If there have been any changes to the program or the assessment, does the technical assessment still align to the program of study?
- Does the rubric for evaluating the locally developed project/portfolio need to be revised?

Postsecondary Articulation Agreement

CR 100.5 (d)(6)(iv)(a)(2)(iii) identification of any postsecondary articulation agreements

Definitions:
1. Postsecondary—Any education or training beyond high school (e.g., community college, four-year university, New York State DOL registered apprenticeship)
2. Articulation agreement—A formal partnership between the secondary and postsecondary institution(s) that outlines the direct benefits provided to students (e.g., college credit, advance standing, reduced tuition)

Articulation Agreement Components

Reviewers from the self-study team confirm that the postsecondary agreement includes:

1. Prerequisite skills, knowledge, or coursework required for students to participate in the agreement—These are skills or knowledge students must obtain or coursework students must complete prior to accessing the benefits of the articulation agreement. Articulation agreements clearly identify which courses or program of study at the secondary institution that a student must successfully complete to utilize the articulation agreement.

     Examples:
     - Students from XYZ High School must receive a high school diploma, complete the XYZ high school animal science program and achieve an 85 or higher average in each course included in the animal science curriculum.
     - Students must meet all other college entrance requirements for the animal science major.
     - Students must obtain a written recommendation from the secondary animal science instructor.

2. Roles and responsibilities of each institution—The agreement should include information regarding the tasks and duties that need to be carried out by both the secondary and postsecondary institutions to fulfill the components of the articulation agreement.

     Example: XYZ High school will ensure that all courses are taught by instructors who meet all applicable certification requirements. XYZ High School will follow the articulation agreement procedures and provide information regarding the college credit program to parents and students.

3. Duration of the agreement—Articulation agreements must specify the length of time the agreement will be in effect. For program approval, articulation agreements must be in effect for the duration of the approval period. This can be accomplished in a number of ways. When possible, it is recommended to obtain articulation agreements that are in effect for five years. Agreements with a duration of less than five years must include language indicating the possibility for renewal.

     Examples:
     - The effective date of this agreement is May 1, 2022 and will be reviewed for renewal five years after the signing by the participating parties.
     - This agreement will be in effect September 1, 2022 and will be reviewed annually for renewal.
     - This agreement will be in effect for the 2022-2027 school years.

4. Endorsement by officials of each institution—Articulation agreements must be signed by parties from each institution. Signatures must be dated and provide the title of the signatory.
5. The articulation agreement must directly relate to the program of study—The direct benefit(s) provided to students by the articulation agreement must allow students to continue their post-secondary studies in an occupational field related to the NYSED-approved CTE program. This direct benefit may include advanced standing, college credit, and/or reduced tuition.
    Example: A postsecondary articulation agreement for an auto collision program must be in the area of auto collision.

Other Considerations

Schools obtaining a single articulation agreement for use in multiple NYSED-approved CTE programs, must develop agreements that specify each approved program covered by the agreement and indicate which secondary courses are postsecondary courses.

Sample Questions to Guide Postsecondary Articulation Agreement Discussion

- Does the post-secondary articulation agreement:
    - Identify benefits to students including course credit, advanced standing, reduced tuition, or some other benefit in an area related to the approved program?
    - Specify the current approval period or include renewal language?
    - Contain signatures by both the district/BOCES and the post-secondary partner?
- Has the self-study committee explored additional/other postsecondary articulation agreements for this program of study?

Program Faculty

CR 100.5 (d)(6)(iv)(a)(2)(i) a technical and academic curriculum that achieves the commencement level of the appropriate New York State learning standards for all courses in the career and technical education program, including integrated and/or specialized English, mathematics, science, economics and government, and faculty with State certification in appropriate academic and/or technical subjects

Definitions:
1. New York State certification—Teacher certification that has been issued by the New York State Education Department's Office of Teaching Initiatives
2. Academic subjects—English Language Arts, mathematics, science, economics, and participation in government
3. Technical subjects—As defined in Section 100.1(l) of Commissioner's Regulations: agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education

Certificate Types

All career and technical education (CTE) coursework in the program must be taught by faculty with appropriate New York State certification in the program's career cluster area. The two categories of certifications that teachers may have are classroom and CTE certification.

- Classroom certificates are available in the areas of agriculture, business and marketing, family and consumer sciences, and technology education. Individuals who hold a classroom certification other than these four titles are not qualified to teach CTE coursework. In order to obtain a classroom teaching title, an individual will generally complete an approved teacher preparation program in that subject area or its equivalent. Certifications identified as "classroom teacher" enable the certificate holder to teach the broad range of content that is identified within the certification area. For instance, an educator certified in technology education is appropriately certified to teach content in automotive, materials processing, manufacturing, STEM, etc.
- CTE certificates are available in various content areas and are designed for individuals with significant industry experience in a specific career area. This title allows the individual to teach a specific career and technical education subject area in grades 7-12 in a New York State public school or BOCES, as opposed to a broad range of subjects as found in classroom certificates. For instance, an educator certified in vehicle mechanical repair is appropriately certified to teach content relating to the repair of vehicles. This educator is not appropriately certified to deliver instruction in courses other than vehicle repair. For a list of CTE teacher certificate titles and their descriptions, please visit the Office of Teaching Initiatives [CTE Experience Requirements by Title webpage](#).
- To find specific requirements to obtain either a classroom or CTE certification, please use the Office of Teaching Initiatives [certification requirement search tool](#).

Additional Certification Requirements

Areas Requiring Professional Licensure

Faculty teaching CTE coursework in health sciences, appearance enhancement, barbering, drone technology, and aeronautics must maintain, in addition to their New York State teaching certificate, licensure in the area in which they are teaching. This is required in order to legally operate these programs. If questions exist about licensure requirements, please contact the Office of Career and Technical Education prior to submitting the program for approval/re-approval.

Health Sciences Operational Program Approval

Faculty seeking to teach CTE coursework in health science programs for which operational approval is required, in accordance with federal laws and New York State regulations, must demonstrate additional specific prior work experience, e.g., a CTE teacher certified in practical nursing 7-12 must have the required two-years work experience in long-term care (LTC) in order to be operationally approved to deliver instruction for a nurse aide training program. If questions exist about operational program requirements, please visit the [NYSED CTE Health Sciences](#) website or contact the Office of Career and Technical Education Health Sciences Associate.

Career and Financial Management

Career and Financial Management may be taught by any CTE teacher title as well as the four classroom titles of agriculture, business and marketing, family and consumer sciences, or technology education.

Work Based Learning

- If CEIP or Co-op is part of the program content, a CTE teacher with the extension of Coordinator of Work-Based Learning Programs for Career Development must oversee that portion of the program.
- If GEWEP or WECEP is part of the program content, a teacher or school counselor who holds the extension of Coordinator of Work-Based Learning Programs for Career Development OR Coordinator of Work-Based Learning Programs for Career Awareness must oversee that portion of the program.

Vendor Certifications

Certifications obtained through vendors are a great way to obtain professional development and additional credentials. However, certifications issued by vendors are not recognized as New York State teacher certification. Program faculty must hold the appropriate New York State classroom or CTE certificate title to teach CTE coursework.

> *Example:*
> *Appropriate Certification*—A program faculty member certified as a New York State technology education teacher who holds a Project Lead the Way (PLTW) engineering certification would be appropriately certified to teach CTE engineering coursework.
>
> *Inappropriate Certification*—A program faculty member certified as a New York State physics teacher who holds a PLTW engineering certification would not be appropriately certified to teach CTE engineering coursework.

Inappropriate Certification—An individual who holds only a PLTW certification and is not a New York State certified teacher would not be appropriately certified to teach in a New York State public school or BOCES.

If questions exist about the appropriateness of faculty in NYSED-approved CTE programs, please contact the Office of Career and Technical Education prior to submitting the program for approval/re-approval.

Please note that the staff of the Office of Career and Technical Education are unable to assist with the actual process of teacher certification. This is handled by the Office of Teaching Initiatives. Inquiries regarding individual candidates or requirements to become certified need to be directed to the Office of Teaching Initiatives by e-mail at tcert@nysed.gov attention CTE.

Sample Questions to Guide Program Faculty Discussion

- Are there new/additional faculty members since the program was last approved?
- Are all faculty certifications/professional licensures up to date? (Certificate Holder Lookup)
- Are all faculty registrations up to date? (Registration Requirements)
- Are faculty appropriately certified to teach the courses they have been assigned?
- If using a registered WBL experience, does the faculty member hold the appropriate WBL extension?

External Review

CR 100.5 (d)(6)(iv)(a)(3) a certification that the board of education or board of cooperative educational services has formed a committee that shall include local, State and/or regional experts composed of, but not limited to, educators, labor, business and industry, and other community representatives, and members of component boards of education of the applicant board of cooperative educational services, to review the self-study and the career and technical education program, identify any gaps in meeting the State criteria and local needs and recommend strategies to address these gaps.

Definitions:

1. Self-study committee—Local, state and/or regional experts composed of, but not limited to, educators, labor, business and industry, and other community representatives, and members of component boards of education of the applicant board of cooperative educational services
2. Self-study—*see section on [self-study](#)*
3. Gaps in state criteria and local needs—Deficiencies within the program of study such as missing content, outdated materials, and/or ineffective or insufficient assessment selection.
4. Recommended strategies—An industry perspective of changes or improvements that could be made to a program of study to ensure it better aligns with the changes and needs of industry
5. State criteria—The learning standards within the program content
6. Local needs—Requirements set by the school district

External Review Purpose

- Review the self-study and the career and technical education program
- Identify any gaps in meeting the State criteria and local needs
- Recommend strategies to address identified gaps

External Review Committee

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.

If a school or center holds external reviews for multiple programs on the same day breakout sessions by program need to take place so that external review participants have an opportunity to evaluate the program relative to their field of expertise.

Membership must include:

- Secondary teachers
    - Example: CTE teachers
- Other academic core subject teachers
    - For BOCES only: When academic credit is included in the approval process the external committee must include a minimum of two academic subject teachers from at least two different component schools who will review the academic content for each integrated and specialized credit requested.
    - Business and Industry Partners—A **minimum of two** representatives from business or industry within the program area under review

- o   Example: A restaurant owner participating in the external review of a Culinary Arts program.
- Postsecondary educators—A representative from postsecondary education in the career area under review
  - o   Example: Obtain feedback about the program of study from the postsecondary contact from the college/university for which the program holds an articulation agreement.

Additional membership may include but is not limited to:

- Community representatives
- Representative/advocate for students with disabilities
- Parents
- Workforce Investment Board member/ Youth Council
- Board of education representatives
- School and program administrators and counselors

External Review Process

The external review committee will utilize their industry experience and content knowledge to review the self-study report and all proposed components of the program of study. The review of these materials is done to identify any deficiencies and needs of the program that may exist. This review also provides an opportunity for industry partners to recommend improvements to the program of study prior to submission to the superintendent of school or the district superintendent for board of education action.

Should the external review committee find that proposed program of study and its components to be satisfactory, the committee may recommend that the program is without deficiencies and should be directly forwarded to the superintendent of the district superintendent for board of education action.

Documentation

Each member of the external review committee must document their recommendations and feedback in addition to their participation in the review process. External review committee members must provide a dated signature (digital signatures are acceptable) as proof of their participation in the external review processes.

If physical or electronic signatures are not feasible, it is also acceptable to submit a copy of an email from the external review participant in which they identify/acknowledge the following:

1. Their title/role in the review
2. Their participation in the review
3. Feedback/suggestions for the program

This documentation should be received by the school district or BOCES and then compiled with the application materials just as if the signature sheet were being submitted.

Application

Compiling the Application

Applications for approval and re-approval can be found on the [Applications for CTE Program Approval](#) webpage.

Chief Administrator's and Board President's Certification

Each board of education or board of cooperative education services shall certify that

- a self-study involving faculty and staff has been conducted,
- all components reported on the application are available to students upon approval of the application by the State Education Department, and
- data on student progress and performance will be made available.

Application Submission Guidelines

1. A two-part application must be filed for each CTE program seeking approval or re-approval.

2. Applications will not be reviewed unless all information is provided and the appropriate official(s) has signed it.

3. The New York State Education Department will complete a technical and programmatic review of all applications to issue program approval. Programs that have been previously approved and are seeking re-approval must maintain current NYSED approval to continue to award the 4+1 CTE pathway, integrated/specialized credits, and the technical endorsement.

4. **Submission requirements**

   a. An electronic version of the complete application, inclusive of all supporting documents and materials, must be electronically submitted. Part 1 of the application must be sent as a Microsoft Word document. Part 2 of the application (detail forms) and all supporting documentation must be sent in PDF format. E-mail the application to: emsccte@nysed.gov.

   b. The complete application with **original signature(s)** must be mailed to:
   CTE Program Approval
   New York State Education Department
   Career and Technical Education Office
   89 Washington Avenue, Room 315 EB
   Albany, New York 12234

Questions regarding the CTE program approval or re-approval application may be directed by e-mail to emsccte@nysed.gov or by calling 518-486-1547.

Section III: Program Monitoring and Maintenance

Program Data

CR 100.5 (d)(6)(iv)(a)(2)(vi) an assurance that data on student progress and performance will be made available to evaluate success on Regents examinations or approved alternatives, technical assessments, and placement in employment, the military or postsecondary education programs

Definitions:

1. Student progress—The degree to which a student has progressed through the various components of an approved program.
2. Performance—Student outcomes on Regents examinations, approved alternatives, and technical assessments.
3. Regents examinations—English language arts (Perkins indicator 2s1), math (Perkins indicator 2s2), science (Perkins indicator2s3)
4. Approved alternatives—Assessments which measure an equivalent level of knowledge and skill that can be substituted for required regents exams as specified in Commissioners Regulation 100.2 (f). Department approved alternative assessments can be found on the Office of State Assessment website.
5. Technical assessments—The three-part technical assessment (written, performance, and local) for NYSED-approved CTE programs. See section on technical assessments.
6. Placement in employment, military, or postsecondary education—post-high school placement data (Perkins indicator 3s1).

Purpose

Commissioner's Regulations [100.5 (d)(6)(iv)(a)(2)(vi)] require NYSED-approved CTE programs to evaluate and report data relating to student progress and performance. The purpose of providing program data is to ensure that program level monitoring occurs. A comprehensive analysis of program data is conducted at the local level to identify program needs and to inform program changes. This information is required to be submitted with the re-approval application every five years, but best practice is to conduct this review annually.

NYSED-approved CTE programs are required to report student level CTE data annually to the Office of Information Reporting Services (IRS) through the Student Information Repository System (SIRS). Additional information can be found on the Reporting CTE data webpage.

The Office of Career and Technical Education at the NYSED uses aggregated statewide student and program data to assess the overall impact of CTE policy and make modifications to procedural aspects of the policy. CTE data is also used to inform program re-approval decisions, Perkins grant application review, and civil rights monitoring. All three of these are foundational to federally required reporting and administration of CTE programming in the state.

Documentation

Initial Approval

Initial approval applications must include projected student enrollment. These projections must be disaggregated by total student cohort, students with IEPs, and students with 504s.

Re-approval

Re-approval applications must report program performance data that includes, number of students that have:

- completed the coursework in the program of study,
- attempted all three parts of the technical assessment,
- passed each part of the technical assessment,
- and received a technical endorsement.

This data must be disaggregated by total student cohort, students with IEPs, and students with 504s. Re-approval applications must also include the number of students that have participated in each type of work-based learning experiences.

Sample Questions to Guide Program Data Discussion

- How many students completing this program of study and earning the technical endorsement? If students are not completing the program, elaborate on some of the barriers to program completion and how they can be addressed.
- Of the students who have attempted all three parts of the technical assessment:
    - Have all students attempted the technical assessment? If not, why not?
    - Do all special population students attempt the technical assessment? If not, what steps are being taken to improve attempt rates for these students?
- Of the students who have passed all three parts of the technical assessment:
    - What is the student pass rate on the technical assessment compared to the number of students that attempted? What supports can be put in place to increase student success on the technical assessment?
    - Do students in special populations perform at the same rate as their peers on the technical assessment? If not, what steps are being taken to improve outcomes for these students?
- Of the students who have received a technical endorsement:
    - How many students received a technical endorsement compared to the number of students that completed coursework and passed the technical assessment? If students are completing coursework, passing the technical assessment, and are not receiving the endorsement, what are some of the reasons this may be happening? What supports can be put in place to increase the number of students receiving a technical endorsement?
    - Do students in special populations receive technical endorsements at the same rate as their peers? If not, what steps are being taken to improve outcomes for these students?

Program Amendments

Program Approval Process

The NYSED career and technical education (CTE) program approval process is outlined in [Section 100.5(d)(6) of Commissioner's Regulations](). Tutorials on each step of this process can be accessed on program approval page links found under the left navigation button for "[CTE Program Approval]()". While programs are approved for a five-year period, there will be times when changes need to be made to the program due to unforeseen circumstances (change in faculty, change in postsecondary articulation agreement, etc.). Before any change is made to any of the components of the approved program **during the current approval period**, an approved program amendment form must be submitted and approved before the change can be implemented.

When Must an Amendment be Submitted?

An amendment form must be submitted and approved before there is any change to the most recently approved components of a program. This includes, but is not limited to, changes:

- in program contacts
- in program names
- in program courses
- in work-based learning coordinators
- in work-based learning experiences
- to the employability profile
- to the technical assessment
- to the postsecondary articulation agreement
- in faculty

Program Amendment Form

The [program amendment form]() was updated in 2021. This updated form should be used to request approval for any changes that are being sought. Once the amendment is filed, the NYSED Office of CTE may request additional documentation (e.g., updated employability profiles and copies of faculty certification/licensure) before informing the program provider if the amendment is approved or disapproved. Programs should not implement the changes on the form until they are approved by the Office of CTE.

Program Content Amendment Addendum

When changes are being made to the course sequence of an approved program, an additional [addendum]() must be submitted along with the amendment. This will allow the Office of CTE to easily determine the difference between the current and proposed course sequence to determine its appropriateness within the context of the rest of the program.

Substantial Programmatic Changes

Approved programs go through a thorough self-study and external review process every five years. The approved program amendment process is designed for minor changes that do not substantially impact the overall program design. Substantial changes may not be made through the amendment process.

Substantial changes include, but are not limited to, changes in CIP code, CTE content, or academic content. These changes may require a new approval process and consultation with the self-study and external review committees. For assistance in determining if a change is substantial, please contact the [content specialist responsible for the career cluster in question](#).

Technical Assistance

Technical assistance for CTE program approval is provided by the New York State Education Department Office of Career and Technical Education and by the New York State CTE Technical Assistance Center.

[Office of Career and Technical Education](#)

[CTE Technical Assistance Center](#)

New York State Education Department

Office of Career and Technical Education

www.nysed.gov/career-technical-education