



**BTANYS**

**59<sup>th</sup> Annual Conference**

**Albany, NY**

**October 14, 2011**

**Stephen H. Russell, Center Specialist**

**Dr. Constance H. Spohn, Lead Technical Assistance Center Specialist**

**Carol Ann Zygo, Field Associate Central and Northern**



# Agenda

## PART I

- **Background & Purpose of the Technical Assistance Center**
- **CTE TAC Work Plan**
- **Overview of the Approval Process**

## PART 2

- **An in depth look at the Approval Process**

# Background & Purpose

**State Contract** to assist SED in carrying out its mission of improving the quality, access, and delivery of CTE through research-based methods and strategies resulting in broader CTE opportunities for all students.

# Background & Purpose

## State Contract

- Federally Funded (Carl Perkins)
- Targeted funds for state support
- 3 years - began in January 2011
- 2 year contract extension possible with successful performance

## CTE Technical Assistance Staffing

**Director** Dr. Edward Shafer

**Assistant Director** Tim Ott

### 4 Center Specialists

Dr. Constance Spohn

Dale Eggebraaten

Jerry Pedinotti

Stephen J. Russell

### 5 Regional Staff

1.5 FTE (NYC) – Marsha Iverson and Ted Gershon

.5 FTE (LI and Yonkers) – Ellen Palazzo

1 FTE (Southern tier) -- Keith Babuszcak

1 FTE (Western) – Charlie Crumb

1 FTE (Central and Northern) -- Carol Zygo



# Work Plan

1. **Improve CTE data collection to create an accurate picture of career and technical education program performance**
2. **Assist schools in the integration of the new national common core academic standards with CTE.**
3. **Expand CTE program approvals.**
4. **Use best practices in CTE for high school improvement.**
5. **Expand CTE programs and student leadership participation**
6. **Build relationships and networks to strengthen CTE.**

# Our Website

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**CTE**

Technical Assistance Center of NY

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### Professional Development Center

- Announcements**
- Gold Seal Lessons**
- Podcasts**
- Research**
- Rigor / Relevance**
- Successful Practices**
- Technical Bulletins**
- Webinars**

### Contact Information

**518-723-2137**

### Announcements

#### A Message from the NRCCTE: In Defense of CTE

Recently, Education Secretary Duncan argued that CTE has "islands of excellence" but that overall, CTE has not been proven effective. After making that comment, Duncan was challenged by several State Directors of CTE who pointed to their own states' data that showed CTE's value. Duncan

[More](#)

#### About the Career and Technical Education Technical Assistance Center

The CTE Technical Assistance Center operates as a **State Contract** to assist NYSED in carrying out its mission of improving the quality, access, and delivery of CTE through research-based methods and strategies resulting in broader CTE opportunities for all students.

- The CTE Center Increases the capacity of SED to Serve, Support, and Expand CTE across the state
- BOCES and LEA programs will be served
- The highest needs as determined by NYSED will be the Center's highest priority
- The CTE Technical Assistance Center has a 3 year contract beginning January 2011

#### CTE Technical Assistance Center Work Plan

- Improve CTE data collection to create an accurate picture of career and technical education program performance
- Assist schools in the integration of the new common core 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.

Support for the CTE Technical Assistance Center (CTE TAC) and this website is provided through a state contract under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 administered by the New York State Education Department.

### Featured

- # 176 A Plan for Transition to the Common Core State Standards
- Achieving Academic Excellence Through Career and Technical Education (Part One)
- Achieving Academic Excellence Through Career and Technical Education (Part Two)
- ACT: College Readiness and the Common Core State Standards
- Career Training for High School Juniors/Seniors with Learning Disabilities

### Most Viewed

- # 176 A Plan for Transition to the Common Core State Standards
- CTE Future Challenges - Part One
- Integrating Literacy Strategies into Gold Seal Lessons
- Reading Comprehension in Career and Technical

# 1. Improve CTE Data Collection

- **Collaboration**
  - Regional Information Centers (RIC),
  - SED,
  - large city Directors of Technology
- **Establish calendar for LEAs to collect and report CTE data.**
- **Conduct webinars to inform staff on CTE data requirements and to increase participation in data collection.**
- **Website - answer questions and provide online forms for convenient collecting CTE data collection**
- **Improve CTE and data collection on NYC schools.**
- **Assist SED staff with on-site grant monitoring and implementation of SED initiatives**



## 2. Integrate Common Core State Standards with CTE

- **Complete a curriculum matrix crosswalk:**
  - CTE program areas and the Common Core State Standards
  - ELA and Math
- **Website to provide curriculum matrix data and core academic standards related to each program area available to every CTE teacher in NYS.**
- **Conduct webinars on the CTE curriculum matrix by CTE subject area.**
- **Conduct professional development**
  - CTE curriculum matrix
  - CTE in implementing Common Core Standards.

## 3. Use Best Practices in CTE for High School Improvement.

- **Best practices in CTE aligned to SED's school accountability model**
  - Support the school improvement initiatives
  - Persistently low performing high schools.
- **Develop self-paced professional development tutorials**
- **Face-to-face and online professional development to support CTE teachers in persistently low performing high schools.**
- **Evaluations of Perkins Act fund recipients**
  - determine the effectiveness of the funding
  - impact on student achievement.
- **Assist SED with research and data needs on CTE-related topics**

## 4. Expand CTE Programs and Student Leadership Participation

- Establish communication systems and websites to promote CTE and support student leadership organizations.
- Provide professional development on student leadership for persistently low performing high schools to create and/or expand student leadership chapter formation and participation.
- Provide statewide leadership to seek business partners to support student leadership organizations and foundations support and expand student leadership in CTE in NYS.
- Identify and disseminate model CTE programs and best practices.

## 5. Build Relationships and Networks to Strengthen CTE

### Engage With:

- Leadership of administrator and teacher professional organizations
- Leadership of career and professional organizations in business and industry
- Institutions of higher education and business/industry associations
- Directors of CTE in the Big 5 Cities
- CTE Leaders in the BOCES and LEAs
- Leaders of regional technical assistance centers
- District Superintendents

## 6. Expand CTE Program Approvals.

- Identify targeted schools and districts undersubscribed in approved CTE programs.
- Site visits to identify districts and explore potential for CTE program approvals.
- Work with NYC DOE to assess potential for increasing CTE program approvals.
- Develop model applications that can be used with program approvals.
- Develop enhanced website component to support schools seeking CTE program approval and selection of certification tests.

# Career & Technical Education

## CTE Program Approval

*NYS Board of Regents Approved New  
Regulations for Career and Technical  
Education on February 6, 2001--  
Regulations became effective in  
September 2001*

# Our Contact Information

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# The 2001 Regents CTE Policy

*The use of Career and Technical Education as a means by which students can achieve state academic standards is a core concept underpinning the 2001 Regents Policy on Career and Technical Education. The Policy created the Program Approval Process, which has raised the bar for program quality.*



# Approved CTE Programs:

- *Incorporate secondary education and postsecondary education elements;*
- *Include rigorous content aligned with challenging academic standards, and relevant career and technical content in a progression of courses that align secondary education with postsecondary education to prepare students for success in postsecondary education and beyond;*

# Approved CTE Programs:

- *Include articulation agreements between secondary and postsecondary programs—including the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;*

# Approved CTE Programs:

- *Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Since the adoption of the CTE Policy in 2001, over 900 CTE programs have received approval under the Regents Policy.*

# Key Elements of the Approval Regulation Include:

- *A program approval process*
- *Flexibility in the delivery of core academic courses*
- *A work skills employability profile*
- *Technical assessments based on industry standards*
- *Technical endorsement on the regents diploma and regents diploma with advanced designation*

# CTE Program Approval Process

- *Assures quality technical and academic curriculum*
- *Evidence of postsecondary articulation agreements*
- *Work-based learning opportunities*
- *Established partnerships with local business and industry*
- *Certification of individual programs; Re-certification every five years*

# Improved Flexibility for CTE Students

- *Applied academic credits can be earned for Math, English, Science, Social Studies, and Physical Education using a variety of approaches*
- *3 Model Approach*
  - *Specialized Courses*
  - *Integrated Courses*
  - *Combined Approach*

## Specialized courses:

- *Can be developed in ELA, mathematics, science, economics and government and applied to a range of CTE program areas;*
- *Combine both academic and technical skills and knowledge;*
- *Are individual courses which fulfill both an academic requirement and a unit of study credit within a CTE sequence.*

# Specialized courses:

- *Counts as one unit of credit on the student's transcript;*
- *Jointly planned and/or delivered by academic and/or career and technical education teachers.*



## *Examples of specialized courses:*

- *Anatomy and Physiology (science),*
- *Avionics (mathematics),*
- *Business Communications (ELA), and*
- *Economics and Government Policy Related to Health Care (economics and government).*

# Integrated courses;

- Can provide the greatest flexibility;
- Deliver academic content within a CTE context;
- Fulfill core academic graduation & CTE program sequence requirements through integrated and/or applied courses which include academic content;
- jointly planned and/or delivered by academic and/or career and technical education teachers.

# Integrated courses;

## Examples

- 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.

# Integrated courses;

*Programs which use this approach will have to create a curriculum map to document how the content of the integrated courses meets the Regents academic core requirements.*

# Combined approach:

*The combined approach delivers a combination of both specialized and integrated courses.*

*Examples of this approach would include*

- Courses in Pre-Engineering, Mathematics, Science and Technology (MST), and*
- A New Vision(s) Engineering program.*

## Graduation Requirements for Students Entering Grade 9 in 2001

<i>Core Course Requirements</i>		<i>Core Course Requirements Available w/CTE Option</i>	
<i>English</i>	4	<i>English</i>	3
<i>Social Studies</i>	4	<i>Social Studies</i>	3
<i>Mathematics</i>	3	<i>Mathematics</i>	2
<i>Science</i>	3	<i>Science</i>	2
<i>P.E.</i>	2	<i>P.E.</i>	2
<i>Art/Music</i>	1	<i>Art/Music</i>	1
<i>Health</i>	.5	<i>Health</i>	.5
<i>LOTE</i>	<u>1</u>	<i>LOTE</i>	<u>1</u>
<i>Units of Credit</i>	18.5	<i>Units of Credit</i>	14.5
<i>Additional Units of Credit</i>		<b><i>Additional Units of Credit</i></b>	
<i>Sequence/Electives</i>	<u>3.5</u>	<i>CTE Sequence</i>	3.5
<i>Total Units of Credits</i>	22	<i>Integrated or Specialized Courses</i>	<u>4</u>
		1 <i>Specialized Applied English</i>	
		1 <i>Specialized Economics &amp; Government</i>	
		1 <i>Integrated Applied Math</i>	
		1 <i>Integrated Applied Science</i>	
		<i>Total Units of Credits</i>	<b>22</b>

# Technical Assessments

*Provides a foundation for a technical endorsement on a Regents Diploma*

## What constitutes an acceptable technical assessment?

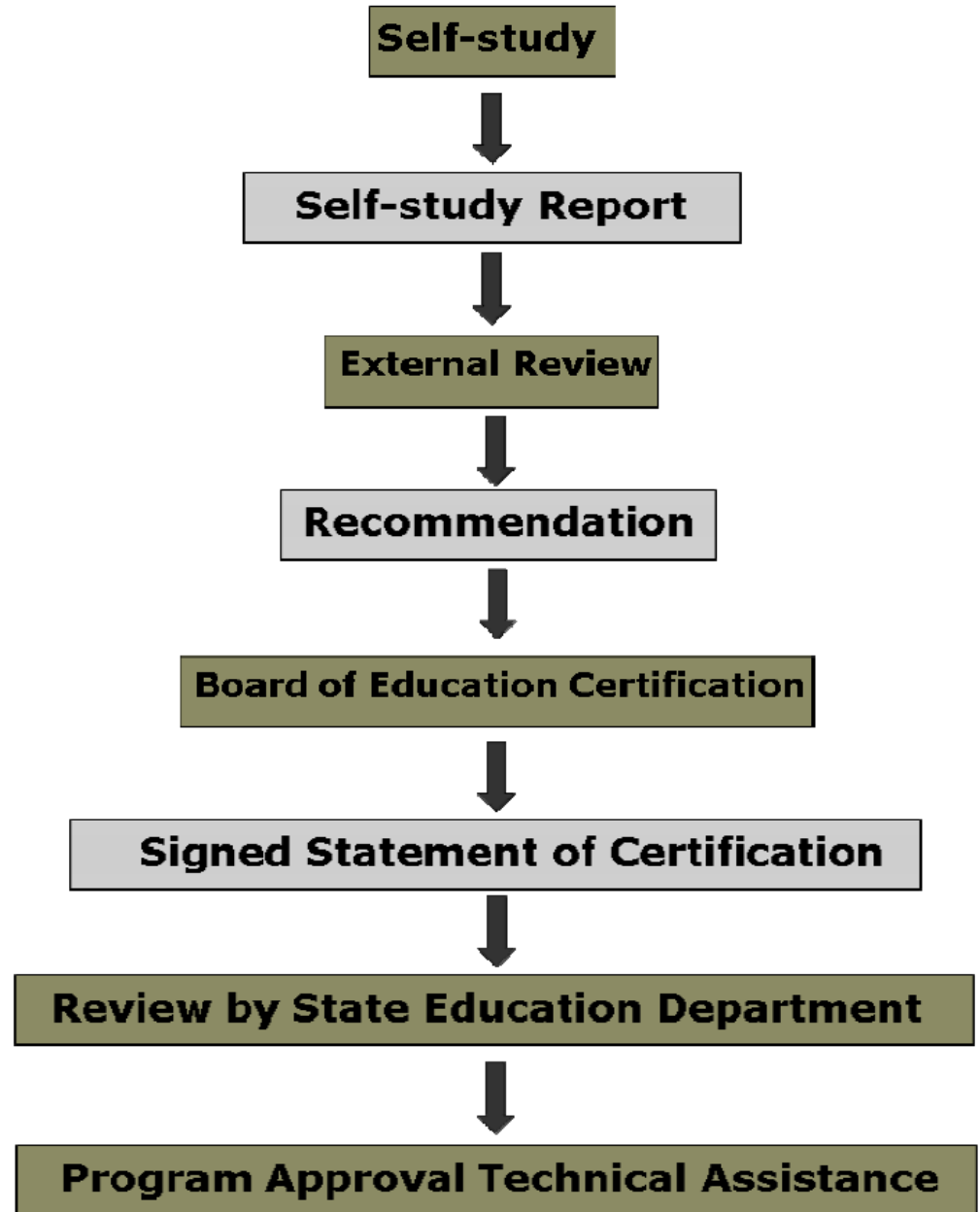
- *Alignment to industry standards*
- *Commencement/experiential learning standards*
- *Administration under uniform conditions*
- *Availability for use in other educational agencies*
- *Written examination, student project, and demonstration or performance*

# Technical Endorsement on the NYS Regents Diploma

- *A technical endorsement on the High School Diploma reflects student achievement in the CTE program of study and academic core*
- *Completion of all graduation requirements and CTE sequence*
  - *Passing a two-part Technical Assessment*
  - *Completing a student project*
  - *Passing a minimum of five Regents examinations*
- *Technical Endorsement not available for IEP and GED Diploma candidates*



# Approval Process



*Thank  
You*