(Name of BOCES)
Career & Technical Center

(PROGRAM NAME)

Executive Summary for SED Program Approval

“Technical Training Opportunities For a Changing World”

Month/year
INTRODUCTION

The approval process of the State Education Department provides the CTE Center the opportunity to review new program offerings to determine the success and merits of these programs. As these programs develop, refinements are made by instructors to provide updated experiences and offer students ever more relevant learning opportunities. The ultimate goal of the approval process is to verify the existence of required program elements and to document changes that have been made to achieve higher learning standards for CTE students.

State Education Department approval ensures that CTE programs meet policy requirements originally approved by the Board of Regents on February 6, 2001. CTE programs are eligible for State approval provided the local education agency has met all program approved guidelines including but not limited to:

- Conducted the CTE self-study
- Approved a report by an external review committee
- Provided relative data reports
- Submitted the Career and Technical Education Program Approval Information form.
CONDUCTING THE STUDY

The Self-Study Team

The Self-Study Team conducted a review of seven (7) program elements to prepare for the Internal Review process. This team was comprised of the following individuals:

Name – Program Instructor
Name – CTE Integrated English Language Arts (ELA), Instructor
Name – Director, CTE Center
Name – Curriculum Specialist/Program Reviewer, CTE Center

The Self-Study Methodology

Interviews with instructor(s) and the CTE Director, on-site observations and reviews of program records and documents were conducted by the program reviewer to document the existence of essential SED elements in the program areas of: Curriculum, Teacher Certification, Technical Assessment based on Industry Standards, Post-Secondary Articulation, Work-Based Learning, Work-Skills Employability Profiles and Program Information. A rubric for review of program elements was applied to observations of program elements and supporting evidence maintained by the instructor(s) and/or the CTE Center.

Internal Review

An Internal Review Team will be convened to review the findings of the Self-Study Process. The membership of the Internal Review Team is included in SECTION H of this report. The Internal Review Team shall participate in on-site visitation and review essential program elements. It is anticipated that their review shall result in recommendations for program modifications and/or referral to an External Review Committee process. The recommendations of the Internal Review Team shall be included in SECTION H., (PART 2.) of this report.

External Review

Following the Internal Review Team meeting an External Review Team will be convened to review the findings of the Internal Review Team. The membership of the External Review Team is similar in its constituency to the internal team and is included in SECTION I of this report. The External Review Team, in addition to an on-site visitation and review of essential program elements shall also review and discuss recommendations and comments forwarded by the Internal Review Team. It is anticipated that their review shall also result in recommendations for program modifications and/or referral to the BOCES Board of Education for their review and approval of a motion to apply to SED for CTC Program Name program approval. The recommendations of the External Review Team shall also be included in SECTION I., (PART 2.) of this report.
SECTION A: CURRICULUM

SED Criteria for Section A: Curriculum:

☐ Mastery of curriculum content equates with attainment of the Career Development and Occupational Studies Learning Standards (CDOS), core academic learning standards, or a combination of both.

☐ Current business/industry skill standards for the specific career area are attainable through program completion.

☐ The overall career and technical education program curriculum prepares students for successful completion of a technical assessment, and placement in post-secondary education or training, and/or entry-level employment.

Findings of the Self-Study Team:

☐ The Name BOCES Career and Technical Center uses a web-based computer mapping curriculum program called ATLAS. The Culinary Arts program curriculum is recorded on ATLAS and is readily accessible to the office of the CTE Center Director.

☐ As demonstrated in ATLAS, the _________ program curriculum displays logical structure and sequence to achieve the intended learning outcomes of the program. Additionally, records of student success upon graduation validate this assessment.

☐ The _________ program curriculum meets NY State Career Development and Occupational Studies (CDOS) learning standards.

☐ The _________ program curriculum reflects industry level standards.

☐ The _________ program curriculum offers live-work experiences and an internship requirement, as well as a work-study opportunity that provides students with multiple work-based learning experience opportunities.

☐ Career and Financial Management (CFM) units are an integral part of the _________ program and are integrated into the curriculum.

☐ Student achievement demonstrates evidence that the _________ program curriculum prepares students for post-secondary education training and/or entry-level employment.

☐ ATLAS provides readily available access to Association of Career and Technical Education Administrators (ACTEA) “Public Learning Communities” developed cluster/course curricula which provides validated crosswalks to NY State Core Academic Standards for Math, Science and Technology (MST), English
Language Arts (ELA), and the new Common Core Learning Standards (CCLS) where appropriate.

☐ There exists no evidence of bias in the program.

**Most recent Curriculum Modifications:**

☐ (Narrative describing program modifications) For these reasons and due to Mr. __________ most recent industry experience and prior teaching experience, he chose to adopt the __________ industry training curriculum called __________

☐ Some units have been added or modified because of industry changes. Unit modifications or changes to the originally developed curriculum since 2008 are indicated in ATLAS by an asterisk (**).

☐ All qualifying students in the program may take a national assessment. Those who are successful may receive a New York State Technical Endorsement Diploma upon high school graduation.

☐ Because English language arts skills are an integral component of the __________ program and for career success in the industry, the program is piloting an initiative in which English curricula is currently being integrated into the two-year program. It is anticipated that the program shall evolve over the next two years to include 108 hours of integrated Common Core Learning Standards, (CCLS) English Language Arts with the potential to award successful program-completers one unit of high school English credit. (See addendum.)

☐ Other minor modifications to the __________ program curriculum have been made, and shall continue to be modified as industry practices and skill-set requirements adjust to technological changes and industry standards.
SECTION B: TEACHER CERTIFICATION AND TRAINING

SED Criteria for Section B: Certification:

☐ CTE instructors are appropriately certified in their area of instruction.

☐ CTE teachers have relevant and recent industry experience/training in career cluster areas.

☐ CTE teachers participate in staff development and training to enhance teaching and technical skills.

Findings of the Self-Study Team:

☐ Certification: __________ currently holds NY State Education Department Certification: __________ 7-12, Professional, effective __________.

☐ Relevant Industry Experience: __________ has been active in related conferences and a variety of education workshop activities and training programs to improve his teaching skills and maintain current and relevant industry experience. Since __________ has been employed in a wide range of __________ work experiences beginning as a __________ in more recent years. In addition __________ He currently has a contract with a local. The following list illustrates his most recent professional development activities:

- **Annual __________**: 2011
- **Annual __________**: 2011.
- **STEPS Literacy Teacher Course, __________**: 2010
- **Teacher Workshop, __________**: 2010
- **__________ Educator Workshop, __________**: 2010
- **Annual ProStart Teacher Conference, The Institute of Culinary Education, NYC**: 2010
- **Teacher __________ Program and Workshop**: 2009
- **__________ Instructor and Examination Proctor Training**: 2009–
- **__________ Teacher Conference, __________, NY**: 2009
TECHNICAL ASSESSMENTS BASED ON INDUSTRY STANDARDS

SED Criteria for Section C: Technical Assessment:

- Students in CTE programs must pass an industry approved technical assessment to earn technical endorsement.

- Alternative testing modifications must be provided, as appropriate, for students with disabilities.

- Technical assessment includes written examination, student portfolios, and student demonstrations of technical skills.

Findings of the Self-Study Team:

- All ___________ students take a two part written and practical skills ___________ career assessment published by the ___________. At the end of the first year of the program students take a NYS SED approved ___________ developed written exam and a locally ___________ practical component developed by ___________ standards and are approved by the New York State Education Department for successful ___________ program completers to qualify for a Technical Endorsement on their high school diplomas.

- Additionally, student portfolios that indicate student ___________ technical and soft skills progress and provide a record of student achievements in the program are maintained by students and the instructor.

- The program instructor(s) maintains data for all students with IEP prescriptions within this program. Appropriate testing modifications are implemented as specified in IEP documents.

- Samples of evaluation/assessment formats are contained in the ATLAS curriculum mapping program.
SECTION D: WORK SKILLS, EMPLOYABILITY PROFILE

SED Criteria for Section D: Work Skills and Employability Profile:

- A Work-Skills Employability Profile is maintained for each student to document attainment of technical knowledge, skills and work-related skills and/or licenses.

- The Work-Skills Employability Profile relates to student’s specific career and technical program and his/her individual career plan. Alternative testing modifications must be provided appropriate for students with disabilities.

- The Work-Skills Employability Profile includes: evidence of achievement of technical skills and knowledge in the CTE program; performance in work-based learning experiences; successful completion and attainment of industry based assessments and certificates; records of attendance; records of student performance in CTE courses; and special awards and/or honors related to CTE program achievement.

Findings of the Self-Study Team:

- The curriculum and course expectations are disseminated to students as they enter the program. Time and skill sequence are highlighted in handouts and on-line for review as demonstrated in ATLAS.

- Student achievements, awards, and special certificates are kept in student folders/portfolios for home school review throughout the year.

- Individual education plans (IEP’s) are developed by home school CSE committees and implemented by BOCES instructor(s) to ensure accommodation of individual student needs.

- The ___________ Employability Profile document is presented to and discussed with first year incoming students as part of their initial program orientation and is revisited throughout the two-year program and is available for review by others.

- The ___________ Employability Profile cover page provides a list of 21st century skills identified by the national PARTNERSHIP FOR 21ST CENTURY SKILLS: - P 21 Project which is currently being used by ___________ BOCES to demonstrate growth in those skill areas.
SECTION E: WORK- BASED LEARNING

SED Criteria for Section E: Work-Based Learning:

☐ CTE students engage in work-based learning experiences in which they learn general workplace competencies, specific technical knowledge and attitudes along with requisite work skills.

☐ CTE faculty and work-site supervisors cooperatively plan these experiences.

☐ Work-based learning experiences directly relate to school-based learning components.

☐ Work-based learning experiences are consistent with all applicable New York State laws and Department of Labor regulations and guidelines.

☐ The CTE program utilizes a formal procedure for the supervision and coordination of work-based learning experiences.

☐ Work experience program supervisors are appropriately certified and/or qualified.

Findings of the Self-Study Team:

Students engage in work-based learning:

☐ All students in the __________ Program complete an approved work-based learning experience, which is part of the second-year curricula. Students are required to participate in a minimum of __________ hours in an approved supervised work-site work-based activity with an area employer consistent with their CTE Center program. This internship takes place during the annually scheduled two- week, mid-May CTE Center Internship. Student technical and work skills are assessed collaboratively by industry site supervisors and the instructor. Students who successfully complete this internship will have met the internship component of the work-based learning experience requirement for the Culinary Arts curriculum. Preparatory to the work-based internship experience, students in the program complete a job-seeking unit which includes submitting a current resume, cover letter, and developing job interview techniques, all of which is maintained in student portfolio/files.
Work-based learning experiences develop both general workplace competencies and specific technical knowledge and skills required for successful employment in curriculum related fields.

The instructor visits the work-site and meets with the site-supervisor and student as part of an effort to evaluate student learning outcomes for the work-based learning experience.

In addition students may opportunities by participating in work-based learning experiences beyond the BOCES program requirements.

Cooperative Planning:

All work-based learning experiences are developed by CTE faculty in collaboration with the Work-Based Learning Coordinator and work-site supervisors.

Compliance with State Law and Department of Labor:
All work-based learning experiences for students are in compliance.

Supervision of Work-Based Learning Experiences:

CTE faculty and site personnel supervise work-based learning experiences.

Assessment materials included in the technical assessment component are used to document supervision. Assessment forms (checklists/rubrics) presently being used in supervision of student performance are included in ATLAS.

Work Experience Supervisor Certification:

In addition to the Work-Based Learning Coordinator, CTE faculty hold appropriate certification for teaching and supervising work-based learning experiences. Their level of training and experience attests to their qualifications for supervising the work experience.
SECTION F: POST-SECONDARY ARTICULATION

SED Criteria for Section F: Post-Secondary Articulation:

☐ Secondary and post-secondary faculty and administrators cooperatively develop and review curriculum, instruction, and assessment of student learning.

☐ High school graduation credits and college credits to be earned are clearly specified.

☐ Prerequisite skills, knowledge and/or course work are clearly specified and sequenced within the program.

☐ CTE faculty teaching college courses at the secondary level shall demonstrate their competence through training, earned degrees, scholarship, experience and exemplary classroom teaching performance or other evidence of teaching expertise, and are acceptable to the post-secondary partner.

☐ Articulation agreements are officially endorsed by the educational partners and reauthorized upon review on a regular basis.

☐ Articulation agreements exist within a context of equal access and full equity.

☐ Educational partners agree to disseminate information regarding program articulation to the public they serve.

Findings of the Self-Study Team:

☐ One _________ program post-secondary articulation agreement is currently in place with ____________, (8 credits).

In addition the Culinary Arts program by virtue of its association with the

☐ Cooperative programming resulting in close coordination to plan, deliver and review the articulated agreements between ____________ BOCES and participating institutions is evident.

☐ Articulated credits are clearly specified in all agreements.

☐ The ___________ program instructor, ____________ demonstrates the competence to teach advanced credits through training, earned degrees, scholarship, experience, and exemplary classroom teaching performance. His on-going professional development enhances knowledge and skills in pedagogy and
technical skills. His performance is regularly evaluated by his supervisor and attests to his competence to provide instruction leading to advanced standing.

☐ The agreements are officially endorsed by BOCES and college officials. While the agreements are multi-year in duration, it is evident that agreements receive formal review annually.

☐ In addition, the ___________ program instructor has engaged in discussions with two (2) additional institutions relative to post-secondary articulation agreements. They are:

It is expected they will be formalized for fall 2012.
SECTION G: PROGRAM INFORMATION

SED Criteria for Section G: Program Information:

□ Informational and promotional materials present a clear and complete description of the career and technical education program options.

□ Procedures are established for in-school and external dissemination of program information.

□ Students and parents are informed of CTE program options and procedures for enrollment.

□ Teachers and guidance personnel in home districts are informed of CTE programs and the opportunities for student achievement (e.g., Technical Endorsement, Work-based learning requirement, etc.).

□ Program materials indicate the right to equal access and equity under the law.

Findings of the Self-Study Team:

□ The ____________ program instructor discussed and displayed an array of program information techniques that include:
  • ____________ Program description document that the instructors routinely give to visitors.
  • Formal and informal discussions with component guidance counselors.
  • Work-based projects completed in the community.
  • Spring and Fall ____________ CTE Center “Open House”.
  • ____________ program video which is available on the ____________ web-site.
  • A Parent’s Page developed by the ____________ guidance department is also available on the web-site.
  • ____________ program photos and information are now on Facebook.
SECTION H: INTERNAL REVIEW TEAM

Representatives of District Administrators
□ ___________: Superintendent, ___________
□ ___________: Director, ___________ BOCES Career and Technical Center
□ ___________: ___________ BOCES Career and Technical Center

Representatives of Boards of Education
□ ___________: ___________, B.O.E. Member

Representatives of High School Principals
□ ___________: ___________. High School Principal, ___________

Guidance Personnel
□ ___________: Guidance Counselor, ___________
□ ___________: ___________ H.S. School Counselor

Career and Technical Educators
□ ___________: Curriculum Specialist/Program Reviewer, ___________ CTE
□ ___________: ___________ Instructor, ___________ BOCES CTE
□ ___________: English Instructor, ___________ BOCES CTE

Representative/Advocate for Disabilities
□ ___________: CSE High School Instructor, ___________

Post-Secondary Representatives
□ ___________: Dean of Business, Technology & Health Professions, ___________

Business/Industry/Union Representative
□ ___________: ___________, Owner/Operator of ___________
□ Mr. ___________: ___________, Owner/Operator of ___________

Local Workforce/Youth Representative
□ ___________: Vocational Rehabilitation Counselor, VESID.

Component School District Academic English Instructors
□ ___________: English Teacher, ___________ High School
□ ___________: Secondary English Teacher, ___________, ___________
□
SECTION H – INTERNAL REVIEW REPORT (PART 1.)

We have reviewed the documentation for the HFM CTE Culinary Arts Program. Here is our summary:

Please check ( √ ) the box if documentation is complete.

Section A: Curriculum
Items missing or incomplete:

Section B: Teacher Certification and Training
Items missing or incomplete:

Section C: Technical Assessment
Items missing or incomplete:

Section D: Work-Skills Employability Profile
Items missing or incomplete:

Section E: Work-Based Learning
Items missing or incomplete:

Section F: Post Secondary Articulation
Items missing or incomplete:

Section G: Program Information
Items missing or incomplete:
SECTION H: INTERNAL REVIEW REPORT (PART 2.)

In addition we would like to make the following recommendation/comments:

Recommendations:

1.) _____________ English secondary instructor reviewed and discussed the Self – Study review in which she and _____________ High School English instructor evaluated the ELA curricula integration currently being piloted in the _____________ program. The Internal Review Committee endorsed pursuing one unit of academic credit for English integration in the program.

2.) In addition to the above, _____________

3.) Specific to the _____________ internship, a list of expectations should be created for _____________

4.) Because CTE programs are being integrated with increased academics, some consideration should be given to having _____________

Comments:

5.) As demonstrated, it is important that the _____________

6.) Although students _____________

7.) The ELA curriculum in the program is _____________
SECTION H – INTERNAL REVIEW REPORT (PART 2.)

Please check one:

☑ Recommend that this program be passed on to the External Review Committee.

☐ Recommend that there be a delay until all documentation is in evidence.

Signature ___________________________________ Print Name
SECTION I: EXTERNAL REVIEW TEAM

Representatives of District Administrators
☐ ___________: Assistant Superintendent, _____________ School District
☐ ___________: _____________ Career and Technical Center Director
☐ ___________: Coordinator, _____________ Career and Technical Center

Representatives of Boards of Education
☐ ___________: Board of Education Member, _____________ School District

Representatives of High School Principals
☐ ___________: _____________ High School Principal

Guidance Personnel
☐ ___________: School Counselor, _____________ School District
☐ ___________: Counselor Intern, _____________ School

Career and Technical Educators
☐ ___________: _____________ Curriculum Specialist/Program Reviewer
☐ ___________: CTC _____________ Program Instructor
☐ ___________: CTC Program Integrated English Instructor
☐ ___________: CTC Social Studies/History Instructor

Representative/Advocate for Disabilities
☐ ___________: Director of Special Programs, _____________ High School

Post - Secondary Representatives
☐ ___________: _____________ Professor, SUNY _____________

Business/Industry/Union Representative
☐ ___________: Owner/Operator, _____________
☐ ___________: _____________ Director, _____________

Local Workforce/Youth Representative
☐ ___________: Business Service Representative, Workforce Solutions System
SECTION I: EXTERNAL REVIEW REPORT (PART 1.)

We have reviewed the documentation for the ___________ CTE Center ___________ Program. Here is our summary:

Please check (✓) the box if documentation is complete.

Section A: Curriculum
Items missing or incomplete:

Section B: Teacher Certification and Training
Items missing or incomplete:

Section C: Technical Assessment
Items missing or incomplete:

Section D: Post Secondary Articulation
Items missing or incomplete:

Section E: Work-Based Learning
Items missing or incomplete:

Section F: Work-Skills Employability Profile
Items missing or incomplete:

Section G: Program Information
Items missing or incomplete:
SECTION I: EXTERNAL REVIEW REPORT (PART 2.)

We have reviewed the recommendations/comments presented by the Internal Review Team and here are our comments:

1) **Regarding Recommendation one, (1.):** As reviewed and proposed by the Internal Review Committee, ______________

2) **Regarding Recommendation (2.) and Discussion:** As proposed by the Internal Review Committee, ______________

3) **Regarding Recommendation (3.) and Discussion:** Specific to the ______________

4) **Regarding Recommendation (4.) and Discussion:** The External Review Committee supports and endorses the ______________

In addition we would like to make the following recommendation/comments:

1. In addition to the ______________

2. There was much discussion relative to ______________

3. The ______________ program should consider ______________
SECTION I – EXTERNAL REVIEW REPORT (PART 2.)

Please check one:

☑ Recommend that this program be passed on to the External Review Committee.

☐ Recommend that there be a delay until all documentation is in evidence.

Signature ___________________________________________ Print Name