

Career & Technical Education

CTE Program Approval

Part 2

*Walking your way through the
planning process*

Objectives for Session

- Review each of the CTE Approval Program Requirements
- Complete preliminary CTE Program Readiness Assessment
- Review NYSED CTE Program Approval Application Form

Materials for today

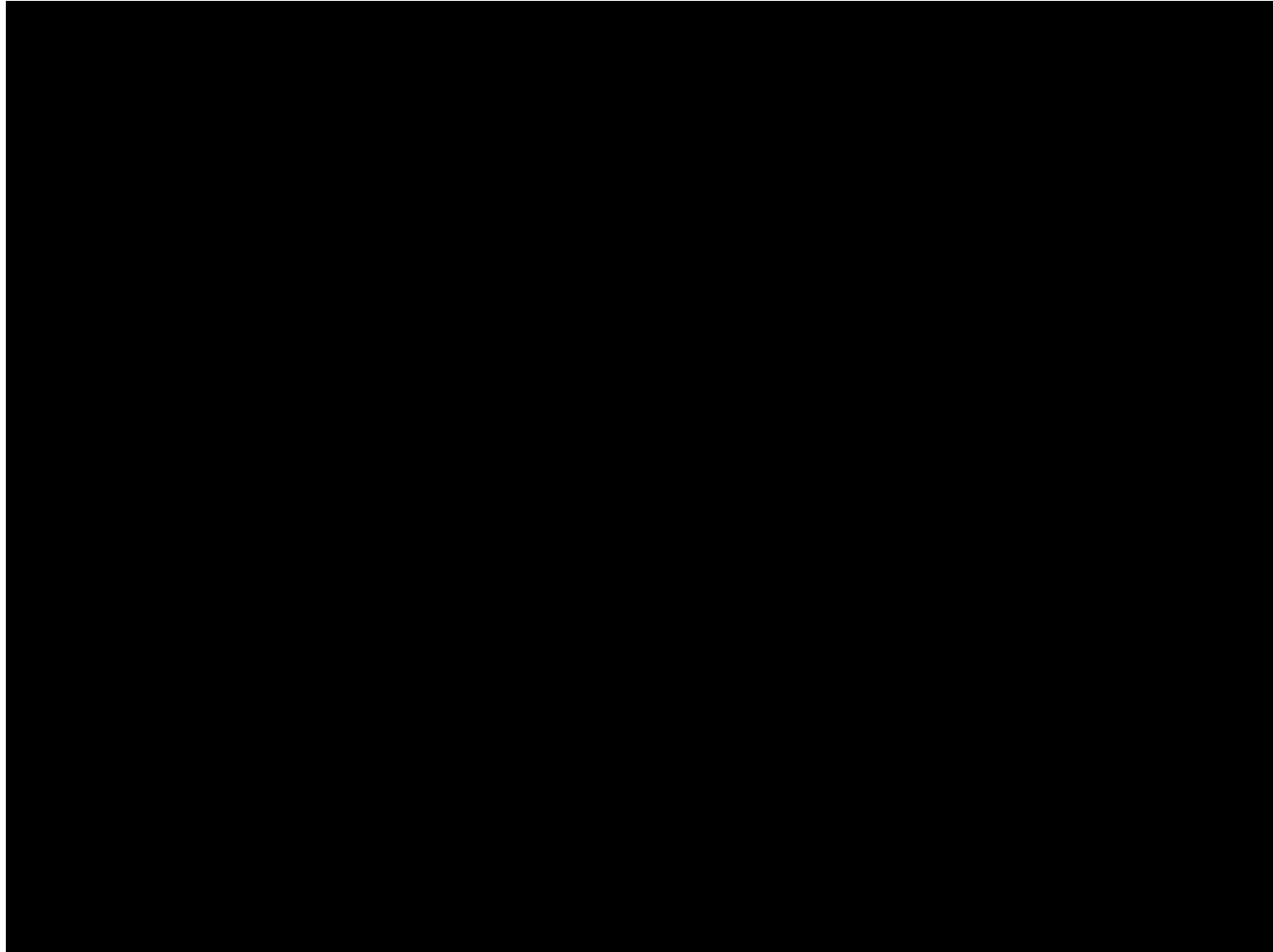


CTE Approved Program Pre-planning Workbook

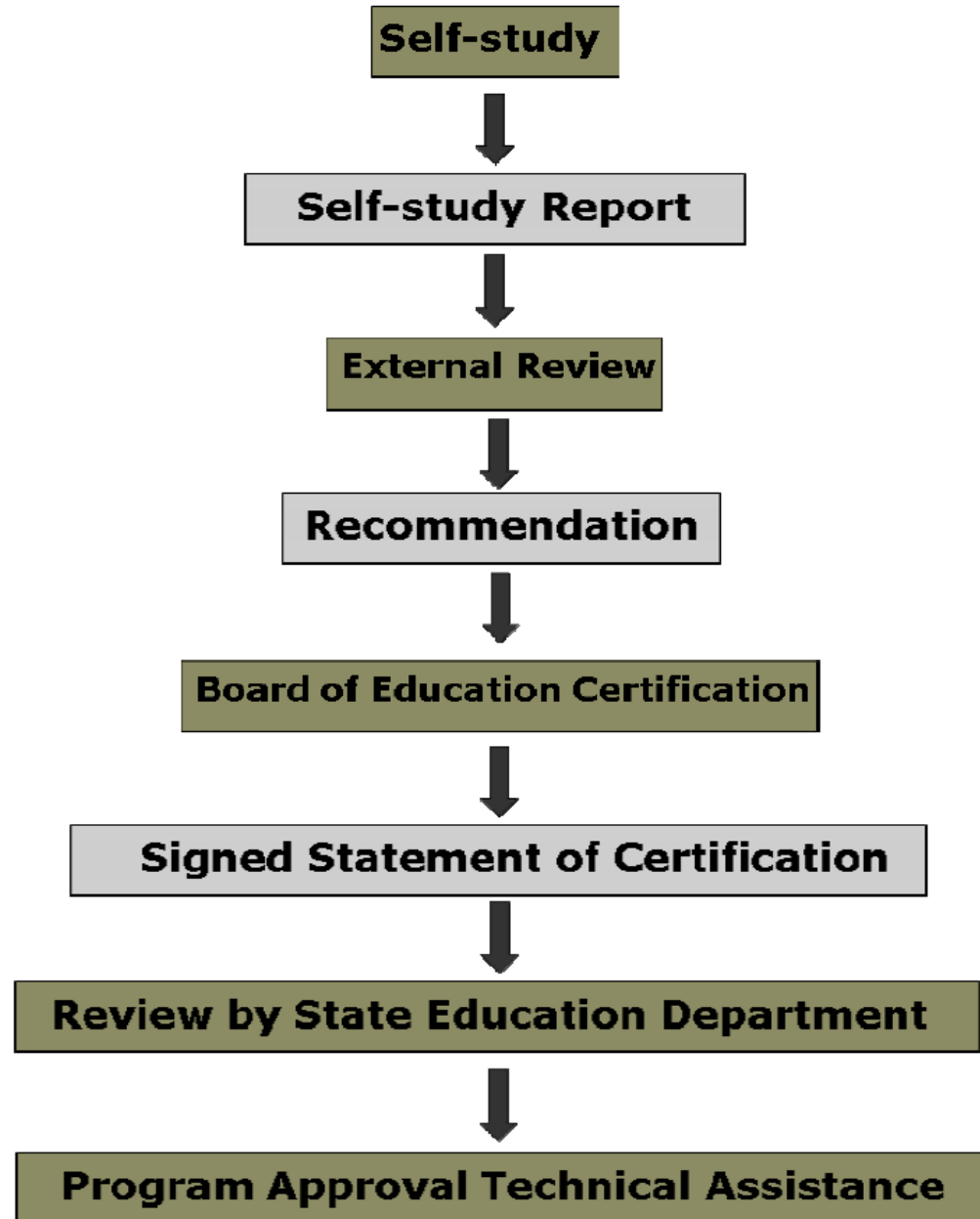
Worksheets – We will use today

CTE Pre-planning proposal – Use when you go home

Slides



Approval Process



The Implementation Guide for Career and Technical Education Program Approval

- <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



Purpose of the Self-study Team

- CTE and academic faculty
- Representatives for students with disabilities
- School principal or an individual who can represent the school
- For BOCES CTE programs, include two academic teachers from different districts in each core academic area to review the curriculum crosswalk to academics
- Guidance personnel who are knowledgeable
- Budget/HR representative from the district/BOCES
- Post-secondary Business/industry/union representatives
- Local Workforce Investment Board (WIB) or economic council participant who is knowledgeable regarding employment in the region

Curriculum Self Study Review

- Review of course curriculum and development of a curriculum map of the academic and CTE knowledge and skills to be mastered
- Documentation of appropriate work-based learning opportunities
- Identification of industry credential/license and technical assessments associated with the program
- Identification of work skills employability profiles
- Review district professional development plan for inclusion of support for CTE teachers

Curriculum Self Study Review

- Review existing postsecondary articulation agreements and make recommendations for development of new agreements where necessary
- Review certification status of program's instructional staff
- Prepare a report for the external review team including and identification of the CTE program needs

Curriculum Self Study Documentation	External Review Team Recommendations		
	Full	Recommendation with required revisions (describe recommendations)	Not recommended (describe deficiencies)
<ul style="list-style-type: none"> •Cross walked to CDOS, Math, Science, and/or ELA commencement level learning standards and industry standards •Career and Finance Management course taught as integrated, or stand alone – part of sequence •Non-duplicative •Challenging, logical, sequential free of bias •Encompasses applied learning experiences to link academic knowledge with technical skills 			

SAMPLE
Document

Curriculum Self Study Documentation	External Review Team Recommendations		
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Teacher Certification Self Study Documentation

- All CTE and academic teachers are appropriately certified
- Teachers have relevant industry-based experience
- Teacher skills and knowledge are evaluated by administrative supervisors within local contractual procedures
- Professional development is available to acquire or improve skills and knowledge

External Review Team Recommendations

Full

Recommendation with
required revisions
(describe
recommendations)
Not recommended
(describe deficiencies)

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**Technical Assessments
Self Study Documentation**

**External Review Team
Recommendations**

Full

Recommendation with
required revisions
(describe
recommendations)
Not recommended
(describe deficiencies)

- Have been appropriately identified with a timeline for implementation
- End of sequence exam sanctioned by industry partners aligned with industry skills/competency standards
- Have State or National approval
- Include written exam, student project, and demonstration of students' technical skills
- Where applicable license/certification or credentials is portable

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Post-Secondary Articulation

External Review Team
Recommendations

Full

Recommendation
Not recommended

- Secondary and post-secondary faculty and admin develop/review curriculum, delivery of instruction, student assessment and program review
- H.S. graduation or college credits to be earned are specified
- Prerequisite skills, knowledge, or course work clearly identified. courses are sequenced accordingly
- Faculty teaching college courses have demonstrated competence by training, earned degrees, scholarship, experience, classroom performance or other evidence and are approved by the post-secondary partner
- Roles and responsibilities of each institution are clearly specified
- Endorsed by the agencies - re-authorized regularly
- Include a “statement of assurances” - student access
- Students are informed of courses available through articulation agreements

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**Work-based Learning
Self Study Documentation**

**External Review Team
Recommendations**

Full

Recommendation with
required revisions
(describe
recommendations)
Not recommended
(describe deficiencies)

- Is cooperatively planned by district/BOCES and the employer
- Is directly related to the school’s learning components
- Provides information to maximize the value of the experience
- Provides job-specific instruction and competencies
- Follows formal district/BOCES procedure for supervising and coordinating work-based experiences
- Program coordinators are appropriately certified
- Provides access to students regardless of gender, race, ethnicity, and/or disabilities

**Employability Profile
Self Study Documentation**

**External Review Team
Recommendations**

Full

Recommendation
(describe
recommendations)
Not recommended
(describe deficiencies)

- Is developed for each student and maintained with student records
- Is continuously reviewed and updated by the student and appropriate personnel
- Skills to be mastered by students with disabilities are coordinated with their IEPs
- May include information regarding achievement of technical skills and knowledge; mastery of CDOS 3a (SCANS) skills; work-based learning performance; completion of industry-related assessments/certifications; special CTE honors, awards

Program Information Self Study Documentation	External Review Team Recommendations	
	Full	Recommendation (describe recommendations) Not recommended (describe deficiencies)
<ul style="list-style-type: none"> •Promotional materials are clear and complete •Procedures for dissemination in and out of school exist •Students and parents/guardians are made aware of program options and procedures for enrollment or additional information •Materials clearly state that students will not be excluded from participation on the basis of gender, race, color, national origin, disability, or age •Teachers/guidance personnel are aware of the CTE program and how it operates •Materials are available in accessible formats upon request 		

**Data Collection Data Collected:
Self Study Documentation**

**External Review Team
Recommendations**

Full

Recommend
Not
recommended

- There is an established process for the school to gather and maintain data
- All CTE courses are coded correctly and tracked through SIRS.
- School collects and maintains yearly data on student enrollment, program completers, high school diploma recipients, students receiving special education services, work-based learning participants, students that pass all three components of technical assessment, and post-secondary placements
- Assesses effectiveness of programs; complies with Commissioner regulations
- Evaluates: Regents exams/approved alternatives, technical assessments, placement in employment, military, post-secondary
- Grading system demonstrates effective assessment of student learning and provides all necessary information to assess student achievement and progress

EXTERNAL REVIEW

- **An External Review team made up of educators and local business officials**
- **Meets to review, address and approve the self study report**
- **Forwards recommendations to the District Superintendent includes:**
- **Recommendations addressing deficiencies, concerns and positive feedback**

External Review Team

Shall include (not limited to)

- Secondary educators, both CTE educators and core academic subject educators
- 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

May also include

- 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

Name	Representation	Title	Address	Phone Number
Brian Norris	College	SUNY Oswego Catering Director	405 Meadowbrook Circle Fulton, NY 13069	
Roxanne Pangredi	Special Populations	Special Education Teacher	Marcellus High School 1 Mustang Hill Marcellus, NY 13108	
Peter Pappas	Business	Co-Owner	Geddes Bakery 421-423 S. Main Street North Syracuse, NY 13212	
Christopher Precopio	Education	Math Teacher	Solvay High School 600 Gertrude Avenue Solvay, NY 13209	
Melissa Punzo	Education	Counselor	OCM BOCES 6820 Thompson Road Syracuse, NY 13211	
Mark Rauch	Education	Math Teacher	Solvay High School 600 Gertrude Avenue Solvay, NY 13209	
Joseph Rotella	Education	Superintendent	Onondaga Central Schools 4466 South Onondaga Road Nedrow, NY 13120	
Marianne Sherlock	Business	Human Resource Manager	Iroquois Nursing Home 4600 Southwood Heights Jamesville, NY 13078	
Joan Sherman	Education	Math Teacher	OCM BOCES 6820 Thompson Road Syracuse, NY 13211	
Stephanie Simmons	Business	Human Resources	Iroquois Nursing Home 4600 Southwood Height Jamesville, NY 13078	
Patty Sofranko	Business	Owner	Child Care Solutions	
Matthew Tarolli	Education	Administrator Intern	OCM BOCES 6820 Thompson Road Syracuse, NY 13211	
Jay Tinklepaugh	Education	Principal	Solvay High School 600 Gertrude Avenue Solvay, NY 13209	
Howard Tupper	Government	Town Board member	Van Buren Village 65 Syracuse Street, Baldwinsville, NY 13027	
Tom Turton	Business	Chef	CISCO Foods 114 Scottsdale, Liverpool, NY 13088	
Colleen Viggiano	Education	Assistant Superintendent	OCM BOCES 6820 Thompson Road, Syracuse, NY 13211	
Dave Wall	Higher Education	Director of Corporate Affairs	Onondaga Community College 4941 Onondaga Road. Syracuse, NY 13215-2099	

SAMPLE
Document

**OCM BOCES
Certified Nurse Assistant Program
Re-Certification External Review**

External Review Agenda (Sample)

- 8:30 Refreshments
- 8:45 Introductions
- 9:00 Program descriptions and overview
- 9:45 Analysis of the self-study report
- 10:45 Break
- 11:00 Recommendations
- 11:30 Wrap-up
 - Questions Open Discussion Evaluations
- 11:45 Lunch

External Review Breakout Session,

Sample artifacts to discuss

Curriculum

Overview

Curriculum Outline/Syllabus

Curriculum Crosswalk

Staff

Consultant Committee

Teacher and Support staff credentials

Professional Development

Staff Directory

Annual Performance Review

Teacher Contract

*SAMPLE
Document*

**Career and Technical Education
New York State Education Department
APPROVAL APPLICATION FOR CTE PROGRAMS**

INSTRUCTIONS

A school district or BOCES seeking approval for a Career and Technical Education (CTE) program must complete the attached application. Guidance for completing each component of the application is available at www.emsc.nysed.gov/cte/ctepolicy/.

A separate approval application must be filed for each CTE program seeking approval.

An approval application will not be processed unless all information is provided and the appropriate officials have signed it.

Successful approval is necessary in order to award the CTE endorsement on diplomas issued during the 2011-2012 school year and following.

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

An original and one copy of the approval application should be submitted to:

**CTE Program Approval
New York State Education Department
Career and Technical Education Team
89 Washington Avenue, Room 315 EB
Albany, New York 12234**



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

A. Program Information

School district or BOCES:

Proposed school year start date:

Agency code:

Program name:

CIP code:

See www.emsc.nysed.gov/cte/ctepolicy/

Program site(s):

Contact name:

Contact information to be posted on SED's website (if different)

Contact address:

Contact name:

Contact phone: ()

Contact phone: ()

Contact fax: ()

Contact fax: ()

Contact e-mail address:

Contact e-mail address:

B. Achievements

1. What is the total projected enrollment?

2. Of this total, what is the projected enrollment for students receiving special education services (including 504 plans and IEPs)?

Grade 9	Grade 11
Grade 10	Grade 12
Cumulative Total	

Grade 9	Grade 11
Grade 10	Grade 12
Cumulative Total	



C. Content

3. List CTE and academic courses included in this program.
4. How is the content of Career and Financial Management delivered?
This one-half unit of instruction remains a required component of all CTE programs. Integrated Stand-alone
- | | | | | |
|---|---|---|-------------------------------------|--|
| 5. Which integrated units of credit are you seeking approval for in this application? | English Language Arts
<input type="checkbox"/> | Mathematics
<input type="checkbox"/> | Science
<input type="checkbox"/> | Social Studies
<input type="checkbox"/> |
| 6. Which specialized units of credit are you seeking approval for in this application? | English Language Arts
<input type="checkbox"/> | Mathematics
<input type="checkbox"/> | Science
<input type="checkbox"/> | Social Studies
<input type="checkbox"/> |
| 7. How many units of credit will students earn for completing this program? | Integrated units | Specialized units | CTE units | Total units |
8. For BOCES applicants: how have you communicated specialized units of credit to the component districts?
9. Has a learning standards curriculum crosswalk been completed for this program?
 CDOS (3a and 3b – all levels) Yes No
 Core Academic Yes No
 National/State Skill Yes No
10. For BOCES applicants: attach the name, school and certification area of at least two academic teachers from at least two different component schools who reviewed the academic content for each integrated or specialized credit requested.

D. Work-based Learning and Employability Profile

11. What types of work-based learning opportunities will be available to students in this program?
- | | | |
|---|---|--|
| Cooperative CTE work experience program (Co-op)
<input type="checkbox"/> | Career Exploration Internship Program (CEIP)
<input type="checkbox"/> | Summer internships
<input type="checkbox"/> |
| Worksite tours
<input type="checkbox"/> | Cooperative Apprenticeship Program (CAP)
<input type="checkbox"/> | Job shadowing
<input type="checkbox"/> |
| School-year internships
<input type="checkbox"/> | General Education Work Experience Program (GEWEP)
<input type="checkbox"/> | Workplace mentors
<input type="checkbox"/> |
| Youth apprenticeships
<input type="checkbox"/> | Supervised clinical experience
<input type="checkbox"/> | Community service/learning
<input type="checkbox"/> |
| On-site projects
<input type="checkbox"/> | Other (please explain)
<input type="checkbox"/> | |
12. Has an employability profile model been developed for this program?
 Yes No, explain

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

E. Technical Assessment

1. What is the name of the technical assessment used in this program? If all modules are not included in the program assessment, please list those that are used. Show test reference numbers where appropriate.

What was the rationale for the selection of the above assessments?

2. Provide name of vendor, agency or consortium that developed each part of the technical assessment?

Written examination(s)

Note: Consortium developed assessments are allowed only when no technical examination exists in a particular field; the assessment must include written examination(s) student project(s), and student demonstration(s) of technical skills. Students must pass all three parts.

Student demonstration(s) of technical skills

Project(s)

F. Articulation Agreements

3. Is a formal postsecondary articulation agreement in place?

Yes No

4. With what two- or four-year postsecondary institution(s) do you have an articulation agreement?

17. Attach a copy of the signed articulation agreement(s) currently in effect.

18. What are the benefits to the student?

College credit

Advanced standing

Reduced tuition

Other, please specify

G. Faculty and External Review Committee

9. Attach a list of all teachers in this program and a copy of the New York State Education Department teacher certification(s) held by each.
10. Are the teachers highly qualified according to NCLB standards in the subject(s) for which academic credit may be given?
 Yes No For clarification, see Field Memo NCLB NYS 03-2008 (June) at www.emsc.nysed.gov/nclb/guidance/memos/home.html.
1. If no, is there a highly qualified core academic teacher on staff and on site who works collaboratively with the CTE teacher in the preparation, delivery, and evaluation of content for each subject?
 Yes No For clarification, see Field Memo NCLB NYS 03-2008 (June) at www.emsc.nysed.gov/nclb/guidance/memos/home.html.
2. What date did the External Review Committee meet?
3. Have the members of the External Review Committee approved the academic and CTE content of this program for the number and distribution of credit listed in this application?
 Yes No, explain
4. Attach a list showing title, position, affiliation and area of expertise for each External Review Committee member.

H. Chief Administrator's and Board President's Certification

hereby certify that all components of the Career and Technical Education Program reported herein are available to students upon approval of this application by the State Education Department. I certify that data on student progress and performance to evaluate student success on Regents examinations or approved alternatives, technical assessments, and placement in employment, the military or postsecondary education programs will be made available to the State Education Department upon request.

Name	Title	Date
Signature of Chief Administrative Officer _____		

Name	Title	Date
Signature of Board President: _____		

QUESTIONS ?