CTE Approved Program Planning Workbook

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CTE Approved Program Planning Workbook:
A resource to walk schools, districts, and BOCES through the
CTE program approval/re-approval process
www.nyctecenter.org

Career & Technical Education (CTE) programs provide academic and technical instruction in
the content areas of agriculture, business & marketing, family & consumer sciences, health
occupations, trade and technical education, and technology education. CTE programs
approved by the New York State Education Department (NYSED) allow students to earn at
least 3.5 credits in focused and rigorous courses that form a cohesive concentration.

The New York State CTE Approved Program Planning Workbook supports BOCES and
school districts in the early stages of developing and preparing the application for approval/re-
approval as a CTE Approved Program. This Planning Workbook is a supplement to the
Implementation Guide for CTE Program Approval from NYSED. It provides resources, tools,
and a planning process to support effective and efficient development of the program and
completion of the application process. The Implementation Guide identifies the components
required to complete the program approval process and demonstrate sustainability. The local
internal self-study and the external review are designed to be an accurate assessment of a
CTE program’s level of rigor and relevance in ensuring students become college and career
ready.

The CTE Approved Program Planning Workbook provides a brief explanation of the
approval process, the components of an approved program, and elements required to attain
each component. Additional resources and information regarding approved programs in NYS
are located on the NYSED website. The CTE TAC website also has additional resources
including sample documents from approved programs throughout the state. They serve as
examples, not as official or required documentation. Each program should prepare its own
documentation based on local practices, resources, culture, and support. The entire process
typically takes 6-12 months. NYSED recommends that schools submit their applications in the
fall or winter for the timeliest review.

Both the Career & Technical Education Technical Assistance Center (CTE TAC) staff and the
NYSED CTE Team are available to answer questions in support of your application process.
Contact the CTE TAC Central Office or a CTE TAC Field Team Associate in your region to help
you through the program approval process.

This workbook is divided into two parts:
- **Part 1** is for discussion and planning purposes. It includes an overview of the CTE
  Program Approval process and the components of an approved program.
- **Part 2** has checklists to assist the Self-Study Team with completing the application
  and preparing for the external review and Superintendent/Board of Education
  approval.
Part 1 of this workbook includes an overview of the CTE Program Approval process and the steps needed to gain NYSED approval for a CTE program of study. An explanation of each required component (and a few components not required but highly recommended) of a CTE Approved Program is also included in this section.
PROGRAM APPROVAL
The New York State Education Department (NYSED) has established the program approval process to ensure that secondary CTE programs meet the policy requirements approved by the Board of Regents on February 6, 2001. The purpose is to make certain that high schools and BOCES maintain high quality instructional programs in CTE.

Prior to submitting an application to the NYSED, the applicant’s 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 post-secondary 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
- 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, and the military.

PROCESS
A CTE program is eligible for state approval provided the school district/BOCES has met all program approval guidelines including:

- 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 submitting it to the NYSED

RESOURCES
- For a list of currently approved programs http://www.p12.nysed.gov/cte/ctepolicy/approved.html
- For approval and re-approval applications http://www.p12.nysed.gov/cte/ctepolicy/applications.html
- CTE Technical Assistance Center of NY www.nyctecenter.org
STEPS:
CTE PROGRAM APPROVAL PROCESS

Self-Study
Curriculum Review
Work-based Learning
Employability Profile
Technical Assessment
Post-Secondary Articulation Agreement
Teacher Certification

Self-Study Report

External Review

Board of Education Certification

Signed Statement of Certification

Review by State Education Department

Program Approval Technical Assistance

- District Responsibility
- NYSED Responsibility
- Available through the CTE TAC of NY
Prior to beginning the process to gain program approval for a CTE program of study, consider the following questions:

☐ Has the district/BOCES considered local workforce development, post-secondary options, and student interest in planning this CTE program of study?

☐ Does the administration and Board of Education support the development/re-approval of this CTE program of study?

☐ Does the district/BOCES understand that a team of individuals is needed to complete the process to gain NYSED approval for a CTE program of studies?

☐ Is there a plan for organizing and storing all documentation (i.e. binder, online) so it is easily accessible to the CTE Staff, Self-Study Team, External Review Committee, District/ School Administrators, and Board of Education?

What do we need to do to prepare?

Who needs to be involved?
Curriculum Review:
The purpose of a curriculum review is to assure that the knowledge, skills, and competencies that comprise all courses included in the CTE program of study are aligned with NYS Learning Standards for Career Development and Occupational Studies (CDOS), Common Career Technical Core (CCTC) Career Ready Practices, related business/industry standards, and academic standards. The curriculum in the CTE program of study should also be rigorous to prepare students not only for success on a technical assessment, but also for today’s business and industry environment and post-secondary opportunities.

- Courses in the program of study are crosswalked to current NYS CDOS learning standards, Common Career Technical Core Career Ready Practices, industry standards, and NYS academic learning standards.

- The minimum number of units for proposed CTE program of study:
  - 3.0 units of credit of CTE content needed to create a meaningful learning strand of courses
  - .5 unit of credit for Career & Financial Management
  - Commissioner’s Regulations 100.5 allows for the use of integrated/specialized courses to complete academic coursework.

- Coursework satisfies requirement for Career & Financial Management, either embedded or taught as a stand-alone course.

- If they are being used, integrated or specialized courses are documented and aligned with current NYS academic standards.

- Courses demonstrate rigor for college and career readiness.

- Foundational coursework leads to more advanced coursework in sequential courses within the CTE program of study.

- Coursework is non-duplicative within the CTE program of study.

- Coursework is free of bias.

What do we need to do to prepare?

Who needs to be involved?
Work-based Learning (WBL): (See New York State Work-Based Learning Manual) Work-based learning experiences provide students with the opportunity to apply knowledge and skills learned in the classroom to real-world situations. These experiences engage local business and industry partners and increase the relevancy of classroom instruction. If these opportunities fall under the definitions of Cooperative Education, Career Exploration Internship Program, or other registered programs approved by NYSED, teachers must hold the appropriate certification extensions.

- WBL experiences are cooperatively planned by the district/BOCES and employers.
- The supervision/coordination of all WBL experiences follows a formal procedure set up by the district/BOCES.
- WBL experiences relate to the CTE program of study.
- The district/BOCES complies with all federal and state labor laws and the NYS Department of Labor regulations and guidelines.
- Coordinators of WBL programs are appropriately certified.
- Students, regardless of gender, race, ethnicity, and/or disabilities, have access to WBL experiences.
- The district complies with Commissioner’s Regulations and NYSED policy where credit towards graduation is being awarded.
- Documentation of 54 hours of WBL experiences can be used as part of a CDOS Graduation Pathway.

What do we need to do to prepare?

Who needs to be involved?
Employability Profile:
An employability profile documents a student’s growth in knowledge and skills related to the completion of the CTE program of study. This must include documentation of the student’s attainment of both technical knowledge and employability skills. It may also include work-based learning experiences and performance, performance on industry-based assessments, certifications, performance on academic Regents examinations, attendance, and special CTE and student leadership honors and awards.

- An employability profile is developed for the CTE program of study.
- An employability profile documents work readiness and technical skills.
- An employability profile is developed for each student in the CTE program of study and maintained with student records.
- The employability profile is reviewed and updated on a continual basis by the student and appropriate school personnel.
- The work skills to be mastered by students with disabilities are aligned with the student’s IEP.

What do we need to do to prepare?

Who needs to be involved?
**Technical Assessment:**
The technical assessment selected for the program of study seeking approval must be nationally recognized and based on industry standards. The technical assessment must be available to students enrolled in the CTE program of study and must consist of three parts: written, student demonstration (performance), and student project. This assessment is an end-of-program rather than an end-of-course assessment. Neither the NYSED nor the CTE Technical Assistance Center of NY endorses specific technical assessments.

- The district/BOCES selects an appropriate technical assessment to measure student proficiency in the technical field for the program.
- The technical assessment is an end of program (rather than end of course) exam, although it is not required that it be administered at the conclusion of the program. Parts may be administered throughout a student’s CTE program of study.
- The technical assessment includes three parts:
  - written exam (a nationally recognized, industry-based assessment)
  - performance (a nationally recognized, industry-based assessment)
  - student project (locally developed)
- The district/BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications.
- **Note:** If the CTE Approved Program is to be used as a graduation pathway, the technical assessment must be on the current list of Department-Approved Pathway Assessments in Career and Technical Education.

**What do we need to do to prepare?**

**Who needs to be involved?**
Post-Secondary Articulation Agreement:
A CTE program of study seeking approval must include one or more articulation agreements with one or more post-secondary institutions. Post-secondary articulation agreements prepare students for the transition from high school study to post-secondary 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 post-secondary institution.

- The post-secondary articulation agreement is designed to prepare students for the transition from high school study to post-secondary study in the career area of the program of study seeking approval.

- The articulation agreement offers direct benefits to students in the program of study seeking approval such as dual credits, college credits, advanced standing, or reduced tuition at a post-secondary institution.

- The articulation agreement includes:
  - 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 agreement(s) must be on file within the district/BOCES.

- The articulation agreement must extend through the period of the approval.

What do we need to do to prepare?

Who needs to be involved?
Teacher Certification:
The instructional staff who deliver instruction within the CTE program of study seeking approval are required to be properly certified. Documentation for all CTE teachers and academic content teachers within the program of study needs to be collected and submitted. The district/BOCES professional development opportunities should include appropriate activities related to the needs of the CTE program being reviewed.

- All CTE and academic teachers hold appropriate New York State teacher certification for the program of study in which they will teach.
- Staff delivering instruction in programs with certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Professional development opportunities are available to acquire and improve skills and knowledge.

What do we need to do to prepare?

Who needs to be involved?
CTE Advisory Committee:
When starting the CTE Program Approval Process for the first time, some schools, districts, or BOCES may have a CTE Advisory Committee already in place. In other cases, embarking on the process to gain approval for a program of study may result in the creation of an advisory committee.

The CTE Advisory Committee advises the school/district or BOCES on all aspects of CTE including industry trends, workforce needs, post-secondary opportunities, required equipment, safety, and employability skills.

- A CTE Advisory Committee is made up of a diverse group of stakeholders, including industry and post-secondary partners along with others such as parents, students, teachers, community organizations, and those representing special educational needs.

- CTE Advisory Committee members typically serve on the Self-Study Team and External Review Committee.

- The CTE Advisory Committee meets regularly, at least twice per year.

- Minutes from the CTE Advisory Committee are documented and maintained.

- CTE Advisory Committee meetings are meaningful gatherings that provide valuable feedback.

- CTE Advisory Committee members actively support student success, for example by being guest speakers, acting as mentors, and providing work-based learning experiences.

What do we need to do to prepare?

Who needs to be involved?
Program Promotion:
It is valuable for a school, district or BOCES to discuss how the program of study will be promoted once approval is received from NYSED.

Program promotion includes materials that inform a variety of audiences about the availability and benefits of the CTE approved program of study to students. These audiences include: students, parents/guardians, school counselors, administrators, and community, business, industry, and post-secondary partners.

- Promotional materials are clear and complete.
- There are procedures for disseminating materials within and outside the school.
- Students and parents/guardians are made aware of and understand program options, procedures for enrollment, and additional information (articulation agreements, technical assessments, endorsement on the diploma, etc.).
- Materials clearly state that students will not be excluded from participation based on gender, race, color, national origin, disability, or age.
- Teachers/guidance personnel/administrators are aware of the CTE program and how it operates.
- Materials are available in accessible formats upon request.

What do we need to do to prepare?

Who needs to be involved?
Data Collection:
Every five years, approved programs need to be re-approved. Since five-year data is required on the application for re-approval by NYSED, data (for each year) regarding CTE needs to be properly recorded, tracked, and reported for five years.

- When seeking re-approval, all data needs to be available and accurate for each year of the previous five years.
- There is a person responsible for, and an established process the school uses, to gather and maintain data.
- All data, including but not limited to, Carl Perkins data, is recorded, tracked, and reported as required by NYSED (i.e. SIRS, BEDS):
  - student enrollment
  - students completing program
  - high school diploma recipients
  - students receiving special education services
  - students participating in work-based experiences
  - types of work-based learning experiences students participated in
  - students completing the technical assessment
  - performance on the technical assessment
  - students receiving a technical endorsement
  - post-secondary placements
- Check to see what data is required on the application for re-approval by NYSED

What do we need to do to prepare?

Who needs to be involved?
Part 2 of this workbook is divided into four sections (one for each step of the program approval process): Self-Study, External Review, Certification by the Chief Administrator and Board President, and Review by NYSED. Each section consists of a series of checklists (one for each required component of approved programs) to assist schools when proceeding through the approval process and completing the two-part application. The checklist on the top of the page includes elements required on the two-part application. The second checklist on each page is comprised of “things to consider.” Thinking about these factors while moving through the process may make the process toward approval more efficient.

Additional information, resources, and samples are located on the CTE TAC website: www.nyctecenter.org.

Download a copy of the two-part CTE Program Approval (or Re-approval) Application: http://www.p12.nysed.gov/cte/ctepolicy/applications.html
The self-study is the first step in the Career and Technical Education (CTE) program approval process. The self-study review is required for all initial approval applications as well as applications for re-approval. Its purpose is to bring together partners, especially those from business and industry, to review the CTE program of study, 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.

The self-study review includes:
- Curriculum Review
- Work-Based Learning Opportunities
- Employability Profile
- Technical Assessment
- Post-Secondary Articulation Agreement
- Teacher Certification

Self-Study Team: The Self-Study Team is a business, industry, labor, academic, and post-secondary advisory group that participates in the review of the CTE program of study including content, course sequence, instructional setting, and equipment to ensure that there is alignment with industry standards, expectations, and trends. These partners validate the curriculum to be appropriate for preparing students with skills and knowledge required for entry into industry and/or post-secondary education.

The Self-Study Team* may include the following participants:
- Administrator
- Business/industry
- Post-secondary
- CTE teacher
- Other (special education advocates, students, graduates of the CTE program, parents/guardians, guidance counselors, Board of Education members, etc.)

*Generally, self-study team members do not serve on the external review team.
Required Elements on Application: Program Information (Section “A” on application)

☐ School district or BOCES information

☐ Program name matches the program content.

☐ Agency code is the districts/BOCES BEDS code.

☐ Select CIP code that matches the program content.
  • CIP code is not a General CTE Code (i.e. Business, Technology, FACS).
  • CIP code has not already been used for another program in the school.

Things to Consider: Program Information (Section “A” on application)

☐ All information is accurate and complete.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Program Data (Section “B” on application)

☐ Projected enrollment information is complete.

☐ Projected enrollment for students receiving special education services (including 504 plans) is complete.

Things to Consider: Program Data (Section “B” on application)
Data is required for re-approval of a CTE program of study. Anticipating yearly CTE data collection and establishing a routine or system for collecting data beginning when the program of study is initially approved will make the re-approval process much easier.

☐ Identify the person responsible, and the process used, to gather and maintain CTE data.

☐ Data required on re-approval application includes:
  • Program Data (Section “B” on re-approval application)
    o Program completers
    o Program completers who received special education services (including 504 plans)
    o Completed the technical assessment
    o Passed the technical assessment
    o Received a technical endorsement
  • Work-Based Learning (Section “E” on re-approval application)
    o Participated in work-based learning
    o Participated in each of the following work-based learning programs:
      ▪ New York State Registered Programs
        ▪ Cooperative CTE Work Experience Program (CO-OP)
        ▪ Career Exploration Internship Program (CEIP)
        ▪ General Education Work Experience Program (GEWP)
        ▪ Work Experience and Career Exploration Program (WECEP)
      ▪ Other WBL Experiences
        ▪ School-based enterprise
        ▪ Youth Apprenticeships
        ▪ Job shadowing
        ▪ On-site projects
        ▪ Supervises clinical experience (health science requirement)
        ▪ School-year/summer internships
        ▪ Community service/learning
        ▪ Other (explain)

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Self-Study (Section “C” on application)

☐ Complete the Self-Study Form C

☐ Copy of meeting minutes showing dates or the final self-study report.
   Attach minutes or final self-study report to application

☐ Brief description of the self-study process used in preparation for program approval is written.

☐ Explanation of how current market data has informed program design (career field, courses, units of credit, etc.) and choice of technical assessment. For positive labor market employment trends, see:

☐ Each participant on the Self-Study Team is identified by name, title, and organization. See chart below:

Self-Study Team*:

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<tr>
<th>Role on Committee</th>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
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<td>Other</td>
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*Sample composition of self-study team
**Including academic teachers as needed to review integrated/specialized academic credit options.

Things to Consider: Self-Study (Section “C” on application)

☐ Information is accurate and complete.

☐ Select business/industry participants for the self-study from the same career field as the program of study being reviewed.
Things to Consider: Self-Study (Section “C” on application), cont’d

☐ Select a post-secondary participant for the self-study from a post-secondary education program with which an articulation agreement is planned.

☐ It is beneficial to have CTE Advisory Committee member(s) participate on the Self-Study Team.

☐ Prepare a letter/email inviting individuals to participate on the Self-Study Team. Include in the email/letter:
  • a brief explanation of the CTE program approval process
  • the goal of the self-study
  • their role as members of the self-study
  • date/time/location of first self-study meeting

☐ Agendas are created for and minutes recorded from Self-Study Team meetings.

☐ List of recommendations from the Self-Study team are recorded and presented at the external review meeting.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Program Content (Section “D” on application)

☐ Complete the Program Content Form D

☐ The minimum number of units for proposed CTE program of study:
  • 3.0 units of credit of CTE content needed to create a meaningful learning strand of courses
  • .5 unit of credit for Career & Financial Management

☐ The list of the courses that comprise the program of study includes:
  • the credit associated with each course
  • the courses being used for integrated or specialized credit

☐ Coursework satisfies requirement for Career & Financial Management, either embedded in the curriculum or taught as a stand-alone course.


☐ Integrated units of credit are identified and documented.

☐ Specialized units of credit are identified and documented.

☐ Total number of CTE, specialized, and integrated units of credit students will earn for completing the program of study is identified.

☐ For BOCES applicants: Indicate how specialized units of credit have been communicated to the component districts.

☐ For re-approval, describe how the program has been updated since the program was last approved (if applicable).

☐ For re-approval describe how the above program updates have been communicated to the component districts (if applicable).

Things to Consider: Program Content: (Section “D” on application)

☐ Information is accurate and complete.

☐ Content-specific courses in a CTE program of study create a meaningful learning strand.

☐ Course descriptions, curriculum maps, crosswalks with standards, scope and sequence, course outlines, and other curriculum documents are current, accurate, and complete.

☐ If Career & Financial Management (CFM) is integrated, a crosswalk aligning course content with CFM content has been done.
Things to Consider: Program Content (Section “D” on application), cont’d

☐ Foundational coursework leads to more advanced coursework.
☐ Courses follow a logical sequence.
☐ Lessons in one course are not duplicated in other courses within the CTE program of study.
☐ Courses demonstrate rigor for college and career readiness.
☐ Integrated/specialized courses are crosswalked with academic standards cooperatively by CTE and academic faculty.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Work-based Learning (WBL) (Section “E” on application)

☐ Complete the Work-Based Learning (WBL) Form E

☐ Description of the data collection that will take place annually to include:
  • number of students who have completed this program of study who participated in work-based learning per year.
  • number of different types of work experience placements anticipated
  • Of the total number of students who participated in work-based learning experiences above, the number of students who participated in each program

Note: Five years of this data will be required when re-applying for program approval in five years.

☐ Indicate whether the WBL experiences will be used as part of a CDOS Pathway approved 4+1 assessment option.

☐ Description of the process used for WBL data collection.

☐ Indicate the name of the person responsible for data collection for the WBL experiences associated with this CTE program of study: name, phone, email

☐ The WBL opportunities available to students in this CTE program of study:

☐ Description of each type of WBL experiences available to students in this program of study.

☐ NYSED Registered Programs: http://www.p12.nysed.gov/cte/wbl/home.html (See WBL Registration Form)
  • Registration forms for the registered programs offered are current, signed by district and NYSED personnel, and on file at the district/BOCES and NYSED.
  • Expiration date for each registered program needs to be identified on application
Things to Consider: Work-based Learning (WBL) (Section “E” on application)

- Information is accurate and complete.
- Methods in place to ensure a close working relationship between the school and employers.
- The school/district/BOCES and employers plan WBL experiences.
- There is appropriate supervision of all work-based learning activities, including teachers with WBL coordinator certification, where needed. http://www.p12.nysed.gov/cte/wbl/home.html (See WBL Manual)
  - Documentation of WBL extension certification needs to be attached to the application (see Faculty - Section “I” on application)
- For registered programs, a memorandum of agreement (MOA), training plan, and time log must be developed for each student. The student must keep a daily journal of on-site work-based activities. http://www.p12.nysed.gov/cte/wbl/home.html (See WBL Manual)
- There is documentation of the knowledge and skills to be developed during the work-based learning experience. http://www.p12.nysed.gov/cte/wbl/home.html (See WBL Manual)
- Credit for external work-based learning experiences and classroom instruction is awarded according to NYSED regulations and guidelines. http://www.p12.nysed.gov/cte/wbl/home.html (See WBL Manual)
- Students enrolled in state-approved, registered work-based learning programs are required to receive the related instruction before and during the WBL learning experience. Identify when, where, and by whom this instruction will occur.
- A curriculum is in place for related instruction required for students enrolled in state-approved, registered work-based learning programs.
- All students regardless of gender, race, ethnicity, and/or disabilities have access to WBL experiences.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Employability Profile (Section “F” on application)

☐ An employability profile related to the CTE program of study is created.
☐ Employability profile must include both technical skills and employability skills
☐ Attach a blank employability profile to application
☐ Description of the process that will be used to review and update each student’s employability profile

Things to Consider: Employability Profile (Section “F” on application)

☐ Information is accurate and complete.
☐ Each student has an employability profile.
☐ Employability profile must document a student’s progress in building technical knowledge and skills, and employability skills related to the CTE program.
☐ Knowledge and skills on the employability profile are aligned to the expectations of future employers and post-secondary partners.
☐ An employability profile may also include information regarding a student’s:
  • achievement of technical skills and knowledge
  • mastery of NYS Career Development and Occupational Studies (CDOS) Learning Standards 3A - Universal Foundation Skills
  • work-based learning experiences and performance
  • completion of industry-relate assessments/certificates
  • special honors, awards, etc.
☐ Students have access to their employability profile.
☐ Employability profile is regularly reviewed and updated by the student and appropriate school personnel throughout the CTE program of study.
☐ Knowledge and skills on employability profiles are aligned with student’s IEP/504 plan.
☐ A plan exists regarding who/when/where the employability profile will be reviewed, updated, located, and maintained with student records.
  • This plan is communicated to all appropriate personnel.
☐ Indicate whether the employability profile will be used as part of a CDOS Pathway approved 4+1 assessment option.

What do we need to do to prepare?
Who needs to be involved?
Questions for our CTE TAC Team Associate:
Required Elements on Application: Technical Assessment (Section “G” on application)

☐ The technical assessment includes three parts:
  • written exam (secured from a vendor)
  • demonstration of students' technical skills performance (secured from a vendor)
  • locally developed project/portfolio

☐ Part 1 of technical assessment: Written
  • Exact name of test as given by test developer
  • Test reference number, if available
  • Name of vendor that developed the written test

☐ Part 2 of technical assessment: Student Demonstration
  • Exact name of test as given by test developer
  • Test reference number, if available
  • Name of vendor that developed the student demonstration test

☐ Rationale for the selection of the technical assessment(s)
  Include: Explanation of how current market data has informed choice of technical assessment. For positive labor market employment trends, see: https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx

☐ Part 3 of technical assessment: Locally – developed Project/Portfolio
  • Description of locally-developed student project/portfolio

☐ Note: If the CTE Approved Program is to be used as a graduation pathway, the technical assessment must be one on the current list of Department-Approved Pathway Assessments in Career and Technical Education

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

Things to Consider: Technical Assessment (Section “G” on application)

☐ Information is accurate and complete.

☐ The technical assessment has been appropriately identified through alignment with the curriculum (industry needs, post-secondary, etc.).

☐ A timeline for scheduling and administering the written part (Part 1) of the technical assessment has been developed. This includes securing required equipment, materials, technology, etc. As per vendor's requirements.
Things to Consider: Technical Assessment (Section “G” on application), cont’d

- A timeline for scheduling and administering the demonstration part (Part 2) of the technical assessment has been developed. This includes securing required equipment, materials, technology, external evaluations etc. As per vendor’s requirements.
- A tentative list of test evaluators (as required in testing requirements) has been created.
- Existing laws and regulations related to administration of the technical assessment are followed.
- Assessment modifications for students with disabilities, 504 plans, English language learners, and other classifications are made.
- The content of Part 3: Locally – developed Project/Portfolio is aligned with the CTE program of study’s curriculum.
- Rubric/scoring guide has been created for Part 3: Locally-developed Project/Portfolio
- The district/BOCES can decide on how many times a student may take a technical assessment within vendor guidelines.
- Where applicable the license/certification or credential is portable.
- Plan is made for collecting and maintaining data on students that pass the technical assessment.
  Note: Five years of this data will be required when applying for program re-approval in five years.
- Indicate whether the Technical Assessment will be used as part of a Graduation Pathway 4+1 assessment option.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Post-secondary Articulation Agreement (Section “H” on application)

☐ There is a formal post-secondary articulation agreement in place.

☐ The name of the post-secondary organization and/or registered apprenticeship program with which the district/BOCES has an articulation agreement is identified.

☐ Indicate what direct benefits the articulation agreement offers to students:
  - college credit
  - advanced standing
  - reduced tuition
  - other, specify

☐ Articulation agreement:
  - is signed and dated by district/BOCES and post-secondary institution
  - indicates that the agreement is currently in effect and will be throughout the five-year approval period
  - includes expiration date

☐ Complete the postsecondary Articulation Agreement Form H
  - Postsecondary institution
  - Title of college course
  - Title of high school course
  - Number of credits awarded
  - Effective dates

☐ Attach the current signed and dated articulation agreement(s) to the application

Things to Consider: Post-secondary Articulation Agreement (Section “H” on application)

☐ Information is accurate and complete.

☐ Secondary and post-secondary faculty and administration cooperatively develop/review curriculum, delivery of instruction, and student assessment.

☐ The articulation agreement includes:
  - 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
  - costs associated with post-secondary credit
Things to Consider: Post-secondary Articulation Agreement (Section “H” on application), cont’d

☐ High school faculty teaching college courses have demonstrated competence and are approved by the post-secondary partner.

☐ Post-secondary partner is accessible to the students enrolled in this program of study.

☐ Students/parents are provided information on how to receive articulated credit specific to each institution offering credit in a particular program of study.

☐ Articulation agreement is reviewed regularly as indicated in the agreement.

☐ There is a plan for collecting and maintaining data regarding students’ receiving post-secondary articulation credit.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Required Elements on Application: Faculty (Section “I” on application)

☐ Complete the Faculty Certification Form I
☐ List all CTE and academic teachers in the program of study.
☐ There is documentation that all CTE and academic teachers hold appropriate New York State teacher certification for the program of study in which they will teach.
  - Attach documentation of teachers’ certification to application
☐ There is documentation that all CTE teachers who teach NYS registered WBL courses hold appropriate extensions, where required.
  - Attach documentation of teachers’ WBL certification to application

Things to Consider: Faculty (Section “I” on application)

☐ Information is accurate and complete.
☐ Teachers delivering instruction in programs with certification, licensure, or registration by an external entity have acquired the necessary credentials.
☐ Professional development opportunities are available for teachers to acquire and improve skills and knowledge.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
(Section “J” on application)

The external review is separate from the self-study and is comprised of different reviewers than those who participated in the Self-Study. The external review committee reviews the recommendations from the self-study team, and drafts a report containing any further recommendations that should be addressed prior to the application proceeding to the Board of Education for its approval. It is helpful for the External Review Committee to use the components/elements of the program approval process and the self-study as the basis of their review.

The External Review Committee is typically comprised of the following participants:

- BOCES/LEA teaching staff – CTE and Academic
- Administrators
- Business/industry (minimum of two in the career area of the program of study being reviewed)
- Post-secondary (from an education program with which an articulation agreement has been signed)
- Other (special education advocates, students, graduates of the CTE program, parents/guardians, guidance counselors, Board of Education members, etc.)

External Review Committee:

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<tr>
<th>Member/Reviewer</th>
<th>Organization</th>
<th>Position Title</th>
<th>Signature</th>
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<td>Other*</td>
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</tbody>
</table>

*Other (special education advocates, students, graduates of the CTE program, parents/guardians, guidance counselors, Board of Education members, etc.)
Required Elements on Application: External Review Committee (Section “J” on application)

☐ Complete the External Review Committee Form J

☐ Description of how the External Review Committee recommendations are based upon the review of the self-study report.

☐ The date the External Review Committee met is documented.

☐ Each participant on the External Review Committee is identified by name, organization, position title.

☐ The members of the External Review Committee approve the academic and CTE content of this program of study for the number and distribution of credit.

☐ All members sign the application (or a form that is attached to the application) indicating their acceptance.

Things to Consider: External Review Committee (Section “J” on application)

☐ Information is accurate and complete.

☐ External Review Committee members did not serve on the Self-Study Team, when possible.

☐ It is beneficial to have CTE Advisory Committee member(s) participate on the External Review Committee.

☐ Prepare a letter/email inviting individuals to participate on the External Review Committee. Include in the email/letter:
  - a brief explanation of the CTE approval process
  - the goal of the external review
  - their role as members of the external review
  - date/time/location of the external review meeting

☐ Agendas are created for, and minutes are recorded from, external review meetings.

☐ Documentation is provided indicating that administrators and teachers have considered the advice of the External Review Committee and made changes where necessary.

☐ Statement and signature certify that the members of the External Review Committee approve the academic and CTE content of this program of study for the number and distribution of credit.

What do we need to do to prepare?
What needs to be involved?
Questions for our CTE TAC Field Team Associate:
Chief Administrator’s and Board President’s Certification

(Section “K” on application)

Both the district’s/BOCES’ Chief Administrative Officer and the Board of Education must certify the application. The Chief Administrative Officer of the district/BOCES (usually the superintendent or district superintendent) and Board of Education president must read the attestation on the application and sign/date the document.

Required Elements on Application: Chief Administrator’s and Board President’s Certification (Section “K” on application)

☐ All required documents are attached to the application. See application sections:
  • C. – Meeting minutes showing dates or the final self-study report
  • F. – A blank copy of the employability profile which includes employability and technical skills
  • H. – A mutually signed and dated current articulation agreement(s) including expiration date
  • I. – A copy of the NYSED teacher certification(s), including extensions, held by each teacher.

☐ Application is signed and dated by the chief administrator of the BOCES/district.

☐ Application is signed and dated by the president of the Board of Education.

Things to Consider: Chief Administrator’s and Board President’s Certification (Section “K” on application)

☐ Information is accurate and complete.

☐ If applicable, date, time, and details regarding presentation to the chief administrator (superintendent) and/or Board of Education are complete.

What do we need to do to prepare?

Who needs to be involved?

Questions for our CTE TAC Team Associate:
Submitting Application to NYSED for Program Approval

The application is ready to be sent to the Career and Technical Education (CTE) Office at the New York State Education Department (NYSED) for review and approval. The NYSED staff who review the application may request additional information and/or documentation prior to approving the CTE program of study.

Required Elements on Application: Submitting the Application to NYSED

☐ A separate two-part application must be filed for each CTE program of study seeking approval.
☐ All information is accurate and complete.
☐ All required documents are attached to the application.
☐ The appropriate officials have signed the application.
☐ Two versions of the application are submitted:
  - An electronic copy (MSWord document only) to emsccte@nysed.gov
  - All supporting documents must be sent electronically (as PDF files) to emsccte@nysed.gov
  - The original signature application and all supporting documents mailed to:
    CTE Program Approval
    New York State Education Department
    Career and Technical Education Team
    89 Washington Ave, Room 315 EB
    Albany, NY 12234

☐ If you have any questions about the approval application, contact your CTE TAC associate, or contact NYSED through email emsccte@nysed.gov or by phone (518) 486-1547.
Re-approval of CTE Approved Programs

CTE program approval is for five years. Districts/BOCES must apply for re-approval at the conclusion of the five-year period.

Each January, districts/BOCES are notified of programs whose approvals are due to expire at the end of the school year. To insure continuity of approval, a completed re-approval application should be submitted by June 30 of that year. Submitted applications that are missing required information or documentation will be considered inactive, and the programs will be removed from the approved list on December 31. Inactive programs are not eligible to award the CTE endorsement.

Guidelines for Program Re-approval:

1. A school district or BOCES seeking re-approval for a CTE program of study must complete the appropriate two-part re-approval application.

2. A separate two-part re-approval application must be filed for each CTE program of study seeking re-approval.

3. A two-part re-approval application must be reviewed and processed by the NYSED for each program originally approved or re-approved.

4. Successful re-approval is necessary in order to continue awarding the CTE endorsement on diplomas.

5. An application will not be processed unless all information is provided and the appropriate official has signed it.

6. Two versions of the application need to be submitted:
   - An electronic copy (MSWord document only) to emsccte@nysed.gov
   - All supporting documents must be sent electronically (as PDF files) to emsccte@nysed.gov
   - The original signature application and all supporting documents mailed to:
     CTE Program Approval
     New York State Education Department
     Career and Technical Education Team
     89 Washington Ave, Room 315 EB
     Albany, NY 12234
7. If you have any questions about the re-approval application, contact your CTE TAC field associate, or contact NYSED through email emsccte@nysed.gov or by phone (518) 486-1547.

Completing the Application for Re-approval:

☐ Each step of the CTE program approval process needs to be followed for re-approval.

☐ In addition to all the information required on the initial approval application, the re-approval application also requires the following information:

☐  • **Program Data (Section “B” on re-approval application)**
   - Program completers (data for each of the previous 5 years)
   - Program completers who received special education services (including 504 plans (data for each of the previous 5 years)
   - Completed the technical assessment (data for each of the previous 5 years)
   - Passed the technical assessment (data for each of the previous 5 years)
   - Received a technical endorsement (data for each of the previous 5 years)

☐  • **Program Content (Section “D” on re-approval application)**
   - Provide description of how the program of study has been updated since the program was last approved.
   - Provide description of how these updates have been communicated to the component districts (if applicable).

☐  • **Work-based Learning (Section “E” on re-approval application)**
   - Program completers who participated in work-based learning (data for each of the previous 5 years)
   - Of the total number of students who participated in WBL above, the number who participated in each of the following work-based learning programs:
     - New York State Registered Programs
       - Cooperative CTE Work Experience Program (CO-OP)
       - Career Exploration Internship Program (CEIP)
       - General Education Work Experience Program (GEWP)
       - Work Experience and Career Exploration Program (WECEP)
     - Other WBL Experiences Enrollment
       - School-based enterprise
       - Youth apprenticeships
       - Job shadowing
       - On-site projects
       - Supervised clinical experiences (health science requirement)
       - School-year/summer internships
       - Community service/learning
     - Other (explain)
Notes: