CTE 
TECHNICAL ASSISTANCE CENTER OF NY

Your resource for quality career and technical education

ANNUAL REPORT 2018
The CTE Technical Assistance Center (CTE TAC), a division of the Successful Practices Network (SPN), operates under a state contract to aid the New York State Education Department (NYSED) in carrying out its mission to improve the quality of, access to, and delivery of career and technical education (CTE) through research-based methods and strategies — resulting in broader CTE opportunities for all students.

As part of our mission, we work to:

- Improve CTE data collection to create an accurate picture of career and technical education program performance
- Assist schools in integrating new academic standards with CTE
- Expand CTE program approvals
- Use best practices in CTE for high school improvement
- Expand CTE programs and student leadership participation
- Build relationships and networks to strengthen CTE
Greetings from the Career and Technical Education Technical Assistance Center (CTE TAC) of New York. I am pleased to share our 2018 Annual Report.

The year 2018 brought a tremendous opportunity to strengthen CTE in New York State and across the country. On July 31, Strengthening Career and Technical Education for the 21st Century (Perkins V) was signed into law. Perkins V will go into effect on July 1, 2019, and the first year of implementation will be considered a “transition year.” New York and most states will submit a one-year transition plan in April 2019. A four-year state plan covering all the requirements of Perkins V will then be submitted to the USDOE in April 2020 (encompassing program years July 1, 2020-June 30, 2024).

The development of a new state plan for CTE is an excellent occasion to critically evaluate our current efforts to improve CTE and determine if we are doing all we can to ensure our students have the knowledge and skills to be successful in the future. I encourage CTE stakeholders to take a “future-focused” rather than a “forward focused” approach as we develop a new CTE state plan. A forward-focused approach would limit us to looking only at our existing CTE programs and the steps we might take to improve them. A future-focused approach recognizes the changing needs of the economy and considers the need for a paradigm shift in education. Technology is seen as a value added and as a way to make it possible for all students to gain the skills needed to innovate, create, and succeed in an economy with a shrinking middle class and an ever-widening skills gap. A future-focused approach is an opportunity for New York to rethink CTE, an opportunity we cannot let pass by.

Thanks to the ESSA State Plan and the College, Career, and Civic Readiness Index, which allow schools to earn 2 points for every student completing a state-approved CTE program, 2018 saw dramatic increases in the number of schools and BOCES seeking approval for CTE programs. Over the course of 2018 CTE TAC provided technical assistance on the application process to over 115 schools and BOCES. In New York City alone, we worked closely with 60 schools on program approval as part of the mayoral initiative to expand CTE in the city.

Requests for professional development increased substantially in 2018. CTE TAC provided workshops in 52 schools/districts, 24 BOCES, and 31 state or other professional organization conferences/trainings. Over 5200 teachers and administrators attended one of these events. Our signature event in 2018 was the NYSACTE State CTE Conference.

This report provides summaries of CTE TAC work across the state in 2018 presenting numerous examples of the positive impact CTE is having on education in New York.
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HIGHLIGHTS FROM ACROSS THE STATE

NEW YORK CITY

Marsha Iverson and Bernard Pierorazio, NYC CTE TAC Regional Field Associates, collaborated with Sterling Roberson, Vice President for CTE high schools at the United Federation of Teachers (UFT) and its Teacher Center, as well as with John Widlund, Executive Director of CTE for the NYC DOE, to support, inspire, and enhance CTE programs and schools throughout New York City.

Through coordinated meetings and conference calls with the Program Quality Team, under the direction of Omari Gay, CTE TAC has been an integral part of serving the many schools supported by the mayor’s initiative to expand CTE programs in New York City, as well as schools requesting assistance, reviews, professional development, and evaluation.

Among these endeavors were:

- In the Bronx, CTE TAC work continued with the Marie Curie School for Medicine, Nursing and Health Services, which is entering its second year. Staff are well on their way to completing the necessary steps for a 2020 application for approval of their Certified Nursing Assistant Program. To assist, support was garnered from Jennifer Dehn, National Healthcare Association, and Linda Romano, Newburgh Free Academy, to help the Marie Curie School. In addition, the Fordham School for the Arts is working diligently to meet the requirements for an application for Technical Theatre and Set Design. The Bronx Early College Academy (BECA) is moving toward an approved program in Computer Repairs utilizing CISCO.

- In Queens, Bayside High School continues to expand CTE options for students. The school now has several approved programs and others in various stages of preparation. Bayside’s goal is to provide “wall-to-wall” CTE. In addition, CTE TAC has provided professional development to the entire Bayside staff.

- In Manhattan, the MAKER School was successful in securing program approval with CTE TAC’s assistance.

- At Staten Island’s New Dorp High School, Marsha worked with the principal and CTE staff on continuing development of its small learning community’s CTE programs.

- The NYC DOE is dedicated to providing extensive professional development for the new CFM Curriculum Framework, and CTE TAC has been an integral part of the planning and training. Working with the Council on Economic Education, a train-the-trainer process has been created.

LONG ISLAND

Ellen Palazzo, Long Island CTE TAC Regional Field Team Associate, reported the following key accomplishments through CTE TAC support in 2018.

The LI Virtual Enterprises Network drives rigorous and relevant cutting-edge learning experiences in 73 high schools and 5 middle schools. Major events:

- LI VE Exhibition Trade Show and Business Plan Competition, a two-day event hosted by Farmingdale State College University in the High School with 200 teachers and administrator, 1700 student participants and 100 + business, college professors, and community leaders

- Long Island Business Plan Final hosted by business partner American Portfolios Financial Services, 12 schools with teams of 6 students plus teachers/administrators

- Long Island Virtual Enterprises Entrepreneurship and Leadership Conference for 1700 high school students hosted by college partner Long Island University

- Teacher PD programs: September, June and 4 day Summer Teacher’s Conference
CTE Approved Programs with VE as a capstone experience: Hewlett, Oceanside, William Floyd, Connetquot, Middle Country, South Country, Islip, East Islip, Lindenhurst and Patchogue-Medford (pending).

CTE TAC supported planning and designing of CTE programs and pathways and/or assisted with CTE reapprovals in the following:
- William Floyd School District leads LI in the implementation of high-quality CTE programs with 10 approved programs with two under development. CTE TAC assisted in several successful reapprovals in 2018. CTE TAC also provided support for Geometry In Construction and Alegebra in Manufacturing and the district’s efforts to promote an applied academic model.

Supported the formation, function, and network of school district advisory boards:
- William Floyd, Harborfields, Bellmore-Merrick, Sewanhaka, Long Beach, Patchogue-Medford, Baldwin, Lindenhurst, Amityville

CTE TAC provided information and professional development related to understanding and implementing the middle-level CTE regulation change.
- Presentations were made to LI administrators, sponsored through Eastern Suffolk BOCES professional development network
- CTE TAC worked directly with:
  - Sewanhaka Central High School District
  - Glen Cove School District
  - Valley Stream Memorial Junior High School to restructure the middle-level course offerings
  - Baldwin Middle School

CTE TAC assisted with crosswalking key instructional modules of Introduction to CTE with the JV-VE curriculum; the work was supported by VEI and New York Life Foundation Evergreen Charter Schools

CTE TAC collaboration with BOCES/technical centers, college partners, government partners, and professional associations to deliver the following professional development and mentoring opportunities:
- Growth of collaboration between high school and college partners creating opportunities for students and teachers for professional development and college experiences at Farmingdale State College, LIU Post, Hofstra University, Molloy College, and Suffolk Community College
- Additional professional development in the region focused on partnerships with colleges and the creation of articulations with high school TV, Broadcasting, Video, Film programs, as well as Engineering by Design.

Collaboration and coalition building with Business Teachers Association (BTANYS), Work Experience Coordinators’ Association (WECA), Perkins Consortia, Tech Teachers’ Associations, and Nassau County Comptroller’s Office

The 8th Annual Collaborative CTE Conference, held at Hofstra University, was coordinated by CTE TAC Field Team Associates Ellen Palazzo and Marsha Iverson. The 2018 conference, entitled New NYSED Regulations Support: “A Middle School to High School Continuum,” drew over 270 participants. In addition, 10 Long Island Virtual Enterprises firms were represented, giving conference participants the opportunity to see VE in operation.
YONKERS

Marsha Iverson, NYC CTE TAC Field Team Associate, continues to work closely with the leadership of the Yonkers Public Schools to expand CTE programs in the district. Highlights for 2018 include:

- **Gorton High School**
  Marsha continued to assist with development of Gorton High School’s P-TECH program in Dietetics. She is also working with the principal and staff on continued development of three medical-based CTE programs in the Academy of Medical Professions, as well as with the Gorton Advisory Board.

- **Riverside High School**
  CTE programs are flourishing at Riverside High. Marsha continues to assist with and counsel on various aspects of their implementation. Almost all staff members are now CTE certified, and the first cohort of CTE Career Pathway students will graduate in 2019.

- **Roosevelt High School**
  Roosevelt’s Business and Media Communication CTE pathway secured CTE Approved Program status, with CTE TAC assistance. The Automotive program approval application was to be submitted in February 2019.

- **Virtual Enterprises**
  CTE TAC continues to support Virtual Enterprises in the five Yonkers high schools involved. The VE firms have participated in the Business Plan Competition at the College of Mount Saint Vincent. One of the firms placed first and will compete in the National Business Plan Competition in April 2019. The VE firms also exhibited at the National Trade Show in New York City.

- **VE Junior Ventures Career Academy**
  Marsha was instrumental in Yonkers’ receiving a $100,000 grant from VE International to create and outfit three JV VE labs in three Yonkers middle schools. Middle school teachers received professional development prior to the school year, and all three middle schools now have thriving JV VE firms.

SOUTHERN TIER

In Zone 4, Bernard Pierorazio, NYC CTE TAC Field Team Associate, continued his work with the seven flagship BOCES centers and numerous LEAs and Special Act Districts in the region. Key to the work is professional development provided by CTE TAC at various locales.

- **Sherry St. Clair**, CTE TAC senior consultant, is entering her third year of providing professional development at the Mount Vernon City school District, focusing on reading skills and literacy in the CTE classroom. Branching out to Putnam Northern Westchester BOCES, as well as Southern Westchester BOCES, Sherry has provided full-day sessions for CTE staff on project-based learning (PBL). She will be providing PBL services to the Wappingers Central School District.

- **CTE TAC workshops** on meeting the needs of students with disabilities have taken place in Southern Westchester BOCES and Putnam/Northern Westchester BOCES.

- **Working with the Special Act Districts** has been quite fruitful. Mount Pleasant Cottage School is preparing a CTE program approval application for submission this spring for Culinary Arts. In addition, Greenburgh Eleven Union Free School District is working towards approval in Technical Wiring and Computer Science, while Greenburgh-North Castle Union Free School District is developing Culinary Arts and Cosmetology applications.

- **CTE TAC continued working with Dutchess BOCES to guide programs through the reapproval and approval processes for six CTE programs that went to NYSED.**

- **Bernard presented workshops on the NYS Pathways toward Graduation at the NYS Technology & Engineering Educators Association (NYSTEEA) Annual Conference and the NYSACTE Joint CTE Conference. He also introduced CTE TAC staff to the International Code Enforcement Association.**
CENTRAL AND NORTHERN NEW YORK

Led by Regional Field Team Associate Mike Woods, CTE TAC’s work throughout Central and Northern New York in 2018 focused on close-knit involvement with ACTEA Zone 2 through engaging CTE professionals from the ground up. Numerous professional learning communities (PLC) were established to enhance relevance and rigor within content areas; the PLCs set integration, collaboration, and the sharing of best practices as the primary pillars for their success.

All 12 BOCES in the region, along with numerous local districts including the Syracuse City School District, turned to CTE TAC to help them develop their CTE programming further. CTE TAC also fulfilled numerous requests for professional development and for assistance with the CTE program approval and reapproval processes.

- Professional Development Delivered
  - Employability Profiles: What are they and how to better implement them?
  - Differentiated Instruction for Students with Disabilities in CTE
  - Social Media for 21st Century CTE Professional
  - Integrating Agricultural Education into the FACS Classroom
  - Next Generation Science Standards in CTE
  - Relevance and Rigor Framework
  - Middle School CTE Modules and Implementation
  - Academic Integration and Co-Teaching Models
  - Meetings: The Ultimate Time Waster and How to Fix Them

- Program Approval Assistance
  - Waverly High School: multiple content areas being researched for potential approval
  - South Seneca Middle/High School: Construction Trades and Auto Tech approval

- Program Approval and Reapproval Reviews
  - Delaware – Chenango – Madison – Otsego BOCES
  - Onondaga – Cortland – Madison BOCES
  - Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
  - Syracuse City School District

- CTE Innovations in CNY and NNY
  - Syracuse City School District continues to stand at the forefront of capitalizing on business and industry partnerships in and around the Syracuse community. With the development of the Public Service Leadership Academy (PSLA) at Fowler High School, SCSD continues to garner support from business and industry leaders, along with local public officials, including the Mayor of Syracuse, who are committed to providing opportunities to CTE students at the secondary and post-secondary level.

ACTEA Zone 2 directors and administrators continue to combine forces with CTE TAC to provide opportunities for collaboration of CTE and content area instructors. In June 2018, a one-day professional learning community joint meeting with breakouts was hosted as a culminating event to the academic year. The event was so well received that a second annual event has been slated for June 2019, and CTE TAC will again support Zone 2 leaders in executing this professional development experience.
With the assistance of Charles Crumb, Western NY Field Associate, CTE program approvals and reapprovals continued to grow in 2018 among LEAs in the region. School districts that have new approved programs are:

- Amherst Central School District - Computer Information Sciences
- Cassadaga Valley Central School District - Agriculture, Natural Resources and Conservation
- Dunkirk City School District - Technology Education/Pre-Engineering
- Greece Central School District - Business Administration
- Randolph Central School District - Agri-science
- Rush-Henrietta Central School District - Business and Marketing
- West Irondequoit CS Central School District D - Business and Marketing

**Programs Working on their Approval Applications**

Other Western NY districts and schools currently working toward approval assisted by CTE TAC are:

- Attica Central School District
- Byron-Bergen Central School District
- Brighton Central School District
- Brockport Central School District
- Cuba-Rushford Central School District
- Iroquois CSD Central School District
- Lancaster Central School District
- Letchworth Central School District
- Pavilion Central School District
- Penn Yan Central School District
- Pine Valley Central School
- South Seneca Central School District

**Professional Development**

Professional development sessions were held on the CTE program approval process at the following:

- Amherst High School
- Attica Central School District
- Byron-Bergen Central School District
- Brighton Central School District
- Brockport Central School District
- Cuba-Rushford Central School District
- Iroquois Central School District
- Jamestown City Schools
- Pavilion Central School District
- Pine Valley Central School

**Partnerships**

CTE TAC continues to support partnerships with business and education in the Rochester and Buffalo regions by participating in meetings with the Finger Lakes Advanced Manufacturing Enterprise (FAME) and Niagara Frontier Industry and Education Council (NFIEC). CTE TAC is also continuing to partner with and support the initiatives of the WNY STEM Hub and the NYS STEM Education Collaborative for professional development and CTE program awareness in the Western NY region. For the last five years, CTE TAC has partnered with the Western NY Association of Technical Education Administrators to provide a retreat for WNY CTE administrators to learn best practices and develop a networking culture among all CTE programs in Western NY.
CAPITAL REGION

Rosemarie (Rie) Posillico, Center Specialist, reported that the majority of CTE TAC’s recent work in the Capital Region continues to focus on assisting high schools to secure NYSED approval for their CTE program(s). During this past year, CTE TAC saw a surge in requests for support with the CTE program approval process. CTE TAC presentations provided an overview of the process, the required components of approved programs, the steps for seeking program approval, the benefits approved programs offer to students and districts, and how students in approved programs may be eligible to participate in the CTE Graduation Pathway. The CTE TAC staff then assisted teachers and administrators in individual CTE content areas to complete the application for initial approval or for reapproval.

CTE TAC Assistant Director Constance Spohn serves on the CTE Advisory Committee for both the Albany City School District and Schenectady City School District. Her participation helps the districts to identify and access resources and information available through the NYSED and national groups such as the Association for Career and Technical Education (ACTE).

During 2018, four districts secured approval for their CTE programs.

- East Greenbush Central School District – Columbia High School
- Mohonasen Central School District – Mohonasen High School
- Voorheesville Central School District – C.A. Bouton High School
- Wells Central School District – Wells High School

Five districts are in the process of seeking approval for 20 different programs of study.

CTE TAC also continued to provide professional development throughout the Capital Region on a variety of topics, including multiple pathways to graduation, the middle-level CTE regulations, project-based learning, assessment, students with disabilities, and integrated academics.
CTE TAC CONGRATULATES THE 2018 ACTE REGION 1 AWARD WINNERS!

Terry Hughes
Lifetime Achievement Award Cobleskill, NY

Joanne Ryan
Teacher of the Year Aurora, NY

Charles Ax III
Postsecondary Teacher of the Year Morrisville, NY
Professional Development: Growing and Learning Together

CTE TAC Capacity and Focus

Professional learning is one of the key functions of the CTE Technical Assistance Center (CTE TAC). Even in this era of plentiful online professional learning resources, there is still a need for face-to-face expert-led workshops. The CTE TAC staff, supplemented by experienced educators affiliated with the Successful Practices Network (SPN), provides workshops at the request of technical centers, schools, districts, and colleges. The workshops are a free service under the NYSED contract with SPN.

In addition to its partnerships with CTE professional organizations, CTE TAC also partners with other organizations and agencies to enhance and expand professional development activities and conference opportunities. In 2018, we partnered with the following organizations:

- Finger Lakes Advanced Manufacturing Enterprise (FAME)
- Hofstra University
Niagara Frontier Industry Education Council (NFIEC)

NYC Department of Education (NYC DOE)

NYS Council of School Superintendents (NYSCOSS)

NYS School Boards Association (NYSSBA)

School Administrators Association of NYS (SAANYS)
as well as BOCES and school districts across the state.

STATEWIDE CTE CONFERENCE

The 2nd statewide NYSACTE Joint CTE Conference, “Growing Stronger Together,” was held in Syracuse in June 2018. Approximately 250 teachers and administrators, predominantly representing upstate regions, attended. CTE TAC’s assistant director and three staff members were involved in coordinating the activities of the conference committee with the assistance of Association Development Group event planners and representatives of each of the CTE professional organizations under the NYSACTE umbrella. The NYS Association of Family and Consumer Sciences also participated.

Josh Davies, CEO of the Center for Work Ethic Development, was the keynote speaker. NYS Commissioner of Education MaryEllen Elia was an honored guest and addressed the group. Several of the 50 plus workshops were conducted by the CTE TAC staff; their topics included problem-/project-based learning, middle-level curriculum changes, social media, technical assessments, academic integration, program approval, Career and Financial Management, life/career skills, and multiple pathways to graduation. The conference was positively received by the participants.

CTE TAC is working closely with NYSACTE to explore having a 3rd Joint CTE Conference in 2020.

8TH ANNUAL COLLABORATIVE CTE CONFERENCE

The Annual Collaborative CTE Conference, held at Hofstra University, has become a benchmark for updates and support related to NYSED initiatives, with a focus on the impact and implications for CTE program design and development.

The 2018 conference, New NYSED Regulations Support: “A Middle School to High School Continuum,” was coordinated by CTE TAC Field Team Associates Marsha Iverson and Ellen Palazzo. It drew over 270 participants, including business partners and mentors and college liaisons along with administrators and teachers in the Long Island, Westchester, and New York City areas. In addition, 10 Long Island Virtual Enterprises firms were represented to give conference participants the opportunity to see VE in operation.

The keynote address by Dr. Bill Daggett, Chairman of the International Center for Leadership in Education, provided an enlightening perspective on how world developments will affect education in the coming years. CTE TAC Senior Consultant Dawn Mastroianni provided an overview of the new NYSED middle-level regulations.

Breakout sessions focused on the new regulations and models that demonstrate how middle school CTE programs can be designed. Participants also learned about the Board of Regents latest developments on graduation pathways, CTE approved program concepts and processes, and integrated academic instruction. The new Career and Financial Management Curriculum Framework was also highlighted.

CTE: IMPACT ON ACHIEVEMENT CONFERENCE

CTE TAC continues to sponsor the United Federation of Teachers (UFT) annual “CTE: Impact on Achievement Conference.” In January 2018, nearly 400 CTE teachers and administrators attended the conference at UFT headquarters in NYC.
INTEGRATED ACADEMICS

During 2018, CTE TAC continued to promote the integration and application of academic skills in CTE programs. This element of high-quality CTE programs was supported through professional development activities and the dissemination of research conducted by CTE TAC in 2017.

In the spring of 2018, CTE TAC facilitated two half-day workshops on academic integration for ACTEA Zone 2 and Zone 3. Teachers shared integration strategies and explored the rubric developed by CTE TAC for school leaders to reflect on and improve on CTE integration of academic instruction. An additional workshop was offered as part of Nassau BOCES professional development series, also coordinated by CTE TAC.

ERIE 1 BOCES

A significant technical assistance effort began at the Erie 1 BOCES in 2018 regarding the integration of academics and CTE. CTE TAC senior consultants Sherry St. Clair and Jim Miles met every other month with the school principals, assistant principals, and academic integration specialists. The goal is to completely transform all practices and protocols for the integration of math and science with CTE.

CTE TAC has shared information about rigor, depth of knowledge, asking rigorous questions, and the Next Generation Science Standards Science and Engineering Practices and the Next Generation Standards for Mathematics. The Erie 1 leaders recognize the many levels to this work will take multiple years to complete.

CTE TAC is coaching the administration on instructional leadership and coaching the academic integration specialists as well. CTE TAC met with the academic integration specialists, now called academic liaisons, and set up a process for them to be in four classes per day. CTE TAC is assisting Erie 1 BOCES with tools and processes to ensure that the liaisons are comfortable in the classroom and that the teachers are comfortable having them in the classroom.

PROJECT-BASED LEARNING (PBL) PROFESSIONAL DEVELOPMENT

Building on the positive response to Senior Consultant Sherry St. Clair’s two project-based learning workshops in May 2018, CTE TAC planned a statewide project-based learning initiative. Participants could choose to attend a three-day academy in the Capital District or a one-day intensive workshop conducted in five regions of the state. All were NYSED CTLE approved.

Participants learned how to apply PBL to the development of learning experiences and worked together to share and revise their PBL lessons to improve instruction. Attendees also gained access to an online PBL community.

Also in attendance were middle school CTE educators involved in writing modules based on the new middle-level curricular guidance framework and their high school colleagues seeking approval for their CTE programs.

Evaluations of both the academy and the workshops were overwhelmingly positive and indicated a desire for more opportunities like these in the future.

WORKSHOPS ON STUDENTS WITH DISABILITIES IN CTE CLASSROOMS

CTE TAC continued to offer “Teaching and Learning for Students with Disabilities in the CTE Classroom” in several locations around the state based on specific requests and perceived need. The workshops included a refresher on federal and state regulations relating to students with disabilities, as well as information on the disability characteristics most frequently encountered in CTE classrooms. Additionally, the workshops provided opportunities to learn about, discuss, and share best practices, concerns, barriers, and difficulties associated with meeting the needs of students with disabilities in the CTE classroom.

The length of the workshops varied from 1½ hours to a full day depending on time constraints, needs of the
programs, and workshop content. Otsego Northern Catskills BOCES and Putnam/Northern Westchester BOCES offered full day sessions, while Jefferson/Lewis/Hamilton/Herkimer/Oneida BOCES provided a 1½ hour session at each of its centers during after-school professional development time. CTE TAC and the Syracuse City School District collaborated to offer a four-hour session for teachers in the Central/Northern region of the state. CTE TAC Assistant Director Constance Spohn, Field Team Associate Michael Woods, and Colleen Ulrich, a consultant, delivered the workshops in which approximately 160 teachers and administrators participated.

**TODAY’S GIRL TOMORROW’S WOMAN CONFERENCE**

CTE TAC was a proud sponsor of the 5th Annual Today’s Girl Tomorrow’s Woman Conference in March in New York City. Marsha Iverson, Regional Field Team Associate for NYC and Yonkers, was a co-director in planning the event. The mission of Today’s Girl Tomorrow’s Woman (TGTW) is to provide young women from NYC schools with the opportunity to hear from accomplished, determined women in every career cluster. Each year, more than 200 young women for 20 schools attend. The narrative and advice of these successful women serve as an inspiration to the students to set goals and pursue them.

TGTW Clubs have been established in three NYC high schools. These clubs take the momentum from the conference and share it with other young women in their schools. TGTW Club members also serve as facilitators during the conference.

**NYSSBA, NYSCOSS, AND SAANYS**

CTE TAC would like to thank the New York State School Boards Association (NYSSBA), New York State Council of School Superintendents (NYSCOSS), and School Administrators Association of New York State (SAANYS) for reaching out to CTE TAC to provide professional development sessions to their members during their state and/or regional conferences.
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<td>May 14, 2018</td>
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<tr>
<td>Program App/High Quality Programs</td>
<td>Albany CTE Center</td>
<td>May 15, 2018</td>
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<tr>
<td>2030 Summit</td>
<td>NYSSBA, Latham, NY</td>
<td>May 17, 2018</td>
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<td>NYSAFCSE Board</td>
<td>CTE Admin. Guide</td>
<td>Latham, NY</td>
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<td>Academic Integration Day</td>
<td>ACTEA Zone III</td>
<td>WSWHE BOCES</td>
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<td>Ag Collaboration Day</td>
<td>TST BOCES</td>
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<td>Early Childhood Collaboration Day</td>
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<td>Welding Collaboration Day</td>
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<td>Program Approval Workshop</td>
<td>ACTEA Zone III</td>
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<td>Zone II Collaboration Day</td>
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<td>EESTW Leadership Team</td>
<td>Middle Level CTE</td>
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<td>AMPED</td>
<td>OHM BOCES</td>
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<td>Joint CTE Conference</td>
<td>Liverpool, NY</td>
<td>June 26-27,2018</td>
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<tr>
<td>Rochester CSD</td>
<td>Middle Level CTE</td>
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<td>Event and Location</td>
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<td>STEM Summer Collaborative</td>
<td>Alfred State College</td>
<td>July 29 – 31, 2018</td>
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<td>EESTW Training</td>
<td>OCM BOCES</td>
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<td>SREB Career Pathways Summit</td>
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<td>CTE Leadership Seminar</td>
<td>Hilton Albany</td>
<td>August 7-8, 2018</td>
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<td>ACTEA Zone III</td>
<td>SREB Teacher Induction Training</td>
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<td>CTE Middle Level</td>
<td>Sachem SD</td>
<td>August 29, 2018</td>
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<td>CFM Framework (Health Sciences)</td>
<td>Uniondale HS</td>
<td>August 30, 2018</td>
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<td>Cassadaga Valley Central School</td>
<td>Sinclairville, NY</td>
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<tr>
<td>2030 Summit</td>
<td>Buffalo State College</td>
<td>September 12, 2018</td>
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<td>2030 Summit</td>
<td>Jeff Lewis BOCES</td>
<td>September 13, 2018</td>
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<td>OCM BOCES</td>
<td>EESTW Leadership Team</td>
<td>Syracuse, NY</td>
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<td>Bethlehem CSD</td>
<td>CTE Program Review</td>
<td>September 21, 2018</td>
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<td>High Quality CTE</td>
<td>Saratoga, NY</td>
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<td>CTE Dropout Prevention Center</td>
<td>NYSCOSS</td>
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<td>Schenectady Chamber Room</td>
<td>Schenectady, NY</td>
<td>Middle Level Assessment Think Tank</td>
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<tr>
<td>Employability Profiles</td>
<td>Jeff Lewis BOCES</td>
<td>September 25, 2018</td>
</tr>
<tr>
<td>PBL one-day workshops</td>
<td>Binghamton, NY</td>
<td>September 26, 2018</td>
</tr>
<tr>
<td>CTE Approval Process</td>
<td>Shenendehowa CSD</td>
<td>September 26, 2018</td>
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<td>Fall PBL Academy (1 of 3)</td>
<td>Clifton Park, NY</td>
<td>September 27, 2018</td>
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<td>Employability</td>
<td>Jeff Lewis BOCES</td>
<td>September 27, 2018</td>
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<td>ACTE Best Practices &amp; Innovation Conference</td>
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<td>Social Media in CTE</td>
<td>NYSAFCSF Fall Workshop</td>
<td>Latham, NY</td>
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<td>NYSAFCSF Fall Workshop</td>
<td>Latham, NY</td>
<td>NYSSED Update, ML CTE, Exemplars in Writing</td>
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<td>Superintendents Conference Day</td>
<td>CTE Continuum</td>
<td>Cobleskill HS</td>
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<td>PBL one-day workshop</td>
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<td>PBL one-day workshop</td>
<td>Rochester, NY</td>
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<td>Construction Trades Collaboration Meeting</td>
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<td>Welding Collaboration Day</td>
<td>OHM BOCES</td>
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<td>SAANYS Annual Conference</td>
<td>Lake Placid, NY</td>
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<td>Employability Profiles</td>
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<td>Fall PBL Academy (2 of 3)</td>
<td>Clifton Park, NY</td>
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<td>ONC BOCES</td>
<td>SWD Workshop</td>
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<td>NYS Middle School Asso. Conference</td>
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<td>Preservice FACS class</td>
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<td>SWD Workshop</td>
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<td>SWD Workshop</td>
<td>Jeff Lewis BOCES</td>
<td>October 25, 2018</td>
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<td>CTE Planning – CTE Continuum</td>
<td>Berlin CSD</td>
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<td>Teaching Soft Skills</td>
<td>Bayside HS - Queens, NY</td>
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<tr>
<td>SWD</td>
<td>NPW BOCES</td>
<td>November 6, 2018</td>
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### 2018 WEBINARS

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<th>Event and Location</th>
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<th>Number of Attendees</th>
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<tr>
<td>Technical Assessments: The Power of Stackable Credentials</td>
<td>January 10, 2018</td>
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<tr>
<td>Organizing for a Self-Study</td>
<td>January 11, 2018</td>
<td>7</td>
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<tr>
<td>Work Based Learning Experiences – What works for your students</td>
<td>February 8, 2018</td>
<td>9</td>
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<tr>
<td>Articulation Agreements for CTE</td>
<td>February 22, 2018</td>
<td>9</td>
</tr>
<tr>
<td>Reviewing a CTE Curriculum</td>
<td>March 1, 2018</td>
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</tr>
<tr>
<td>Planning for and implementing an External Review for a CTE Program</td>
<td>March 22, 2018</td>
<td>11</td>
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<tr>
<td>Active Literacy Strategies for CTE Teachers</td>
<td>April 6, 2018</td>
<td>6</td>
</tr>
<tr>
<td>Assessing Project Based Learning</td>
<td>April 26, 2018</td>
<td>9</td>
</tr>
<tr>
<td>Navigating the New NYS Science Learning Standards: Charting the Course for a Successful Transition for CTE</td>
<td>May 30, 2018</td>
<td>9</td>
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<tr>
<td>Connecting Minds and Hands with Tools, Materials and Technology</td>
<td>October 4, 2018</td>
<td>6</td>
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<tr>
<td>Effectively Planning Project-Based Learning</td>
<td>October 25, 2018</td>
<td>12</td>
</tr>
<tr>
<td>Managing Engagement during Project-Based Learning</td>
<td>November 29, 2018</td>
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</tbody>
</table>

### Providing Continuing Teacher and Leader Education (CTLE) hours for NYS Educators:

CTE TAC is an approved provider of Continuing Teacher and Leader Education (CTLE). In 2018, CTE TAC workshops, conferences, and webinars provided over 2,000 CTLE hours to NYS educators. Additionally, CTE TAC staff and consultants provided many presentations at professional development events where CTLE hours were provided by the school districts, BOCES and regional and statewide professional organizations.
RESEARCH AND PROGRAM DEVELOPMENT

MIDDLE-LEVEL CTE REQUIREMENT

The 2018-19 school year marks the start of full implementation of the Board of Regents middle-level requirement for CTE. Commissioner’s Regulation 100.4 entitles all students to 1.75 units of study in CTE in middle school. Instruction can begin as early as grade 5 and must be completed by the end of grade 8. Schools can provide the middle-level exploratory CTE programs through instruction in any, or all, of the CTE content areas: agricultural education, business and marketing education, family and consumer sciences education, health science education, technology education, and trade and technical education.
Throughout 2018, CTE TAC led the development of curricular guidance to assist school districts in implementation of the new middle-level CTE regulation. CTE TAC assembled a team of over 40 CTE practitioners from across New York State, recommended by their professional organizations, to participate in the writing of new middle-level CTE curricular guidance modules. The statewide team collaborated to produce high-quality modules through a series of face-to-face and virtual meetings facilitated by CTE TAC.

A total of 33 standards-based middle-level CTE instructional modules were developed and comprise the middle-level CTE curriculum framework. The modules were posted on the CTE TAC website in June and on the NYSED CTE website in September.

Features of the framework include:
- Instructional modules of two types called "Theme modules" and "Content modules."
- Theme modules that serve as the basis for middle-level CTE. Themes are foundational, cross-content, and rooted in NYS and national learning standards. Themes represent knowledge and skills beneficial to all students as they move forward, regardless of the pathways they choose.
- Theme modules designed for instruction by teachers certified in any title in any of the six CTE content areas.
- Content modules that supply context for the themes. CTE teachers will use the Content modules aligned with their certification areas to develop meaningful learning experiences that help their students attain the Theme module standards. The Content modules provide the context to engage students in the themes.
- Theme and content modules intended to work together and to connect middle-level CTE to high school opportunities.

This framework is ready for schools' use as they construct their individual middle-level CTE curricula. The framework will assist schools in answering the question:

"How can we design project-based learning experiences that will help our middle-school students gain foundational CTE knowledge and skills [themes] through the lens of the CTE content area(s) we have represented in our school [content]?"

Looking ahead to 2019, CTE TAC is continuing its commitment to assisting school districts as they work toward providing middle-level students with high-quality CTE learning experiences grounded in the new curricular guidance framework. Two projects are underway:

- The creation of CTE learning experience exemplars will serve as models of instructional possibilities utilizing the new modules. CTE professional organizations are identifying teacher experts to produce exemplars showing ways their content can serve as the vehicle for students to attain the skills and knowledge represented in the themes. Exemplar learning experiences will be posted on the CTE TAC website alongside the middle-level CTE modules as resources to assist school districts with implementation.

- The development of an electronic assessment rubric will assist schools in determining how well students are meeting the standards represented in the theme modules. A workgroup of cross-content CTE professionals will provide the field expertise. The rubric, which can be used for both formative and summative assessment, will be a tailored version of the Life/Career Abilities electronic rubric available on the CTE TAC website.

CTE TAC outreach to school leaders and CTE teachers will continue, so that the benefits of these new materials will be realized in middle schools statewide.
NEW TEACHER ORIENTATION

In April 2018, four CTE TAC staff members, four ACTEA Zone 3 BOCES administrators, and two lead teachers were trained during a four-day session to use SREB’s Teaching to Lead teacher induction program. Teaching to Lead is a research-based professional development model that was designed for new CTE teachers pursuing an alternative route to certification. Professional development focuses on challenges for CTE teachers in engaging an increasingly diverse student population in acquiring the technical, academic, and 21st century knowledge and skills necessary for further learning and the workplace.

Following training, the group worked together to offer a five-day version of Teaching to Lead in late August for new CTE teachers in ACTEA Zone 3. Four of the BOCES in the zone sent a total of 18 teachers to the workshop.

The scope and sequence of the workshop included strategies for starting the school year, getting to know students, establishing classroom rules, implementing classroom procedures, and designing the classroom. Teachers had an opportunity to begin the development of syllabi, curriculum, and unit/lesson plans. Student engagement, PBL, assessment, student discipline, and reflection on practice were also addressed. A PLC was established by the teachers, and a Google Drive was dedicated to them to enhance interaction. A follow-up virtual meeting was arranged so that the teachers could talk about their first weeks of school and the value of the training to their work.

CTE TAC has offered to support additional Teaching to Lead training for groups of administrators and teachers in an effort to develop more training and support for new teachers across the state.

THE CTE MODEL PROGRAM RECOGNITION: HONORING HIGH QUALITY CTE PROGRAMS ACROSS THE STATE

The identification and sharing of best practices in model programs are substantial components of CTE TAC’s workplan. The CTE Model Program Recognition initiative, begun in 2017, helps to achieve this goal. The purpose is to highlight and honor high-quality CTE programs at the middle (grades 5-8) level and secondary (grades 9-12) level across the state.

Programs recognized during 2018 were:

- John Bowne High School: Agriculture Program
- McKinley High School: Building Trades Program
- Kenmore-Town of Tonawanda UFSD: Pre-Engineering Academy
- Putnam-Northern Westchester BOCES: Urban Forestry Program
- Saunders Trades and Technical High School: Graphic Communications Program

The CTE Model Program Recognition provides an excellent opportunity to showcase CTE programs and share expertise with colleagues across New York State. Programs recognized received:

- A personalized CTE Model Program banner to hang in the school or institution
- A digital banner to use in email and print materials
- Vinyl window decals
- Recognition on CTE TAC website
- A two-page promotional brief
- A press release for the community
- An opportunity to be featured at local and state conferences and on webinars

CTE TAC receives program recommendations through various avenues, including submissions from the field and observed practices through program visits. Applications are reviewed quarterly. An application is available at [https://nyctecenter.org/model-programs-apply](https://nyctecenter.org/model-programs-apply).
For more information about these model programs, visit https://nyctecenter.org/planning/model-programs.

CAREER AND FINANCIAL MANAGEMENT (CFM)

At the request of NYSED, CTE TAC helped support the revision of the Career and Financial Management (CFM) curriculum. Led by Marsha Iverson of CTE TAC, the Business Teachers Association of NYS, and several other CTE stakeholders, the curriculum was completed in June 2018.

CFM is a one-half unit required CTE course for all students in an Approved CTE Program. It is also commonly included in locally developed CTE sequences.

CFM can be taught as a stand-alone course or integrated in a CTE Approved Program. It can be used as part of the 216 hours of CTE instruction required for students pursuing a Career Development and Occupational Studies (CDOS) Graduation Pathway or a CDOS Commencement Credential. CFM can also be delivered in grade 8 as an acceleration option.

The Career and Financial Management Resource Guide, which will serve as a companion document to the curriculum framework, will be available in January 2019. It will be located on the CTE TAC website as well as on the websites of the NYS CTE professional organizations.

CTSO PROGRAMMING INCENTIVE 2018–19

In the spring of 2018, CTE TAC offered a Career and Technical Student Organization (CTSO) Programming Incentive to the seven CTSOs in NYS. The Programming Incentive was designed to assist the organizations in addressing one or more of the following goals:

- increasing membership
- recruiting and training advisors
- training state officers
- engaging alumni in recruiting members and assisting in conducting organization activities

Four of the seven CTSOs applied for the incentive dollars by the August due date. CTE TAC committed substantial support to the Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), HOSA-Future Health Professionals, and SkillsUSA beginning in September 2018. The organizations reported on their activities and submitted the first milestone reports in early November. Highlights of those activities follow.

FBLA held regional advisor workshops across the state. Presentations were made on promoting FBLA, fundraising, community involvement, competitive events, middle-level curriculum changes, and the state and national programs of work. FBLA also secured NYS approval to offer CTLE hours for the workshops and other activities.

FCCLA developed sponsorship appeal materials and a sponsor list to help ensure its financial future. Student officers attended train-the-trainer leadership sessions to bring the training to the broader membership.

HOSA focused on organizational branding and promotion as part of advisor training to increase membership and willingness to advise chapters. A new advisor manual and a mentoring guide were developed and posted on the HOSA website.

SkillsUSA sent state officers and advisors to the Washington, D.C. Leadership & Training Institute, where they attended sessions on professionalism, communication, advocacy, and leadership to enable them to pass the skills on to participants at the fall leadership training. They also purchased the Career Essentials Suite, a new online training program for employability skills, which they will be trained to use so that they can report on its usefulness to other members and advisors.

Programming Incentive activities will continue into May 2019.
2018 PROGRAM APPROVAL SUMMARY

PROGRAM APPROVAL ACTIVITY

One goal of the current contract is to expand the number of CTE approved programs across the state, particularly at the LEA level. In 2018, field staff members worked with LEAs on 99 CTE programs in their respective regions. In total, 4 programs were approved in Year 3. The breakdown of activity follows:

AGENCIES

99 Entries (for individual programs)
58 Distinct LEAs (schools, districts, BOCES)
PHASE (TYPE OF WORK)
74  New Approvals
24  Reapprovals
1   Previous Work

CONTENT AREA
8   Agricultural Education
26  Business & Marketing Education
8   Family & Consumer Science Education
11  Health Occupations Education
4   Multiple Pathways
1   New and Emerging
25  Technology Education
16  Trade, Technical & Industrial Education

STATUS (CURRENT)
9   Application complete and submitted
4   Awaiting administration review
4   Awaiting external review meeting
3   Exploring various aspects of technical assessment
1   Faculty review
52  New / Beginning
8   Ongoing
4   Programs Approved
1   Reaching out to other districts with similar programs
6   Realigning and developing curriculum
7   Tying up loose ends

APPROVED PROGRAMS 2018

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<tr>
<th>LEA</th>
<th>Program</th>
<th>Content Area</th>
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<tr>
<td>Bridgehampton UFSD</td>
<td>Agri-business</td>
<td>Agricultural education</td>
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<tr>
<td>East Greenbush CSD</td>
<td>Business Administration</td>
<td>Business &amp; Marketing education</td>
</tr>
<tr>
<td>NYC DOE Academy of Language and Technology</td>
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<td>Business &amp; Marketing education</td>
</tr>
<tr>
<td>Mohonasen CSD</td>
<td>Machining and Manufacturing</td>
<td>Technology Education</td>
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UPDATED! 2018 CTE APPROVED PROGRAM PLANNING WORKBOOK:

A resource to walk schools and districts through the CTE program approval/reapproval process

The New York State Education Department (NYSED) has established a CTE Approved Program process for secondary CTE programs in order to develop and maintain high-quality instructional programs in CTE. CTE approved programs allow students to earn at least 3.5 credits in focused and rigorous courses that form a cohesive concentration in a career field. The process is designed to include an accurate assessment of the CTE program’s level of rigor and relevance in ensuring students become college and career ready.

The updated 2018 CTE Approved Program Planning Workbook supports school districts and BOCES in the early stages of preparing the application for approval/reapproval as a CTE Approved Program. The workbook provides resources, tools, and a planning process to support effective and efficient development of the program and completion of the application process. The workbook is divided into two parts:

- **Part 1** is for discussion and planning purposes. It includes an overview of the CTE program approval process and the required components of an approved program.

- **Part 2** includes checklists to assist the Self-Study Team with completing the application and preparing for the External Review and Superintendent/Board of Education Approval. Part 2 is aligned with the current application and is revised each time the application is updated.

The workbook is available on the CTE TAC website at [http://nyctecenter.org/planning/program-approval-overview](http://nyctecenter.org/planning/program-approval-overview). The website also has additional resources including sample documents from approved programs that can serve as examples.

The CTE TAC staff assists applicants by providing resources, templates, and technical guidance for completing the application and acquiring the required documentation. Services provided by the CTE TAC are free to NYS schools.
CTE TAC supported initiatives of several partner organizations that provide excellent curriculum, instruction, and assessment resources for CTE educators in New York State.

**CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE)**

In 2018, CTE TAC was proud to sponsor $5,000 in scholarships for agriculture teachers to attend CASE training events. CASE, a project of the National Council for Agricultural Education, is a rigorous, high-level curriculum for secondary agricultural education to increase science, mathematics, and English language understanding. CASE develops curriculum utilizing science inquiry for lesson foundation, and concepts are taught using activity-, project-/problem-based instructional strategies. CASE also supports quality teaching by providing extensive professional development that leads to certification.
ENGINEERING BY DESIGN™ (EbD)

Engineering by Design (EbD), sponsored by the International Technology and Engineering Educators Association (ITEEA), is a standards-based national curriculum for grades K-12 that delivers technological literacy in a STEM context. It is built on the Common Core State Standards (high school/middle school), Next Generation Science Standards (K-12), Standards for Technological Literacy (ITEEA), Principles and Standards for School Mathematics (NCTM), and Project 2061 Benchmarks for Science Literacy (AAAS). It uses a constructivist instructional model where students learn concepts and principles in an authentic, problem-/project-based environment. CTE TAC continued to support EbD in 2018 by providing funding for the Assistant to the State Director of EbD to provide technical assistance to EbD member schools across the state. CTE TAC also supported national Train the Trainer programs designed to increase the number of national trainers in New York State.

CONTEXTUALIZED LEARNING CONCEPTS

Developed by a pair of teachers in the Loveland (CO) School District, Contextualized Learning Concepts is an interdisciplinary curriculum covering core mathematics concepts that are team-taught in the context of hands-on projects. Two programs have been developed. Geometry in Construction is a combination of high school geometry and construction. AMPED is a combination of Algebra 1 and Manufacturing Processes, Entrepreneurship, and Design. In 2018, CTE TAC marked its seventh year of sponsoring Geometry in Construction and AMPED training in NYS.

VIRTUAL ENTERPRISE

Virtual Enterprise (VE) is an in-school, live business simulation that gives students a competitive edge through project-based collaborative learning and the development of 21st century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology. This multidimensional, experiential learning model is part of a global network of student-run businesses that transforms high school students into independent thinking business professionals and their classrooms into offices. The instructional platform bridges classroom experiences to the real-world business environment. CTE TAC supports NYS school districts in planning programs in business education, including the VE model.

ACHIEVE 3000

Achieve3000 is a leader in online differentiated instruction, serving millions of students worldwide. Over 15 years, the company has been reaching students at their precise Lexile® reading levels to deliver significant reading gains—often double-to-triple the expected gains. Based on decades of scientific research, Achieve3000 patented online methodology for differentiated instruction provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education, adult learning, workforce readiness, and other instructional models.

FUEL EDUCATION

Fuel Education offers an innovative approach of online and blended solutions for Career and Technical Education (CTE). It’s a comprehensive, end-to-end program from students’ exploration to preparation for industry-recognized certifications in 24 career pathways. The solutions can support the development of new CTE programs or improve student achievement in existing programs.

MBA RESEARCH

MBA Research (Marketing and Business Administration Research and Curriculum Center) is a not-for-profit organization that supports educators in the preparation of students for careers in business and marketing. MBA Research offers course guides, programs of study, learning modules, assessments and an online learning center.
ZULAMA

Zulama is an engaging, rigorous and standards-based computer science and game design curriculum. Each course contains approximately 80-120 hours of coursework which can build into a Game Design Academy. The Zulama curriculum was created by educators at the world-renowned Entertainment Technology Center at Carnegie Mellon University. It gives teenagers experience with problem-solving and thinking creatively—skills they need to earn jobs in a digital world. Zulama courses each contain activities, projects, and content. The content is delivered through a browser-based platform into classrooms, where students participate in hands-on, project-based activities and assignments.

NYS CTE PROFESSIONAL ORGANIZATIONS

CTE TAC partners with and supports activities of the nine career and technical education professional associations in NYS:

Association of CTE Administrators (ACTEA)
Business Teachers Association of New York State (BTANYS)
New York Association of Agricultural Educators (NYAAE)
New York State Association for CTE (NYSACTE)
New York State Association of Family & Consumer Sciences Educators (NYSAFCSE)
New York State Health Science Educators Association (NYSHSEA)
New York State Technology and Engineering Educators Association (NYSTEEA)
New York State Trade and Technical Teachers Association (NYSTTTA)
Work Experience Coordinators’ Association (WECA) of New York State

Collaborative events in 2018 included the 2nd NYSACTE Joint CTE Conference, held in Liverpool, and the 8th Annual CTE Professional Organization Leadership Seminar, held in Albany. CTE TAC also sponsored and made presentations at many of the individual conferences held by the professional organizations throughout 2018.
ENHANCING COMMUNICATIONS AND GROWING THE NETWORK

MARKETING AND COMMUNICATIONS

In 2018, CTE TAC connected with the CTE community in NYS by sharing relevant and engaging content via nyctecenter.org, newsletters, social media (@nysctecenter), individual model program announcements, and promotion of events and resources throughout the year. CTE Month, which is February, was celebrated with the sharing of resources produced by CTE TAC as well as the national
Association for Career and Technical Education (ACTE), which provided advocacy toolkits and tips for promoting CTE in schools, classrooms, and communities.

CTE TAC looks forward to connecting with the CTE community in 2019, including at the many conferences and workshops we host and participate in as sponsors, presenters, and exhibitors.

PROFESSIONAL ORGANIZATION SEMINAR

The 8th Annual CTE Professional Organization Leadership Seminar was held in August. Seven of the nine NYS CTE professional organizations were represented. These groups were joined by representatives from three of the seven Career and Technical Student Organizations (CTSOs), the NYSED CTE team, and CTE TAC staff. Seminar objectives were for leaders to:

- gain information and skills to inform, support, lead, and sustain their membership and organizations
- build common ground between and among themselves to enhance and convey a unified voice for CTE to other leadership organizations and stakeholders
- increase and improve advocacy skills to promote CTE effectively.

The program provided information and activities related to the Perkins V legislation, NYS labor market, diversity in organizations and leadership, advocacy, and organizational management. Field trips to the offices of the New York State United Teachers (NYSUT), NYS School Boards Association (NYSSBA), Capital Region Chamber, and School Administrators Association of NYS (SAANYS) served to make connections for CTE, and participants learned about the leadership development strategies of those organizations. The seminar also afforded the professional organizations the opportunity to integrate learnings and insights from the meeting in their organizational plans for 2018-19.

WEBSITE

nyctecenter.org

CTE TAC provided new online resources in 2018, including the Career and Financial Management Curriculum Framework, Guide for Career and Technical Education Administrators and School Counselors, middle level CTE modules, and the CTE Leadership Competency Model and Quad D Leadership surveys. We encourage CTE educators to sign up for our monthly newsletter in order to receive regular updates on new resources as they become available.

nyctecenter.org/subscribe-to-our-newsletter
PERKINS V STATE PLAN

The development of a new State Plan for *Strengthening Career and Technical Education for the 21st Century (Perkins V)* is an excellent opportunity for New York to critically evaluate its current efforts to improve CTE across the state. The highest priority for CTE TAC in 2019 will be to assist the NYSED in the development of the 1-year Transition Plan due in April and to provide support and assistance for the development of the 4-year plan due in April 2020.

CTE MODEL PROGRAM RECOGNITION: HONORING MORE HIGH-QUALITY CTE PROGRAMS ACROSS THE STATE

In 2019, the CTE Model Program Recognition will continue to showcase exemplary CTE programs and to share their expertise with colleagues across New York State. CTE TAC’s goal is to identify and showcase 20 programs this year. The application to become a model program is available at [http://nyctecenter.org/model-programs-apply](http://nyctecenter.org/model-programs-apply)
INDUSTRY CREDENTIALS FOR TEACHER CERTIFICATION

In 2017, NYSED expanded the non-traditional routes for individuals to become certified CTE teachers to expand the pool of CTE teachers. Several of these routes allow a qualified candidate to provide evidence of technical expertise using an industry credential in place of work experience. CTE TAC will complete its research to identify several hundred appropriate credentials to be used by the Office of Teaching in reviewing applications of prospective teachers in the dozens of CTE specialties.

MIDDLE-LEVEL CTE INITIATIVE

CTE TAC is continuing its commitment to assisting school districts as they work toward providing middle school students with high-quality CTE learning experiences grounded in the new curriculum framework. Two projects are underway.

■ First is the creation of exemplary CTE classroom learning experiences to model instructional possibilities utilizing the new modules. CTE professional organizations are identifying teacher experts to produce exemplars showing ways their middle-level content serves as the vehicle for students to attain the skills and knowledge represented in the themes. These teacher writers will have the opportunity to participate in project-based learning (PBL) professional development workshops prior to preparing their exemplars. The CTE TAC has engaged national expert and CTETAC Senior Consultant, Sherry St. Clair, to lead them. The learning experience exemplars will be posted on the CTE TAC website alongside the middle-level CTE modules as resources to assist school districts with implementation.

■ Second is the development of an electronic assessment rubric to assist schools in determining how well students are meeting the standards represented in the theme modules. A workgroup of cross-content CTE professionals will provide the field expertise for this project. The rubric, which can be used for both formative and summative assessment, will be a tailored version of the Life/Career Abilities electronic rubric, which is already available on the CTE TAC website. The middle-level online assessment rubric will be posted on the CTE TAC website with the modules.

Outreach to school leaders and CTE teachers will continue so that the benefits of these new materials will be realized in middle schools statewide.

ASSESSMENT PRACTICES

A survey was conducted in 2018 of CTE administrators on the needs for professional development in assessment practices. CTE TAC will identify and share on its website best practices for performance assessment, feedback, and grading for student proficiency to help ensure the development of strong technical, behavioral, and applied academic skills. A frequent professional development need expressed by teachers and administrators is improving local assessment and grading practices. CTE TAC has provided several workshops for teachers and continues to identify and share best practices for performance assessment, feedback, and grading for student proficiency to better ensure development of strong technical, behavioral, and applied academic skills.
LEADERSHIP DEVELOPMENT

Under CTE TAC leadership, the Guidelines for CTE Administrators and School Counselors was updated in 2018 and published on the CTE TAC and NYSED websites. A process has been established to update it regularly. This resource provides administrators and counselors a convenient reference to all state requirements regarding high-quality CTE programs. A competency framework was developed for CTE administrators to support the development of next-generation leaders. An online reflection tool helps leaders to reflect on and address strengths and areas for improvement. Instructional leadership resources continue to expand with an online reflection survey and presentations at CTE leadership events. CTE TAC will continue to provide workshops throughout the year to superintendents and principals to increase their understanding of the benefits of CTE programs to students and resources needed to support program development.

ANNUAL CTE PROFESSIONAL ORGANIZATION LEADERSHIP SEMINAR

The 9th Annual CTE Professional Organization Leadership Seminar is scheduled for August 6-7, 2019, in Albany. Approximately 85 leaders from the nine CTE professional organizations and the seven CTSOs will be invited. Those leaders will receive updates on current developments in CTE, learn advocacy skills, expand their leadership strategies, and make organizational plans.
SPN RECOGNITION

SUCCESSFUL PRACTICES NETWORK

The CTE Technical Assistance Center (CTE TAC) wishes to thank the Successful Practices Network (SPN) for its generous support of our programs and staff. SPN is the host for CTE TAC. It is a not-for-profit organization founded in 2003 through a generous gift from Bill and Bonnie Daggett.

SPN is committed to supporting schools in achieving a culture of rigor, relevance, and relationships for all students. SPN works with schools, districts, regional education centers, state departments of education, and other partner organizations to provide resources, best practices, data, research, and technical assistance.
NATIONAL DROPOUT PREVENTION CENTER

Building on the decade of experience in sharing best practices, SPN is now also the home of the National Dropout Prevention Center (NDPC). Founded in 1986, the NDPC has worked to improve opportunities for all young people to fully develop the academic, social, work, and healthy life skills needed to graduate from high school and lead productive lives. The NDPC promotes awareness of successful programs, practices, and policies related to dropout prevention through research, professional development, and the collection and dissemination of information to educators, youth workers, policy makers, and the general public.

WE SURVEYS

The WE Surveys are easy-to-use tools that ask students, staff, and community members to share their perceptions anonymously about the learning environment, quality of instruction, and leadership in a school or district. Feedback from students and staff about their experiences in school can initiate innovative and meaningful school change. Survey results are presented in a detailed report that can guide decisions about school improvement.