

**CTE Program Approval Process
Information Webcast – April 30, 2009**

Q & A Sheet

Below is a listing of responses to general questions raised during the CTE Program Approval Process webcast. Feel free to contact us if you have additional questions.

Self-Study

Who should be involved in the self-study process?

A team of both school-based as well as external partners that represent diverse expertise in the CTE program area should work on the school-initiated review of its program. Your school may also wish to engage its School Support Organization network leader in these conversations. Please see page 1-2 on the Application Instructions for details on the recommended members of your program's self-study as well as an overview of activities.

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

What if we did the self-study years ago?

The school should examine if it is able to document how its current program reflects the Quality Indicators for a CTE Program of Study (see next question). There should be some process for the school to attest that the program has kept up to date with industry needs and changes, and that the curriculum content remains relevant. You may wish to have a follow-up meeting with your industry partners to make sure that the curriculum and instruction is appropriate for preparing students for the demands of industry employment or post-secondary education.

What are the Quality Indicators for CTE Program of Study?

The Quality Indicators are the core criteria that an effective CTE program of study should be able to demonstrate to assure the delivery of quality instruction to students. They cover five dimensions: Curriculum and Instruction, Work-Based Learning, Partnerships, Assessment and Accountability, and Program and School Capacity. Each dimension has specific indicators required for a program to be considered as a quality CTE program of study.

The Quality Indicators should be used as benchmarks as a school conducts its program self-study. NYCDOE and State review of your school's program will focus on the evidence that your school gives on how the program reflects these indicators. It is therefore critical that the school completes its program self-evaluation before applying for program approval.

Use the Quality Indicators, as well as the questions from the narrative application, to help break down what aspects of the CTE program to review for the self-study process. Where the quality benchmarks are not being met in the program, the school's team of school and industry representatives must look into how to strengthen the program so that those indicators are reflected.

Where can I find the Quality Indicators to check my CTE program?

The Quality Indicators for a CTE Program of Study are posted on our website:

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

How many times should our school hold a self-study meeting?

The school should meet with its external partners (industry and post-secondary) at least once a year. That being said, the notion of a ‘self-study’ meeting should not be restricted to formal program advisory gatherings, although the school should certainly continue such opportunities to engage external partners. Other activities can be considered part of the self-study process. Staff meetings to discuss the CTE program curriculum and standards crosswalk, discussions with internship employers to evaluate the work-based learning program, meetings with post-secondary partners on curriculum validation and discussing articulation opportunities—all of these activities related to addressing CTE program improvement are part of the self-study process. While the school does not need to document every single one of these if it is not feasible, the intent is for the school to be able to identify the various stakeholders with whom it engages (or does not engage) to make its CTE program as effective and meaningful for its students as possible.

Curriculum

What are Integrated courses vs. Specialized courses? We have courses in that combine both academic and CTE content but can students qualify for two credits?

An **integrated** course combines both a core academic subject and CTE content that will share up to **one** credit. This credit applies to and fulfills the core academic subject requirement, freeing up credits so that students may take other program-specific coursework should s/he desire. Students would still need to fulfill the same minimum number of courses/credits for graduation, and no course can ever qualify for *two* credits. A total of four credits from integrated courses may apply to a student’s program. The course must be co-developed by CTE and academic teachers; it may be jointly taught by CTE and academic teachers. The course would undergo state approval as an “integrated” course at the time the school applies for state approval of the CTE program itself.

A **specialized** course, as defined by the New York State Education Department, covers a subject area in greater depth and adds academic content to a CTE course such that, if necessary, the academic content can be treated as a stand-alone course. It may only fulfill **one** unit of credit requirement for a core subject area for which a student has *already passed the required Regents examination*. Specialized courses can be used by all students—not just those enrolled in the CTE program—to meet graduation requirements. A total of four credits from specialized courses may apply to a student’s program.

The unit of credit for an integrated or specialized course only applies to the four core academic subjects [English Language Arts, mathematics, social studies and science] and would not apply to other subjects, such as art, health, etc. A school may choose to offer both integrated and specialized courses, which may be used up to a combined total of four credits toward the CTE program. See the “Modified Graduation Requirements for Career and Technical Education” posted under *Resources* on our website for reference.

Where do I find industry standards for my program?

The first place to check is with your industry partners. Ask them how they—or the trade union, professional association, etc. with which they are affiliated—recognize technical skills and knowledge/competencies needed to be successful in the given field. This may be tied to specific certifications, credentials, or licensures for which students should be prepared to pass. Where no such recognized examination of skills exists, the school should engage its industry partners for input on career and workplace expectations and context that should be incorporated into the curriculum.

Your school should also reach out to similar CTE programs within New York City to find out how those schools have identified and applied industry standards for their programs. Feel free to ask NYCDOE for possible contacts if you need guidance.

Check NYSED's website for overviews of resources by the CTE Content Areas: Agriculture, Business and Marketing, Family & Consumer Sciences, Health Occupations, Technology Education, and Trade and Technical. [<http://www.emsc.nysed.gov/cte/>]

Do we need to show a curriculum crosswalk for every single course? Or are the crosswalks only for where we are attempting to offer credits from a related core academic class?

The curriculum should be the overall plan that the CTE program teachers use to guide their teaching across the sequence of courses. It should ensure that students attain NYS Learning Standards and relevant industry standards so that it prepares them with the academic and technical knowledge to be successful after high school.

Regardless of whether your program plans to offer integrated or specialized courses, CTE teachers should be able to demonstrate that the topics and content covered in their classes align with NYS Learning Standards. There is no prescribed format for the crosswalk; it may be whatever crosswalk or mapping documentation that teachers use to check alignment of learning outcomes to key standards.

NYCDOE does not require a crosswalk to be submitted along with the approval application. However, the school should be prepared to show evidence of how the CTE teachers are mapping the curriculum against the standards at an external visit.

Technical assessment

Is there a database of industry based exams for the different programs of study?

NYCDOE does not have a set listing of technical assessments required for each program. However, the New York State Education Department is working on a list of technical assessments from programs that have been approved. A link to this resource will be provided on our website when it becomes available. You may also wish to look at the Career and Technical Education Resource Center's listing of technical assessments here from CTE programs across New York State:

<http://nlcommunities.com/communities/cterc/archive/2009/03/14/212925.aspx>

What if there is no technical assessment that the industry uses or recognizes? Or if a component of the technical assessment required for Program Approval is not available by the industry? Can the school create its own technical assessment?

Check with NYCDOE if your program's industry partners are unable to specify a technical assessment. If no technical assessment exists for the industry, an assessment that contains both written and performance-based components must be developed by a consortium of local/regional industry representatives. This assessment would need to meet psychometric criteria by undergoing reliability and validity testing (pre-/post-testing, test norming, etc.).

CTE Certification

Does every teacher in a CTE program that applies for state approval need to have a CTE certification?

Yes, all teachers—including the Career and Financial Management instructor as well as Work-Based Learning Coordinator—must be CTE-certified by NYSED. Teachers may hold multiple teaching certifications and are *not required* to teach under the CTE certification if they have teaching seniority via other subject areas. For example, a teacher with a Mathematics certification who acquires a Business and Distributive Education CTE certification may continue to teach under the mathematics certificate; she only needs to show that she has the Business certification.

What is the URL to find out about CTE certification?

The CTE section of the NYCDOE teacher recruitment website gives an overview of the certification requirements in addition to instructions on where to go to search for specific subject area requirements on the state site. Go to:

<http://schools.nyc.gov/TeachNYC/requirements/CTE/CareerandTechnicalEducation.htm>. If your school is unsure what the exact requirements are for your teacher, please contact us.

How does a teacher apply for a CTE certification? Is there a paper application?

Once you have met the certification requirements for your subject area and have secured a job offer from a principal, you can apply for certification online through the TEACH Online Services System on NYSED's website. Be sure to create an account on the TEACH system so that you can set up your own profile.

<http://www.highered.nysed.gov/tcert/teach/>

How long does it take for a teacher to become CTE certified?

As noted above, requirements to obtain CTE certification will vary for each teacher. This will affect the timeframe for obtaining certification. Some teachers may need to take additional coursework while others may be asked to submit documentation of industry experience. If you have met the certification requirements for your subject area and have secured a job offer from a principal, please contact our office. We may be able to expedite the processing of your application with New York State.

Can teachers teach out of license but hold industry certification?

For a program to be approved by NYSED, a teacher must hold proper CTE teaching certification. Industry certification alone will not suffice for state program approval.

Can a program be approved if a teacher only holds a Transitional A license?

Yes, a program may still be approved even if a teacher holds a transitional license, provided that the license is still valid. The teacher will need to apply for permanent certification once the transitional license expires. A program that is state approved will need to apply for re-approval after five years. At that time, the teacher will need to show proof that s/he has acquired a permanent CTE certificate.

My teacher has applied to be fully certified but her CTE certification is still pending. Can I still submit my school's program application for approval consideration?

Yes, your program may still apply for state approval consideration if the only pending issue is notice of a teacher's CTE certification. If the certification does not arrive by the time that DOE completes reviewing the school's program and conducts the external review visit, we will alert NYSED about the issue as part of our recommendation of approval for the school's program.

What are the CTE certification requirements for XYZ program?

Use the certification search engine on NYSED’s website to find out what are possible requirements for your particular CTE program:

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Select “Career and Technical Teacher” under *Select an Area of Interest* to proceed with the search for CTE-related certification.

If you need the Certificate Titles and Codes, check this page:

http://www.highered.nysed.gov/tcert/certificate/careertech_certcodes.htm

Again, if you are unsure of your school’s CTE certification needs or for program areas that are not listed on NYSED’s website, please contact our office. We will inquire about appropriate certification areas based on the school’s program curriculum and sequence of courses.

Partnerships

Can post-secondary partners be located out of state?

Yes, post-secondary partners may be located outside of New York City / New York State, as long as they are actively engaged in supporting the school’s CTE program. This may be in an advisory role, offering training for teachers or students, or partnering in an articulation agreement that provide smooth transition for students that complete the school’s CTE program.

How many industry partners and post secondary partners are required?

Aside from having at least one industry and one post-secondary partner for each CTE program, there is no set number of partners required. For programs where there are no set industry standards or certifications available, it is advisable to have more than one industry partner to establish and validate the content of the CTE program.

Is an articulation agreement where students are able to take college courses now OK?

The articulation agreement that is required for program approval must specify value-added benefits that students may attain at a post-secondary institution after completing the CTE program and graduating from high school. For ideas on what the letters should specify, see page 14 of the narrative application form.

Are there a specific number of post-secondary partners with whom we must have articulation agreements?

No, generally the program is required to have at least one articulation agreement in place with a post-secondary institution.

Work-based Learning

Does job-shadowing count as work-based learning?

Job-shadowing is one type of work-based learning that students from the CTE program may explore. There should be a practical training component (summer or school-year internship, etc.) that all students in the program have an opportunity to pursue. See our website on Work-based Learning:

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/Partnerships/Resources+for+WBL+Coordinators.htm>

Is there a guide on coordination for work-based learning?

Check our website for “Implementing Work-Based Learning for Coordinators”.

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/Educators/Work+Based+Learning+Information.htm>

What should we focus on documenting for work-based learning?

Your application should show how internship opportunities are made available to students in the program. In addition, it should indicate how students are prepared for internships (such as infusion of CDOS in CTE courses, career exploration activities, orientation, guest speakers, job-shadowing, etc) and how they connect their learning from their internships conducted outside of school to classroom instruction. The application should also demonstrate how the school maintains ongoing relationship with the worksites to oversee the students’ internship experiences.

Technical Assistance

Can we have NYCDOE representatives visit us/give us feedback on next steps at our school?

Please reach out to us with specific concerns so that we can align appropriate supports for your school. Depending on your school’s needs, we may schedule a visit or suggest a content expert to provide more direct support on program development

Also, for programs that are affiliated with a centrally endorsed model, we encourage you to take full advantage of the resources that come with that affiliation. This include: Virtual Enterprises (VE), the Justice Resource Center (for law-related programs), National Academy Foundation, and CISCO.

We are exploring how we can best help and work with your school to evaluate its status on the self-study and program development. We are looking to implement the following and would like to know if these would be useful for your school:

- Establish ‘anchor’ content experts from schools with approved CTE programs who can help lead trainings or offer consultancies for individual schools
- Conduct group meetings for schools based on specific CTE programs (ie: automotive, culinary, etc.) or around a single element of the self-study (ie: work-based learning, technical assessment, etc.) for different schools to share out their programs and ideas and to provide some specific information.
- Hold “Office Hours” for schools to schedule appointments to discuss individual programs

Contact us with your feedback on these ideas (or other suggestions) in which your school would like to participate.

Application Submission

What are the application deadlines?

Schools that have completed the program self-study and are ready to apply for state approval should submit an application by May 15, 2009. There will also be a fall deadline in late

September/early October 2009 for schools that wish to work on its self-study and program development over the summer.

If we have done a self-study for one program, should we go ahead and submit our application or should we wait until we have all of our CTE programs ready for application?

Application for state approval of your program should not be contingent upon other CTE programs at your school. Your school is encouraged to apply once it has done a self-study and program development, and feels it can fully document how the program meets the Quality Indicators for a CTE Program of Study.

Do we submit anything to the State?

No, your school does not need to send any of the application materials to NYSED. Please submit all information to NYCDOE. After the narrative application is reviewed and an external review/school visit is completed, NYCDOE will submit all necessary documents to NYSED and make recommendations for approval on behalf of the school.

When does the external review occur?

NYCDOE will schedule the external review visit for the school after it has completed review of the program's narrative application and any outstanding questions are clarified. The external review will generally comprise of NYCDOE and industry representatives. The school will be expected to have its school administrators, CTE faculty, and industry and post-secondary partners available during the visit. Specific information on the external review visit will be given to each school before scheduling a visit.

General Questions

How is the Program Approval Process tied to the Letter of Intent to Apply for Program Approval that we submitted earlier in the year?

The Letter of Intent that was submitted for your CTE program demonstrates your school's commitment to developing its program along the dimensions for a quality CTE program of study expected for all programs in New York City. In doing so, your school is looking to demonstrate how its program meets or exceeds the indicators for a quality program such that it will be on its way to be considered for state approval.

The Letter of Intent helps give us a snapshot of the school's current program status. While not as comprehensive as a full self-study, it is also an opportunity for the school to examine what issues or questions it has for its program and make sure that it is on track toward meeting the expectations for a quality CTE program. Areas raised in the Letter of Intent should be reflected in the school's planning for improvement and work for the coming months or school year. The priority areas that the school outlined in its integrated CTE funding application for VTEA and Work-based Learning should also be used to help the school strategize what work is needed to build up the program so that it ultimately is ready to apply for program approval.

What is the 'next step' for our school right now?

A school that is developing or operating a program should begin to coordinate among its staff as well as external partners to carry out a self-study of its CTE program as outlined above (under "Self Study") and in the Application Instructions (p. 1-2). The school should frame the self-study in context to how it is meeting the Quality Indicators for a CTE Program of Study and what are areas for development.

Identifying the needs for program improvement should also help specify where development should occur. Is it an operational issue? Instructional? Personnel? Who can the school enlist for support in these different areas, such as SSO, ISC, NYCDOE? Since implementing a CTE program requires the organization of various school resources, it may be necessary to engage different support systems to help with program improvement.

If we have been working on binders, how do those contents apply toward the new narrative application?

The information that your school has gathered for the program binder in the past is still aligned with what is asked in the updated narrative application for program approval. The data you have gathered should be evidence of how your program is meeting the Quality Indicators. Please use the information to answer the questions in the narrative application. Where applicable, scanned versions of documents from the binder may be submitted. Note that the full application must be submitted as an electronic file. Please check the Application Instructions (p. 3-4) for directions on submitting the application.

Note that not all of the gathered information will need to be submitted in the narrative application stage. We will still request to see documentation (such as curriculum crosswalk, teacher certification, program information used to recruit students, etc) at the external review. Therefore, it may be more efficient for your staff to work off of information filed in a centralized manner.

Where can we download a copy of the narrative application?

All the documents that you need for your application are located on our website:

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

Remember that there are three parts to the application packet that you complete and submit: the narrative portion, supporting documents to the narrative, and the approval application form.

Where can we find the guidelines from the state?

Go to <http://www.emsc.nysed.gov/cte/ctepolicy/home.html>

The "Implementation Guide for CTE Program Approval" is located on the top left hand side.