



CTE

Career & Technical Education

Program Approval Process

Regents Policy

The State Education Department

The University of the State of New York

Albany, NY 12234

TO: The Honorable the Members of the Board of Regents

FROM: James A. Kadamus

Committee: Full Board

Title of Item: Career and Technical Education (CTE) Policy

Date of Submission: January 24, 2001

Proposed Handling: Action

Rationale for Item: Modification of Regents Policies Governing Board

Strategic Goal: Goals 1

Summary:

During the past 18 months, the Regents and the Department have carried out a series of steps to create

Proposal for Regents Policy on Career and Technical Education
Goal

option for students to achieve State learning standards.

Proposal

This proposal exceeds the Board of Regents action item for 2003-2004.

State Education Department. All of these steps would be accomplished using State CTE program funds.

Throughout the public engagement process on the CTE proposal, flexibility in the delivery of courses was the element that received unanimous support. Flexibility is needed to provide students with time to pursue in-depth career and technical education.

The combined approach would be one that delivers a combination of both specialized and integrated courses. An example of this approach would include courses in Pre-Engineering, Mathematics, Science and Technology (MST), and a New Vision(s) Engineering program.

As part of the CTE approval process, districts/BOCES will submit a New Vision(s) Engineering program

they wish to pursue and the appropriate documentation which will assure that the core academic

requirements are being met within the CTE program for which they are seeking approval

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are carrying out their program design as described in their application. The committee would also

The Focus Forums and National Advisory Panel met through the last quarter of 1999 and the first half of

2000 and engaged national assessment experts, members of business and industry, parents and State and national educators. The deliberations culminated in a consensus for a national assessment

career and technical education, with the following key elements:

- certification and re-certification of career and technical education programs based on criteria established by the Department;
- flexibility for delivery of core academic courses;
- a technical assessment component based on industry standards.

others provided suggestions that supported increased flexibility (90 percent).

program approval process (77 percent), working closely with business and industry to assure assessments reflect valuable industry skills and standards (97 percent), and the work skills and employability profile (82 percent).

Appendix 1: "It is to be noted that the following information is not to be used for any purpose other than that for which it was provided."

one you have undertaken with regard to reform might contribute to creating a community and economy that will no longer accept -- in theory or practice -- that any student could be under-

	Current			Combined
	Production	Endu	Specialized	

c. Conduct workshops for school districts and BOCES on these assessments and help school

districts and BOCES understand the standards for developing test/test cases.

participated in the development of the standards for developing test/test cases.

