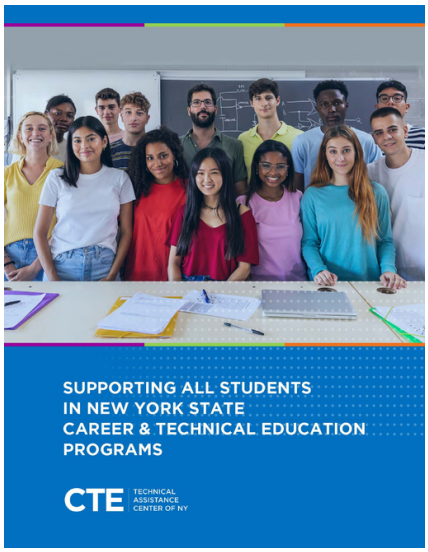
CTE | TECHNICAL ASSISTANCE CENTER OF NY

ACTE CAREERTECH VISION 2023

REPORT & RESOURCES

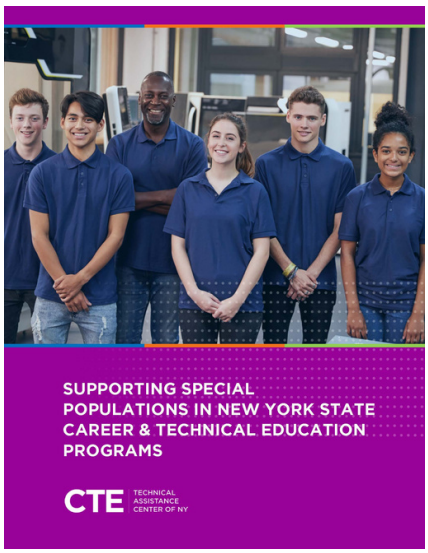
SUPPORTING SPECIAL POPULATIONS IN NY CTE

On November 30th, 2023, Mike Woods, the Director of CTE TAC, along with Janine Lalia, Long Island & NYC Field Associate, presented a session titled "Supporting the Teaching and Learning of Special Populations in CTE Programs" at ACTE's CareerTech Vision 2023 event held in Phoenix, Arizona. This session was attended by 64 participants who learned about the CTE TAC's newest resource guides for supporting special populations in CTE Programs.



CLICK HERE TO ACCESS THE RESOURCE GUIDES

Research studies have shown that students who take part in CTE programs are more likely to succeed academically and less likely to drop out of high school compared to their peers who don't participate in these programs. It's the responsibility of educators to ensure that all students have equal access to these programs. Once students are enrolled in CTE programs, teachers should be equipped with the necessary resources and information to provide effective support and assistance to meet the diverse needs of their students. This includes gaining a clear understanding of the various student populations and developing appropriate strategies to meet their needs.



During this session, attendees were introduced to the resources available to teachers to aid in supporting and understanding the individual learners in their classrooms, empowering them to make changes that will not just support Special Populations, but all of their students. CTE TAC's resource guides are designed to encourage readers to think about how traditional accommodations for students with disabilities can be transformed into learning supports for all students.

The CTE TAC has published two resource guides — **Supporting All Students in New York State Career and Technical Education Programs**, which focuses on Students with Disabilities and English Language Learners, and **Supporting Special Populations in New York State Career and Technical Education Programs**, which focuses on supporting the remaining special populations as defined by Perkins V: economically disadvantaged students, individuals entering non-traditional fields, single parents, students experiencing homelessness, students who are in or have aged out of foster care, youth with parents on active military duty, and migrant students. Both guides contain approximate reading times for each chapter, along with scenarios and suggested approaches to aid in applying the principles learned.

The CTE TAC's resource guides provide a roadmap for educators to navigate the unique learning profiles in their classrooms and practical strategies to assist them in fostering an inclusive environment for all students. These guides are free and easily accessible on the **CTE TAC website under Special Populations**.

SESSIONS AND RESOURCES

ACTE HIGH QUALITY CTE FRAMEWORK

This session provided an overview of **ACTE's framework** for program self-evaluation and explained how the framework could be used for comprehensive program improvement efforts and aid in the Perkins CLNA. The average score on the framework is 77% with the highest scoring elements being access and equity, engaging instruction, and prepared and effective program staff. The lowest scoring elements included business and community partnerships, student career development, and data and program improvement. ACTE is currently in the drafting stage of developing an additional assessment for system supports of CTE programs.

ADDRESSING CTE INDUSTRY TEACHER TRAINING

This session provided concrete, tangible tips and resources to help new CT teachers in the classroom. Presenters shared a "needs checklist" and focused on strategies to support new instructors as they transitioned from being a professional in their field to being a professional educator. **This Google Folder contains resources shared by presenters.**

ADVANCING TRIBAL SOVEREIGNTY AND SELF-DETERMINATION THROUGH CTE

This session, presented by OCTAE, discussed the discretionary grants available for addressing the unique career needs of Native Hawaiian and Native American students. The three grants that were addressed in the presentation included NACTEP, NHCTEP, and TCPCTIP. OCTAE shared that non-tribally affiliated entities can be subrecipients of these grants if they partner with a tribal nation, and grant recipients shared how they used the funds locally. **View the slides from this presentation here.**

ALTERNATIVE CTE LICENSURE: THE ROAD MOST TAKEN

In this presentation, Butler Tech shared the findings of a three-year study, implementation, and evaluation of the situational, institutional, and dispositional obstacles that new CTE teachers face as they navigate the path to CTE Licensure. **View the slides from this presentation here.**

CONNECTING CTE PATHWAYS K-12 AND EVERYTHING IN BETWEEN

In this session, presenters discussed the importance of building CTE programs from the bottom up. They discussed how they worked within their district to implement strategies that fill capstone programs beginning with elementary and lower secondary students. Participants learned about ways to extend CTE pathways beyond the classroom, and the importance of recognizing student success stories to fuel participation in these programs. **View the slides from this presentation here.**

CTE FUNDRAISING FUNDAMENTALS: SUPPORTING YOUR PROGRAM BEYOND PERKINS

How can districts and schools further support career-based programming? This session discussed how Chicago Public Schools supplement public grants by engaging private partners to fund new initiatives and equip programs with industry-validated technology. Attendees learned about best practices to support their programming and how to create a network of CTE Stakeholders to leverage when seeking funds. **View the slides from this presentation here.**

GET THE MOST OUT OF THE PERKINS CLNA

Duval County Public Schools **highlighted their utilization** of design thinking as an approach to collecting CLNA stakeholder feedback. Design thinking is a collaborative process that extracts layers of data from various stakeholders through a series of **group and individual activities** that build upon one another. A great example of design thinking is the "Importance/Difficulty Matrix," which allows participants to visually prioritize what is most essential for student success in CTE Programs.

INSTRUCTORS APPRENTICESHIP FOR CTE: FROM PRACTICE TO POLICY MAKING

This session focused on the three main competencies that CTE students need in their teachers: technical competence, cultural competence, and pedagogical competence. The Quest Center provided over 200 hours of training in cultural and pedagogical competencies. They partnered with industry partners to provide technical competence in the form of NIMS certification and work experiences. Participants came from varied backgrounds; some were from academic backgrounds and some were from industry, but all were able to learn from one another. A local college granted teaching licenses to those who participated, and participants were paid through grant funding. **View slides from this presentation here.**

INVESTING IN SECONDARY CTE: AN ANALYSIS OF STATE FUNDING MODELS

Using data from fiscal year 2022, **Advance CTE** conducted an **analysis** of State Secondary CTE funding models and created a microsite resource designed to serve as a one-stop-shop for those interested in conducting state-by-state comparisons. **View slides from this presentation here.**

MAKING A CONFERENCE-STYLE CAREER DAY MEANINGFUL AND MANAGEABLE

This session explained how to create a one-of-a-kind conference-style career day instead of a traditional career fair. The presentation included tips on how to get started with a Career Day, as well as new ideas for enhancing Career Days you may already be implementing. Resources on how to begin planning the event, how to build business and community partnerships, and samples that can be adapted are included in **this Google Resource Folder.**

MARKETING THE HECK OUT OF YOUR CTE PROGRAM

Websites, social media, and other publications help to tell a story. This session, presented by Madera Unified School District, tapped into why it is important to tell your story to stakeholders in your community. Participants were given tips about processes that can be implemented to create content and share the amazing things happening in our school buildings. The session also explained how to multiply the effects of this outreach by including pictures, slideshows, and videos of student achievements on platforms such as Facebook, LinkedIn, YouTube, and Instagram. **View the slides from this presentation here.**

PERKINS 101

Led by ACTE's Chief Policy, Research, and Content Office, this session gave a basic overview of how Perkins funding works and included historical context for the grant. Additionally, this session addressed accountability requirements and the CLNA process. **View the slides from this presentation here.**

READING AND WRITING IN THE WORKPLACE: LINKING LITERACY AND CTE

Minuteman High School, winner of the Exemplary Reading Program Award in 2020, has proven itself a leader in building literacy strategies in the career and technical education classroom. During this session, they shared a plethora of strategies and resources, including question formulation techniques for inquiry-based learning, current events activities, and reading strategies that can be applied in any classroom. The resources shared during this presentation can be accessed in this **Google Folder**.

SCALING WORK-BASED LEARNING OPPORTUNITIES FOR SPECIAL POPULATIONS

This session described the structure of a meaningful work-based learning continuum with an emphasis placed on students of all ability levels. Resources were provided to serve as a basis for institutions to transform their approach to work-based learning to support all students. This included how to develop, grow, and sustain community partner engagement to enhance WBL experiences, how to overcome challenges and embrace growth opportunities, and how to leverage funding resources to empower and develop the next generation of young adults. **View the slides from this presentation here.**

THE POWER OF INTEGRATING CTSOS INTO YOUR CTE CLASSROOM

In this session, attendees learned about aligning CTE programs to CTSO (Career and Technical Student Organizations) activities, programs, and competitions. The presentation also offered several strategies that can be implemented in the classroom, which are shared in this **Google Resource Folder**.

2030: THE FUTURE OF CAREER TECH SCHOOLS

Butler Technology Career and Development Centers in Ohio presented the topic of "Building Bridges" between businesses, post-secondary institutions, entrepreneurship, and CTE Programs, and integrating them in the same spaces. They provided the Top 10 practices that they have implemented, including maximizing time spent in laboratories. In their presentation, they encouraged the idea of striving for seamless lab accessibility with academics and rethinking the location of these lab spaces. **View the recorded presentation here.**

TURN YOUR CTE CLASSROOM INTO A REAL-WORLD EXPERIENCE

Presented by Business Teacher Marianne Cutungo from the Milton Hershey School, this presentation explains how Hershey Company employees have taken a business classroom to the next level. They work with students through bi-weekly presentations, site visits and hands-on activities. Students write proposals to create new products or innovate practices, then they research and present their findings in a formal setting. The whole company comes to watch these presentations. At the end of the presentation, Marianne shared a resource folder to help other schools duplicate and implement this project with companies local to their area. **View the presentation resources here.**

USING DATA TO TELL YOUR CTE STORY

CTE Data is primarily collected for accountability and program improvement purposes. In this session, the audience learned how to use that data to craft a CTE story that interests a variety of stakeholders, while showcasing the incredible outcomes of CTE programs. The slideshow and template shared in this presentation outlines North Carolina's CTE data reporting and analysis for performance indicators and how state and local results are used to tell a CTE story for wider audiences. **View the presentation resources here.**

THANK YOU!

New York State was well represented at ACTE's CareerTech VISION. The CTE TAC team is thankful for the opportunity to attend this outstanding annual CTE professional learning experience. Our staff absorbed all of the information and resources possible to help further elevate the relevance and rigor of high-quality CTE programming in New York State.

Pictured (L-R): Kelley Earley, Marie Elliott, Erin Smith (NYSACTE President), Mike Woods, Tracy Mosher

CTE TAC Director Mike Woods had the opportunity to support the leadership team of the New York State Association for Career and Technical Education (NYSACTE) at the annual ACTE state leadership meeting. Leaders from all fifty states and U.S. Territories were in attendance at the meeting, and each shared best practices and CTE success stories from across the country.

The CTE TAC is grateful for the opportunity to have attended and presented at this nationwide event. We hope these resources help guide you as we all strive to improve CTE offerings in New York State.