

New York State Education Department
Office of Career and Technical Education



The *Implementation Guide for CTE Program Approval* is a tool intended for use by local CTE programs seeking NYSED approval. The guide is designed to assist in understanding the Commissioner's Regulations, assessing CTE program quality, and identifying program needs prior to submitting the CTE program approval application to the Department.

Guidance is provided on each element required for CTE program approval. Each section contains a definition of the corresponding Commissioner's Regulation, a description of the intended purpose, and

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A seal that is affixed to a Local, Regents, or Regents with Advanced Designation diploma.	A standalone credential that may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be a standalone credential.	A 4+1 approved pathway to meet graduation requirements.	A 4+1 approved pathway to meet graduation requirements.

Successfully complete a NYSED-approved CTE program of study that includes:

- passing a minimum of 3.5 CTE credits
- passing each part of a 3-part technical assessment (written, demonstration, project components) [CR 100.5(d)(6)(i)(b)]

No minimum credit requirement

No Regents exam requirement but students need to have access to Regents coursework

Option 1

- A completed Career Plan
- Demonstrate achievement of the CDOS learning standards 1, 2, & 3a
- Successful completion of at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours

Meet the minimum diploma requirement of 22 credits

Pass 4 required Regents exams, one each in ELA, math, science and social studies

Successfully complete a NYSED-approved CTE program of study that includes:

must be in work-based learning)

- A completed employability profile

Option 2

Meet the requirements for one of the nationally recognized work readiness credentials including, but not limited to:

- ACT Work Keys, ACT NCRC

The College, Career, and Civic Readiness Index (CCCRI) is a measure of school quality and student

- Representative/advocate for students with disabilities
- Post-secondary representative(s)
- Business/industry/union representative(s) from the proposed program area
- Representative from the Local Workforce Investment Board
- Representative/advocate for English Language Learners

The self-study team will evaluate:

1. The district/BOCES's commitment and reasoning for having/continuing to have a NYSED-approved program. Ensure district administration and guidance are aware of and involved in the program development process.
2. The appropriateness of offering/continuing to offer the NYSED-approved program given current labor market needs.
3. Accessibility for all students to enroll and succeed in the approved program. If the self-study finds that barriers exist for students, a plan must be developed to document the steps to be taken to address the identified barriers.
4. The feasibility of offering/continuing to offer the NYSED-approved program given current resources (e.g.

CR100.5(6)(iv)(a)(2)(i) a technical and academic curriculum that achieves the commencement level

- Academic standards— Even if not seeking integrated/specialized credit, other academic standards should be included as part of program review. Only crosswalk the standards that are program related. Academic standards that can be incorporated are:
 - [English Language Arts](#)
 - [Mathematics](#)
 - [Science](#)
 - [Economics/Participation in Government](#)
 - Other standards as appropriate

Submission of standard crosswalks is not a routine requirement for program approval; however, applicants should be prepared to submit crosswalks if requested as part of the program review.

There are two main models of program delivery for NYSED approved CTE content:

Sequential Model—A sequence of related courses that are put together to build a program of study

Example: A sequential model could be an entrepreneurship program in which students start with an Introduction to Business Class and then progress into coursework in introductory management, marketing, and finance before culminating in an entrepreneurship class which applies all of the previously learned components.

Blocked Model— A multi-period format typically delivered by a single teacher that scaffolds curriculum instead of delivering curriculum as separate but related coursework.

Example: A blocked model could be an animal science program in which students receive all CTE instruction with one teacher in a multi-period format. This model gives the teacher the ability to scaffold curriculum within their instructional time rather than scaffolding across multiple courses as is the case in the sequential model.

Regardless of the instructional model chosen:

- All programs must provide scaffolded instruction. This means that the content will start with more general topics and will increase in specificity and complexity as students near the completion of the program content.
- Program content is required to be delivered in a one- to four-year time frame.
- Program content must include no less than three units of CTE instruction in the program of study as well as at least one-half unit of career and financial management instruction for a cumulative total of no less than 3.5 units of CTE credit.

- Must be included in all NYSED-approved CTE programs.
- Must provide a minimum of one half-unit of credit, which is equivalent to one New York City credit.
- Can be delivered as either a stand-alone course or the content can be embedded throughout the content of a CTE program. *The method in which CFM curriculum is delivered is at the discretion of the LEA or BOCES.*
- Must include the sixteen themes identified in the [Career and Financial Management framework](#) which was updated in 2018. If an LEA or BOCES decides that CFM is best delivered as embedded

Example 1: An engineering program may seek approval for integrated ELA,

CR 100.5 – Work-based Learning Experiences for students;

Definitions:

1. **Work-based learning**—authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners.
Experiences—Work-based learning is a term that applies to a broad array of learning experiences from career awareness and exploration to career development and application. They can be registered or unregistered.

Registered experiences typically take place outside of the school building, and students may earn academic credit in accordance with guidance from the [work-based learning manual](#). There are four types of registered programs in New York:

- Career exploration internship program (CEIP)
- Cooperative career and technical education work experience program (CO-OP)
- General education work experience program (GEWEP)

Registered experiences must be supervised by an appropriately certified work-based learning coordinator (see section on supervision below).

Unregistered experiences may take place inside or outside of the school building.

It is highly recommended that unregistered experiences be supervised by a certified work-based learning coordinator holding either the Career Awareness or Career Development extension. However, these experiences may be supervised by any school staff.

	Registered WBL Experiences			Unregistered WBL Experiences					
	GEWEP	CO-OP	CEIP	Job Shadowing	Community Service & Volunteering	School-Based Enterprise	Industry-Based Projects	School Year/Summer Internships	Supervised Clinical
WBL coordinator extension	Certification #8981 or #8982	Certification #8982	Certification #8982	Optional	Optional	Optional	Optional	Optional	Optional
Student age	Age 14+	Age 16+	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Age 16+*
Paid or unpaid	Paid and unpaid	Paid and unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Paid and unpaid	Unpaid
Diploma credit allowable	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/54 hrs. 1/108 hrs.	No	No	No	No	No	No
Related classroom instruction	At least one period per week	Five periods per week**	27 hrs./5 credit; 54 hrs./1.0 credit	Optional	Optional	Yes	Yes	Optional	Yes
Experience must relate to career interests	No	Yes	Yes	No	No	Optional	Optional	Optional	Yes
Training must develop job skills	Yes	Yes	No, focus is career exploration	No	No	No	Yes	Yes	Yes
Hazardous Occupations Allowed	No								

*Unless regulations dictate older age, as is the case with Home Health Aide (HHA) Programs (Age 17+)

** Students must be concurrently enrolled in a CTE program aligned with the CO-OP experience. All CTE instruction may be provided prior to placing students in the experience

Minors must have working papers before beginning any registered work-based learning experience regardless of whether it is paid or unpaid. The coordinator should make a copy for their records prior to placing the student. More information about obtaining working papers may be found on the [New York State Education Department's Office of Student Support Services' website](#).

New York State Department of Labor's [permitted working hours](#) for minors must be adhered to. Minors may not be placed into occupations deemed hazardous by the [New York State Department of Labor](#) or [United States Department of Labor](#). The only exceptions are:

- Cooperative education programs—Allow for students in CTE programs to be placed at a work site that is aligned with the area in which they are studying. For example, a 17-year-old student enrolled in a construction technology program could complete a work experience at a construction site as long as there is a registered CO-OP program in place and the student is supervised by a certified CTE teacher with the extension of Coordinator of Work-Based Learning Programs for Career Development.
- Apprenticeship programs—Minors age 16 and over can, with parent permission, enter into registered apprenticeship programs that are registered with the New York State Department of Labor. Please note that while many companies/organizations may use the term “apprentice” to refer to junior employees, it is not considered an “apprenticeship” for purposes of labor law unless it is a registered apprenticeship with the Department of Labor. Academic credit cannot be earned for apprenticeship experiences.

Apprenticeship is the process of learning a skilled trade through on-the-job training (hands-on experience) and related classroom instruction. To become a New York State registered apprentice, a student must be hired by a New York State registered apprenticeship sponsor and become registered as a New York State apprentice (see Labor Law Considerations above). As a New York State registered apprentice, the participant is a paid employee of the sponsor.

Supervised clinical experiences are a required component of all health sciences programs. Within each licensing content area, there are restrictions and mandates governing clinical experiences. Supervised clinical experiences involve students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate and valid New York State license/certification in the health care discipline for which the students are being prepared.

Per the New York State [appearance enhancement](#) and [barbering](#) laws, no student shall work on any clients at any point in time during a work-based learning experience. A work-based learning experience outside of the classroom would be an observation only experience. The only situation where students are permitted to work on “live” clients is when they are under the direct supervision of their licensed appearance enhancement and or barbering instructor.

Registered or unregistered work-based learning experiences may also be used towards the work-based learning requirement for Option 1 of the CDOS credential or 4+1 CDOS pathway to graduation. It is advisable for all NYSED-approved CTE programs to prepare students to meet Option 1 by offering at least 54 hours of work-based learning in the event that a student is unable to meet the requirements for a technical endorsement. For more information about CDOS, please visit the [New York State Education Department's CDOS Page](#).

For more information and details regarding work-based learning experiences, please consult the [work-based learning manual](#).

- What types of WBL opportunities are students being provided?
- What has been going well and what can be improved? For reapprovals, what opportunities have been gained or lost over the last reapproval period?
- If you have CO-OP, CEIP, and GEWEP programs, are they currently registered with NYSED?
- Are students completing 54 hours of WBL to be eligible for CDOS Graduation 4+1 Pathway and to meet the Perkins WBL quality indicator? If not, what can be done to increase opportunities for students? (Please note that supervised clinical experiences in the health sciences are a minimum of 108 hours.)
- Explain the current process for recording WBL hours for this program. Do any updates need to be made to this process?

CR100.5 (d)(6)(iv)(2) ~~v~~ a work skills employability profile to document student attainment of technical knowledge, work-related skills, endorsements and licenses

Definitions:

1. Technical knowledge—Practical knowledge and skills specific to a particular CTE career area
2. Work-related skills—Universal knowledge and skills for employment that do not depend upon technical knowledge and are applicable to any career area, e.g., communication skills, teamwork, work ethic, [CDOS 3a \(universal foundation skills\)](#), etc.
3. Endorsements—Certifications and/or industry credentials as they relate to specific programs of study, e.g., ASE, AWS, Microsoft Office, NYSED-Approved CTE Program Technical Endorsement, etc.
4. Licenses—Professional licensure as it relates to a specific program of study, e.g., Cosmetologist, CNA, FAA, etc. (to be included only if applicable to the program)

CR 100.5 (d)(6)(i)(b) technical assessment is an industry-developed assessment consisting of written examination(s), student project(s) and student demonstration(s) of technical skills to measure proficiency in a specific technical field through the application of national standards in such technical field. If no assessment exists in a particular technical field, a school district and/or board of cooperative educational services may form a consortium to solicit local, regional or national businesses or related professional organizations to create an assessment.

Definitions:

1. Industry-developed assessment—The technical assessment is developed by business and industry representatives from the field related to the program. Industry-developed assessments are created by a third-party vendor.
2. Written examination—A written examination consists of multiple choice and/or constructed-response questions which reflect the cognitive knowledge required in a specific technical field. The written examination must be reflective of the comprehensive program of study. This component must be an industry-developed assessment.
3. Student project(s)—A culminating project or portfolio consists of projects/artifacts of learning that represent in-depth knowledge of a specific technical field. This component is locally determined and developed.
4. Student demonstration(s) of technical skills—A performance examination consists of students performing tasks that reflect proficiency of demonstrable skills in a specific technical field. This component must be an industry-developed assessment.
5. Measured proficiency in a specific technical field—Proficiency is determined by the third-party vendor based on a cut score or rubric.
6. Application of national standards—The technical assessment is aligned with national standards in the specific technical field.
7. Specific technical field—Content in a specific career area (e.g., welding, barbering, cybersecurity, etc.)

The technical assessment is a three-part assessment consisting of:

1. Written examination
2. Student demonstration of technical skills (performance)
3. Student project (local)

The school district or BOCES selects a technical assessment aligned to industry standards to measure student proficiency in the technical field for the program of study. The selected technical assessment must be a summative assessment reflective of the entire program of study, not just a component/course of the program.

The school district or BOCES may select a New York State licensing examination as the technical assessment. New York State licensing examinations are to be used as the technical assessment where required.

Other specific technical assessment requirements may exist depending on the content area. Please visit the CTE content area webpage or contact the appropriate CTE content area associate for guidance on discipline-specific expectations for written or performance components of the technical assessments.

General employability skills tests measure general employability skills and do not assess knowledge in a specific technical field as is required by the regulations. With the exception of barbering programs, general employability skills tests may not be used as either the written examination or student demonstration of technical skills for technical assessments. Please refer to the July 2014 memo entitled, [Secondary CTE Approved Barbering Program Guidance](#).

A local consortium may only be used if no assessment exists in a specific technical field. A school district and/or board of cooperative educational services may form a consortium to solicit local, regional or national businesses or related professional organizations to create an assessment. If an industry assessment does exist for a specific technical field, then a local consortium cannot be used to develop a technical assessment for use in a NYSED approved CTE program.

In order to be eligible to receive a diploma with a technical endorsement, students participating in an approved program must successfully complete and pass all components of a program of study including the three-part technical assessment.

Vendors may update, add, and/or replace industry developed assessments at any time. The technical assessment that is utilized must be the version that has been approved by NYSED. If programs wish to use a different or additional technical assessment, it must be approved either through an amendment form or program re-approval prior to implementation.

- Explain how the third party, industry

CR 100.5 (d)(6)(iv)(a)(2)(iii) Identification of any postsecondary articulation agreements

Definitions:

1. Postsecondary—Any education or training beyond high school (e.g., community college, four-year university, New York State DOL registered apprenticeship)
2. Articulation agreement—A formal partnership between the secondary and postsecondary institution(s) that outlines the direct benefits provided to students (e.g., college credit, advance standing, reduced tuition)

Reviewers from the self-

4. Endorsement by officials of each institution—Articulation agreements must be signed by parties from each institution. Signatures must be dated and provide the title of the signatory.
5. The articulation agreement must directly relate to the program of study—The direct benefit(s) provided to students by the articulation agreement must allow students to continue their post-secondary studies in an occupational field related to the NYSED-approved CTE program. This direct benefit may include advanced standing, college credit, and/or reduced tuition.
Example: A postsecondary articulation agreement for an auto collision program must be in the area of auto collision.

Schools obtaining a single articulation agreement for use in multiple NYSE 11.04 T(i) 0 0 .007 () 8n 0 62.002 (s (u) 2.9

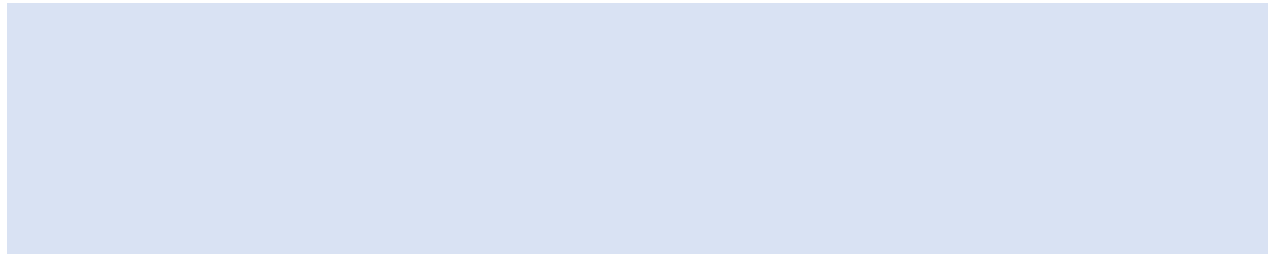
CR 100.5 (d)(6)(iv)(a)(2)(i) technical and academic curriculum that achieves the commencement

Faculty teaching CTE coursework in health sciences, appearance enhancement, barbering, drone technology, and aeronautics must maintain, in addition to their New York State teaching certificate, licensure in the area in which they are teaching. This is required in order to legally operate these programs. If questions exist about licensure requirements, please contact the Office of Career and Technical Education prior to submitting the program for approval/re-approval.

Faculty seeking to teach CTE coursework in health science programs for which operational approval is

Inappropriate Certification v An individual who holds only a PLTW certification and is not a New York State certified teacher would not be appropriately certified to teach in a New York State public school or BOCES.

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- Example: A restaurant owner participating in the external review of a Culinary Arts program.
- Postsecondary educators—A representative from postsecondary education in the career area under review
 - Example: Obtain feedback about the program of study from the postsecondary contact from the college/university for which the program holds an articulation agreement.

Additional membership may include but is not limited to:

- Community representatives
- Representative/advocate for students with disabilities
- Parents
- Workforce Investment Board member/ Youth Council
- Board of education representatives
- School and program administrators and counselors

The external review committee will utilize their industry experience and

Applications for approval and re-

CR 100.5 (d)(6)(iv)(a)(2)(vi)

The NYSED career and technical education (CTE) program approval process is outlined in [Section 100.5\(d\)\(6\) of Commissioner's Regulations](#). Tutorials on each step of this process can be accessed on program approval page links found under the left navigation button for "[CTE Program Approval](#)". While programs are approved for a five-year period, there will be times when changes need to be made to the program due to unforeseen circumstances (change in faculty, change in postsecondary articulation agreement, etc.). Before any change is made to any of the components of the approved program **during the current approval period** an approved program amendment form must be submitted and approved before the change can be implemented.

An amendment form must be submitted and approved before there is any change to the most recently approved components of a program. This includes, but is not limited to, changes:

- in program contacts
- in program names
- in program courses
- in work-based learning coordinators
- in work-based learning experiences

Substantial changes include, but are not limited to, changes in CIP code, CTE content, or academic content. These changes may require a new approval process and consultation with the self-study and external review committees. i8 (iew)7.99ni/t1 reW* nscosi.024q

Technical assistance for CTE program approval is provided by the New York State Education Department Office of Career and Technical Education and by the New York State CTE Technical Assistance Center.

[Office of Career and Technical Education](#)

[CTE Technical Assistance Center](#)

New York State Education Department
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www.nysed.gov/career-technical-education