

New York State Career &
Technical Education

**Implementation Guide to
CTE Program Approval**

Regents 2001 Policy on CTE

Implementation Guide to CTE Program Approval

Essential Elements

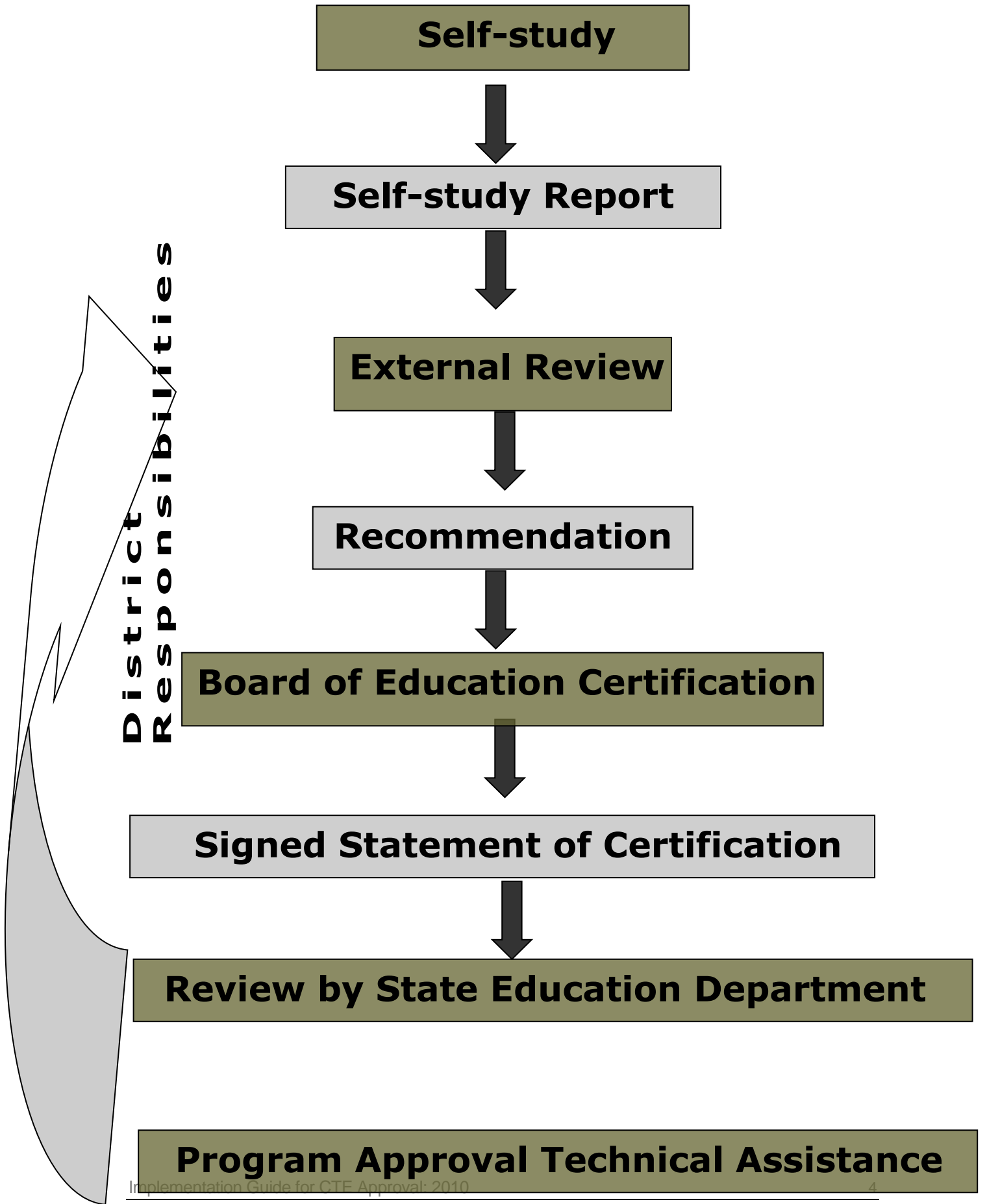
Introduction

The *Implementation Guide for Career and Technical Education Program Approval* is a tool intended for use by the local program approval self-study and external review teams. The guide is designed to assist in assessing career and technical education (CTE) program quality and identifying program needs prior to submission of the CTE program approval application to the Department.

Guidance is provided on each element required for CTE program approval. Each section of the guide contains a brief overview, a description of the intended process and a description of the product that would be the outcome of that work.

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Section 1: Program Approval

Program approval is the way the State Education Department (SED) ensures that local career and technical education (CTE) programs meet the policy requirements approved by the Board of Regents on February 6, 2001

Prior to submitting an application the Department, the self-study and external review committees will have reviewed the program in its entirety to ensure that the

- curriculum design provides rigorous content which is non-duplicative and provides the student with a coherent sequential program of study;
- curriculum has been aligned to both state and national learning standards;
- secondary curriculum is aligned with postsecondary education;
- faculty is state certified with the appropriate academic and/or technical certification;
- technical assessment meets current industry standards;
- articulation agreements are constructed to provide students with direct benefit;
- program provides work-based learning opportunities for all students; and
- data reporting infrastructure has been developed to report student performance in order to evaluate success on Regent's examinations, approved alternatives, technical assessments, and placement in higher education, employment or the military.

Process

A CTE program is eligible for state approval provided the school district/BOCES has met all program approval guidelines including but not limited to:

- conducting the CTE self-study
- conducting the external review
- processing all modifications necessary as the result of the external review
- obtaining the Chief Administrator's and Board of Education President's certification on the application
- completing the application for program approval and submitted it to the SED
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Resources

For a list of currently approved programs see

<http://www.emsc.nysed.gov/cte/ctepolicy/approved.html>

Section 2: Self-study

Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Individuals other than CTE teaching staff and general school staff may be included in self-study activities. Generally, self-study team members do not serve on the external review team. Membership may include but not be 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 disabling conditions

Post-secondary representative(s)

Business/industry/union representative(s) from the proposed program area

Local Workforce Investment Board

Council representative(s)

Process

- Self-study team members are selected by the school district or BOCES. The CTE program under review and local needs will determine the composition of the self-study team.
- 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 in Commissioner's Regulations or by SED policy.
- The school district or BOCES retains records and reports created during the self-study phase.

Documentation

A report is prepared for the external review committee. The report articulates any CTE program needs, adjustments, or modifications revealed by the self-study. Final recommendations on program approval are included in the report.

A. Curriculum Review

The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.

CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit

- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements
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Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program.

Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

B. Teacher Certification

The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives

<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

C. Technical Assessments Based on Industry Standards

The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma

The New York State Education Department does not approve, endorse, or certify any technical assessment.

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the

technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.

- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
 - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
 - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement

<http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

D. Postsecondary Articulation

The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
 - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - roles and responsibilities of each institution
 - duration of the agreement
 - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made.

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

E. Work-based Learning

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.

- The school district/BOCES must comply with Commissioner's Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual

<http://www.emsc.nysed.gov/cte/wbl/>

F. Employability Profile

The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Section 3: External Review

The external review committee is a committee formed to review, address, and approve the self-study report. Membership on the external review committee will vary according to the type of program and other needs of the school district/BOCES.

Membership shall include but not be limited to:

Secondary educators, both CTE educators and core academic subject educators (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—a minimum of two representatives from the business and industry of the career area under review

Postsecondary educators—a representative from postsecondary education in the career area under review

Membership may include but not be limited to:

Community representatives

Representative/advocate for students with disabilities

Parents

Workforce Investment Board member/Youth Council

Board of education representative

School and program administrators and counselors

Process

The external review committee will review the self-study report, identify deficiencies and needs of the program, and recommend improvements to the self-study team prior to submission to the superintendent of schools or the district superintendent for board of education action. The external committee may also recommend that the program is without deficiencies and should be directly forwarded to the superintendent of schools or the district superintendent for board of education action.

Documentation

Report of the external committee and intended outcome of their report

Section 4: Local Data Collection and Reporting

Commissioner's Regulations [100.5 (d) (6)(iv)(a)(2)(vi)] require approved CTE program to provide the Department with data on student progress and performance to evaluate success on Regent's examinations or approved alternatives, technical assessments and placement into employment or postsecondary education programs.

Aggregated statewide student and program data will assist the Department in assessing the overall impact of the CTE policy, to make modifications to procedural aspects of the policy, and to determine re-certification of approved CTE programs. Reporting of data will also guide future program improvements.

Process

- Collect, maintain, and make available on request data on student academic performance.
- Collect data to show numbers of students completing three to five or more units of credit in the approved CTE program.
- Collect data showing numbers of students who have taken and passed a technical assessment in an approved program.
- Collect data showing numbers of students who have earned a technical endorsement on their diploma.
- Collect data showing numbers of students who have entered postsecondary study.
- Establish a system to have data reported to the Student Information Repository System (SIRS).
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Documentation

SIRS data

Resources

See the December, 2009 field memo on CTE data collection at

<http://www.emsc.nysed.gov/cte/policy/DiscontinueCTEDSmemo1209.html>

Section 5: Application

Applications for approval and re-approval are available at:

<http://www.emsc.nysed.gov/cte/ctepolicy/applications.html>