

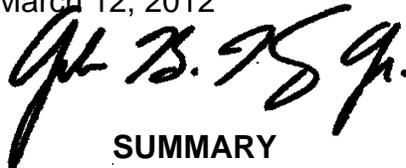


THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
NY 12234

TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Expansion of Career and Technical Education Integrated
Course Options

DATE: March 12, 2012

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

The current Regents policy for CTE approved programs allows for up to four integrated credits towards graduation. Should the policy option be expanded to include additional integrated academic credits? Should the current process be reviewed and revised to ensure rigorous learning opportunities in our CTE programs?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This question will come before the P-12 Education Committee for discussion at the March 2012 meeting.

Background Information

The P12 Education Committee and College and Career Readiness Workgroup discussed the potential for additional pathways to graduation in March 2011. In April 2011, this discussion continued and focused on increasing the number of integrated academic credits in CTE programs. This item expands on those discussions by proposing options regarding integrated credits in light of the recent understandings of college and career readiness as set forth in the ESEA waiver submitted to the USDOE.

An integrated course is one that delivers academic content within a CTE context. Students are able to fulfill core academic graduation and CTE program

sequence requirements through integrated and/or applied courses which include academic content. Examples include technical reading and report writing, as part of an Automotive Technology course; applied mathematics as part of an Electricity/Electronics course; business economics as part of a Retailing course; and applied physics as part of an Aviation Flight Dynamics course.

Programs wishing to offer students academic credits through CTE programs must complete the department’s approval process. Curriculum review is the initial step in the approval process. To conduct a curriculum review:

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review.
- The school district or BOCES creates curriculum maps to document how the content of the integrated courses meet the Regents academic core requirements.
- Reviewers evaluate curriculum maps to confirm that CTE program content includes sufficient content to award integrated or specialized units of credit.
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards including the NYS CommonCore Learning Standards and related business and industry standards

Additionally, the school district or BOCES is required to convene an external review committee. One purpose of the external review committee is to insure that rigorous commencement level academic content is present in the program. For example, when academic credit is included in the approval process for a BOCES CTE program, the external committee must include a minimum of two academic subject teachers from at least two different component schools who will review the academic content for each integrated credit requested. The CTE program office maintains a database that shows the academic credits offered in each approved program.

The chart below displays the number of integrated credits currently available through approved programs, and the number that could be available to students with minimal revision to existing Commissioners Regulations.

Current Course Requirements	Required credits	Credits currently available through CTE Integration option¹	Credits available under proposed College and Career Readiness Pathway²
English*	4	1	3
Social Studies*	4	1	2 or 3 ³

¹ In an approved CTE program pursuant to §100.5(d)(6) of the Commissioner’s regulations.

² Curriculum maps would document how, through a fully integrated program, students will fulfill the requirements in English, Science, Mathematics and Social Studies

Current Course Requirements	Required credits	Credits currently available through CTE Integration option¹	Credits available under proposed College and Career Readiness Pathway²
Mathematics*	3	1	2
Science*	3	1	2
Physical Education (PE)	2	N/A	N/A
Art / Music ⁴	1	N/A (see footnote 3)	1
Health	0.5	N/A	0.5 (in a Health Occupations Program)
LOTE	1	N/A	N/A
Additional Units of Credit:(Sequence / Electives)	3.5	3.5 credits in electives including CTE courses	3.5 credits in CTE courses or other electives
Integrated Credits	0	4	Up to 11.5
Total Units of Credit	22	-	-

*Courses with required Regents exams would maintain the recommended preparation course(s) in that subject.

To ensure high quality experiences for students, courses identified for this college and career readiness pathway must meet a standard of rigor that best ensures college and career readiness. Courses must:

- Address and be built upon commencement-level, state, national, and industry standards.
- Provide relevant, sequential academic and technical content aligned to the appropriate standards.
- Be designed by academic and CTE teachers who partner in course development, implementation, and delivery.
- Include formative and industry-accepted summative assessments of student progress.

Challenges

Although a multi-year phase-in approach is recommended, an early implementation plan is possible. In the 2012-13 school year, for example, districts could begin to identify existing academic and CTE courses at the high school level that have the potential for integration. Further, while not all districts would be able to offer this option initially, many could begin phasing in the number of integrated ELA, math, science, and social studies credits allowed. A phase-in time line must take into account

³ Options are available for ½ unit in Economics and ½ unit in Participation in Government in certain CTE programs

⁴ This requirement may currently be met through a CTE Design, Drawing and Production (DDP) class or through a sequence in Family and Consumer Science (i.e., Clothing and Textile Core)

varying district capacity across the state (i.e., course availability and fiscal resources) to increase the number of integrated academic credits offered through CTE.

Phase-in Timeline Recommendation

- June 30, 2012: CTE Approved Programs in good standing at LEA's and BOCES submit to SED an intent to provide additional integrated opportunities, indicating which programs/courses and indicating the new distribution of credits.
- September 30, 2012: SED establishes an "Integrated Credit Registry" to collect data and maintain an official roster of integrated academic credits provided in CTE programs.
- June 30, 2013: For LEA's without Approved Programs, BOCES and LEA's negotiate for "Program Extensions" that link LEA high school CTE courses to BOCES programs thus expanding integrated opportunities and establishing college and career readiness pathways.
- September 2013: Commissioner's Regulations are revised to reflect new policy.
- September 2013: Approved Program Extensions are reviewed and approved by SED.

Other issues needing consideration are:

- For those districts where a CTE Approved program is not available, courses would need to be developed and additional criteria met.
- To further enhance the integration strategy, a restructuring of middle school programs is essential and would prepare students earlier for a fully integrated high school program. Options which will be presented at a future meeting include:
 - Creating CTE programs of study that begin in middle school and continue to high school solidifying the connections between grade levels and articulating a roadmap to college and career.
 - Developing a grade 6 "Introduction to CTE" course encompassing the six CTE content areas (agriculture, business and marketing, family and consumer sciences, health occupations, technology, and trade and technical) to promote vertical alignment with high school programs of study.
 - Develop greater opportunities for middle level CTE acceleration in grades 7 and 8 so more students enter high school with diploma credit.
- How to build upon the strengths of current CTE programs and teachers as we create greater opportunities for meaningful CTE experiences which bolster academic achievement.
- The need for a system of identifying which integrated CTE courses are used by school districts so that student transcripts are documented appropriately.

As integrated CTE academic credits make use of both a CTE and an academically certified teacher, decisions must be made regarding:

- Designation of the “teacher of record.” Should an integrated course be considered an “academic” or “CTE” course? Who will be accountable?
- Are there enough teachers qualified to teach these courses? In what way might flexibility in current certification requirements areas be needed?
- Should new certification pathways be explored for teaching “College and Career Readiness” courses?
- A review of the need for professional development, effective teacher preparation and current certification structures is warranted.

With the approval of the Committee, these questions will be addressed in a discussion item for the April 2012 P-12 Education Committee meeting.

Recommendation

That the P-12 Education Committee approve the phase-in plan for integrated academic credits in approved CTE programs. In addition, the Committee directs staff to identify revisions necessary in Commissioner’s Regulations and the CTE Program Approval process to ensure a level of rigor that is aligned with college and career readiness.