



Planning and Developing Your CTE Program of Study Toward State Approval

Career & Technical
Education
*Office of Postsecondary
Pathways & Planning*

Session Overview

- Elements of Effective CTE Program of Study
- Activity I: Planning Out the Program Component
- Activity II: School-wide Planning for CTE
- Program Approval Application Process
- CTE Resources, Questions, Evaluation

What is a Career and Technical Education (CTE) Program of Study?

Formal program focusing on specific industry area

- > Prepares and provides direct pathway towards
 - postsecondary education
 - further industry training
 - entry into the workforce

- > Rigorous instruction combining academics, industry-specific content, and workforce readiness training

A CTE Program of Study is comprised of...

- > Set Sequence of Rigorous Courses
 - Relevant to specific career pathway
 - Combines academics & technical concepts/skills
 - Content alignment to industry standards & NYS Learning Standards

- > Work-based Learning Activities
 - Sequence of grade-appropriate career exploratory and job-readiness training activities for each year of program
 - Lead up to internships for applied learning

A CTE Program of Study is comprised of...

- > Technical Assessment
 - Industry-recognized certification, licensing or credential-bearing examination
- > Qualified Instructors
 - industry experience and certification
- > Postsecondary Articulation Agreement
 - Smooth transition into postsecondary education, further industry training and/or entry into the workforce
- > External partnerships
 - Validate and advise on program content & design

Self-assessment of Your School's CTE Program of Study

CTE Program Review/Approval Process: Framework for school's self-evaluation of CTE program

- > What are students expected to complete in the school's CTE Program of Study?
- > What are *your* expected outcomes from the program?
- > How is the school organized to support the program to achieve these outcomes?

ACTIVITY I: *Planning the Program Components -- Work-Based Learning*

What WBL activities do students participate in for your CTE Program?

Use the accompanying activity worksheet available on our website:

Activity I Worksheet – Planning Your CTE Program’s Work-Based Learning Activities

Planning the Program Components: Work-Based Learning

WBL as continuum of activities throughout the CTE program

- > Range of activities accessible to all program students
 - Experiences to raise awareness of career pathways, job readiness expectations, and application of skills in work situations

- > Sequence activities by grade level
 - Appropriate to students' maturity & abilities, build up to internship

- > Forge connection with classroom instruction
 - Ensure students see application of school-based instruction with their experiences beyond the classroom (eg research project, journal with guided questions, presentation)

Planning the Program Components: Work-Based Learning

What is the goal of your program's WBL?

- What sequence of WBL activities will help your students to achieve the goals? What does that plan look like?
- Re-visit what your school currently offers for WBL – What should be done differently?

Activity II: *School-wide Factors to Consider: Planning for CTE Implementation*

- > What elements at your school help your students prepare to be successful with their academics *and* CTE industry competencies for postsecondary readiness?

**Think about practices, people, systems, etc. currently available/being implemented that make it possible for students to do well in both their CTE and academic work.*

Use the accompanying activity worksheet available on our website:

Activity II Worksheet – School-wide Elements for Preparing Students Toward Academic and CTE Success

School-wide Factors to Consider: Planning for CTE Implementation

- Organizational Structure
- Instructional Practices and Planning
- Student Supports
- Data Systems
- External support/partnership roles

*Use the accompanying document available on our website:
School Planning Factors graphic*

Organizational Structure

- What organizational and operational structure must be shifted or implemented?
 - > Schedule for students or teachers
 - > Academic intervention
 - > Budgeting
 - > School policy
 - > Facility or equipment
 - > Partnerships with external contacts (industry, post-secondary)

Instructional Practices & Planning

- What are the instructional strategies and activities that will help your school achieve the desired goal?
 - > Review of coursework/curriculum mapping
 - > Inquiry team work
 - > Planning time or teacher scheduling
 - > Cross-departmental collaboration
 - > Professional development
 - > Partnerships with external contacts (industry, post-secondary)

Data Systems

- What data will inform your planning process?
How?
 - > Attendance, program enrollment
 - > Credit accumulation
 - > Regents
 - > Benchmark/Interim assessments
 - > Student evaluation
 - > Technical assessment
 - > Student data by grade / subject / CTE program
 - > External data on students (postsecondary)

Student Supports

- What students supports are necessary to achieve the desired goal?
 - > Guidance involvement
 - > College advisement
 - > Scheduling
 - > Communication with parents/guardian
 - > Credit recovery
 - > External partnership engagement

External support/partnership role

- What specific needs have you identified that requires input/support from external partners or resources?
 - Industry job information and outlook
 - Review curriculum's relevance to industry
 - Identify or develop technical assessment
 - Work-based learning activities
 - Other school models, networking with other CTE programs
 - Connection with postsecondary education
 - Professional development, externships for teachers
 - Equipment donation

School-wide Factors to Consider: Planning for CTE Implementation

**Organizational
Structure**

What organizational and operational structures must be shifted or implemented?

**Data
Systems**

What data informs your planning process? How?

**Student
Support**

What student supports are necessary to achieve the desired goal?

**Instructional
Practices &
Planning**

What are the instructional strategies and activities that will help you achieve the desired goal?

What specific needs require input and support from external partners or resources?

External Support/Partnerships

School-wide Factors to Consider: Planning for CTE Implementation

- What is involved to ensure an integration of CTE and academics for students in the program?
- How does the school support students with credit recovery needs as they pursue their CTE Program of Study?

School-wide Factors to Consider: Planning for CTE Implementation

- If your school team has a specific activity that will begin with the new school year:
 - *Plan what needs to happen:* Go through the “School-wide Planning” circle – figure out what tasks or changes need to occur. What is the scope of this work?
 - *Develop a timeline of tasks to accomplish:* What are immediate steps that your team must take?
 - What should be tackled by end of the school year?
 - Over the summer?
 - *Engage team-wide effort:* How are responsibilities being shared or held across different departments and staff?

CTE Program Approval Process –

- State Process Administered by NYCDOE
 - > Validate & recognize effective CTE Programs of Study
- Focus on program integrity and school planning to prepare students for postsecondary pathways:
 - > Clear program sequence
 - > School-wide effort, capacity and commitment
 - > External partners' engagement & validation of program
 - > Serving all students interested in program

CTE Program Approval Process – What is it?

- Benefits of an Approved CTE Program:
 - > School has City- and State-endorsed program
 - > Students receive CTE Technical Endorsement on graduation diploma
 - acknowledge completion of state-recognized program
 - > Weighting in school's Progress Reports & Quality Reviews
 - > Eligibility and weighting for Supplemental CTE Funding

CTE Program Approval Process – How to Apply?

- Two Stages to CTE Program Approval Process for school:
 - > Narrative Application:
 - School's summary of program design and content
 - > External Review:
 - DOE review team visit school to meet with school and external partners, see program in action

See Guidelines for CTE Program Review and Approval Process on our website

CTE Program Approval Process – Narrative Application

- Narrative application = Document school's self-assessment (“self-study”) of program
 - > Goal: Capture how school has determined that its program fully meets expectations for formal CTE Program of Study
 - Describe implementation of program's core components
 - Identify program's strengths, areas for improvement, and outcomes based on ongoing review with external partners
- Target submission dates for application available each school year in fall and spring

Application posted online:

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/Educators/The+Program+Approval+Process.htm>

CTE Program Approval Process – Narrative Application

- Application is the first step in DOE’s review of school’s CTE Program of Study.
 - > *Submitting an application does not mean that the school’s program is automatically approved.*
- DOE reviews application and provides feedback to school
 - > *If need further development:* Feedback outline areas to further develop to be considered for CTE Program Approval
 - > *If ready to next step in review:* Feedback outlines questions or areas to be further looked at in external review; will follow up with information on external review process

CTE Program Approval Process – External Review/School Site Visit

- External Review: One-day visit by DOE review team to meet school's staff and program partners, see program in action
 - > Occurs *after* narrative application review for DOE to confirm that school is ready to proceed in review process
 - > DOE to lead visit, coordinate with school
 - > Visit classes, meet with administration + faculty, students, program partners
 - > Address follow-up questions from narrative application review
 - > Wrap-up discussion with school to highlight observations from visit and clarifications or any particular areas to address

CTE Program Approval Process – After External Review/School Site Visit

- DOE to follow up with written summary on overall review
 - > Include observations & discussion from site visit
 - > *If program meets criteria for CTE Program of Study:*
 - DOE to recommend school's program to State Education Department for official CTE Program Approval (see below)
 - > *If not yet meet criteria:*
 - DOE summary to indicate what school needs to address for recommendation to State to occur. School may work on strengthening area identified as needed within agreed upon timeline.

CTE Program Approval Process –

DOE Recommendation of CTE Program to NYSED

- DOE recommends school's program to NYSED
 - > Recommendation made only after application + external review satisfactorily completed to confirm that school demonstrates quality CTE Program of Study to be in place
 - > School does not need to contact or apply to NYSED separately
 - > DOE will respond to SED (on behalf of school) to address any inquiry or follow-up requests if they occur
 - > DOE will notify school if CTE Program Approval granted with copy of approval letter
 - > Program approval lasts for five years. School must apply for re-approval for program & demonstrate it continues to implement a quality CTE Program of Study to maintain approval status .

Wrap-up

- Resources to Consider – Please see handout
 - > Curriculum
 - > Work-based Learning
 - > Teacher certification
 - > CTE Contacts
- Questions???
- Evaluation on today's session: Please complete!!

Thank you for your time today!!