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Authorized Representative (Printed Name)	
Elizabeth	**8-47**
Signature of Authorized Representative	

The self-study review, required for all approvals and re-approvals, is done by a team comprised of business, industry, labor, academic, and postsecondary advisors who participate 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 ‰ ‰ Œ } ‰ Œ] š v • • } (š Z ‰ Œ } P Œ u [• u] ‰ o } Ç š] o Z] v š] Ç o l] (} v š] v š ‰ v Œ } students with the skills and knowledge required for entry into industry and post-secondary education.

Steps of the CTE program approval process to promote program improvement

Completing the program approval and subsequent reapproval process typically takes at least one year. Applicants must show that they have conducted a series of reviews and revisions which include

1. conducting the CTE self-study
2. conducting the external review
3. processing all modifications necessary as the result of the external review
4. } š] v] v P š Z Z] (u] v] • š (š } µ Œ [š] } w ‰ } Œ Œ •] cations in the Œ š] application
5. completing the application for program approval and submitting it to the NYSED

W Œ] } Œ š } • µ u] š š] v P } š Z ‰ ‰ o] U š š } Z v ‰ t ‰ y] and external review committees will have reviewed the program in its entirety to ensure quality in all program components. After five years, an application for reapproval must be submitted. The program re-approval process is the same as first-time approvals, except returning programs must report data about program performance for the previous five-year period.

The SED CTE application review is performed by content specialist associates who review CTE program of study applications in their respective areas to ensure the following

- A self-study, with justification of the program in terms of local and statewide workforce development data
- Instruction on career development and employability skills. In New York, this is done through a required half-unit (at a minimum) course called Career and Financial Management. Local Education Agencies may elect to embed this content throughout their course content, or they may present the course content under a locally developed course name.
- A meaningful, non-duplicative sequence of courses that increases in specificity from all aspects of an industry to more specified studies.
- Access to work-based learning opportunities for all students
- Data reporting requirements are understood and the CIP code requested aligns with program content.
- An employability profile for 21st Century skills and technical skills in the appropriate content area
- A technical assessment that is designed to assess all areas of the program. In New York, all assessments must include a written component, a performance component, and a locally developed portfolio of projects and experiences completed with the program.
- An external review of the program by outside persons.

skills are built using industry-specific standards in that area of study. Knowledge and skills on employability profiles must also align with student IEP/504 plans. Applicants must also develop a process that wi o o µ • š } Œ À] Á v µ ‰ employability profile. Z • šµ v š [•

Additionally, programs seeking approval are required to offer a Career and Financial Management (CFM) course either as stand-alone or as integrated content. NYSED provides a curricular framework for CFM that outlines the topics that should be covered. The framework connects modules to relevant New York State CDOS standards and the Common Career Technical Core Career Readiness Practices. The career management modules provide an instructional framework for employability topics including:

- Career Development
- Options Beyond High School
- The Job Search Process
- Workplace Regulations
- Career Readiness Skills (Transferrable Skills)
- Lifelong Learning
- Leadership and Ethics
- Business Communications & Technological Innovations

Modules are grounded in essential questions about employability topics and student activities designed to demonstrate skills. For example, the module dedicated understanding and developing career readiness skills outlines instructional topics covering:

Content

1. Career Readiness Skills (Transferrable Skills)

   Students will:

   a. Identify career readiness skills (e.g., critical thinking, problem solving, decision-making, communication)
   b. Explain how career readiness skills contribute to success in a variety of career and life settings
   c. Reflect on experiences that provide opportunities to gain and/or strengthen career readiness skills
2. Self-Advocacy

   Students will:

   a. ( ] v š Z š Œ À } ^ • Ç (_ •] šš } Œ • µ o š ••] v À Œ] š Ç } (Œ Œ v settings
   b. Identify and discuss strategies to overcome obstacles and challenges to success in a variety of career and life settings
   c. Explain how self-advocacy can assist in reaching short-, mid-, and long-term goals[5]

[5] See New York State Career & Financial Management Curriculum Framework, pp. 19-20

Perkins postsecondary eligible institutions are required to maintain a partnership with their local One Stop Career Center System. This, along with work-based learning opportunities are critical methods to supporting the inclusion of employability skills in CTE programs. All institutions must maintain a local advisory council to facilitate connections with local industry and stay abreast of workforce needs. This collaboration addresses alignment between workforce and special populations with emphasis on providing special populations access to in-demand and high-wage employment opportunities. During the transition year, SED will seek stakeholder input on how to expand and strengthen quality work-based learning in both secondary and postsecondary programs. Moreover, there will also be a focus on developing tools and resources to provide recipients to better align to labor market information and workforce development needs. This will also involve the input, collaboration and expertise of other state agencies.

B.2.(c)(i) Describe how the eligible agency will

make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Approved CTE programs for high school students have gained more visibility since a CTE graduation pathway was approved by the Board of Regents in 2015. Since then, all information targeted to students about graduation requirements includes details about the multiple pathways to graduation.

Students and parents can review secondary programs with current SED approval on the CTE webpage for approved programs to see the variety of offerings in their district. Parents can also stay informed by subscribing to updates from Commissioner Elia and the State Education Department. Interviews For example, in February 2019, the announcement via Paths to the Professions was announced via licensed professions in New York.

NYS Department of Labor continues to host CareerZone which is used by middle and high school students statewide as a tool for career exploration and up-to-date education and labor market information. Many instructions include the use of CareerZone in the delivery of financial literacy. Resources are available for students, parents, school counselors, and teachers. Like the NYSED web pages, this offers translation services powered by Google translate.

[illegible] maintains a statewide field presence to connect district administrators, counselors, CTE teachers with current information about CTE developments in the state. Their model program recognition initiative shares promising practices with the field.

[illegible] the Boards of Cooperative Education Services (BOCES) offer SED approved programs in all regions of the state outside of the Big Five cities. Questions to BOCES CTE

B2 used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

For secondary programs, the following definition will be used:
Programs of sufficient size

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