



July 29, 2014

TO: School Districts and BOCES  
FROM: Eric Suhr, Bureau Chief, Career and Technical Education Office  
SUBJECT: Implementing Secondary CTE Approved Barbering Programs

While barbering programs currently exist at the secondary level, they have not undertaken the program approval process and cannot offer students in those programs the benefits associated with a CTE approved program. School districts and BOCES have been unable to complete the program approval process needed to establish state - approved secondary barbering programs due to the 5 H J H Q W V S R T U H T X L U H P H B M D X V W K H L H O G R I Q W h g O t e r e s t in implementing approved barbering programs, a review was done to identify the specific barriers to program approval in this occupational area.

It was found that the major obstacle to program approval was the lack of a written technical assessment. Unlike other licensing exams they administer, The New York State Department of State requires only a performance component in the barbering exam. The CTE program approval process, however, requires students to demonstrate their knowledge and skills through a three part assessment. These industry specific skills assessments have three components: performance, written, and project/ portfolio.

A review of the Department of State recommended curriculum outline for barbering revealed that a certain number of hours of instructional content coincide with content found in a number of written assessments developed by third party entities. To be considered appropriate for secondary CTE program approval purposes, the content found in the barbering curriculum must be formally reviewed to ensure that program content aligns with the industry standards that are the basis for all three parts of a technical skills assessment (i.e., the performance assessment required for state licensing, a third party written exam, and a student project/portfolio).

The following content areas were identified as the content that should be used but not reported in the assessment

W · p0 F D €  
L P L F D f L L Q C t °

\_\_\_\_\_