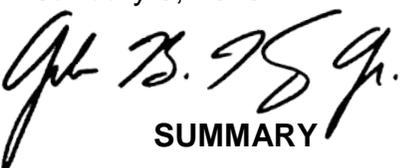




**TO:** P-12 Education Committee  
**FROM:** Ken Slentz   
**SUBJECT:** Innovative CTE Program Models  
**DATE:** January 8, 2013  
**AUTHORIZATION(S):**   
**SUMMARY**

**Issue for Discussion**

As the Board of Regents considers establishing a CTE pathway to graduation, what current examples exist that represent best practice using the existing CTE policy? What opportunities for students are available at the middle level and high school level, and what are some of the successful student outcomes upon graduation?

**Panel Discussion**

The Panel will discuss their respective program experiences and how their programs prepare students for future career pathways and/or college. The programs in particular will highlight innovative practices in the middle grades that demonstrate the power of academic integration, an early college program where students may earn college credit, and a program that follows up with their graduates.

**Panel members**

Ms. Jessica Williams, Home and Career Skills teacher – Newark Valley Middle School

A career exploration experience designed for 7th grade students and is based on the Enrichment Triad Model (Renzulli, 1976). The model focuses heavily on 21st Century Skills, engages students in project and problem-based learning and provides opportunities for the development of student-driven and authentic learning opportunities.

Ms. Kate Boulamaali, Assistant Principal, High School for Fashion Industries – NYC

The High School for Fashion Industries has four CTE Approved Programs in Fashion Design, Fashion Marketing, Graphic Design and Visual Merchandising that prepares students for career pathways in the fashion industry. Post

secondary articulation agreements with various institutions provide students with information, help and college credit while in high school. The APPS (Advocating & Preparing for Post-Secondary Success) Program works closely with the Alumni Association to bring in successful graduates to work with and speak to current students to prepare for their future in the industry.

Mr. Matt Champlin, CTE teacher and Ms. Tracy Musso, ELA teacher, Computer Systems & Network Administration program - Cayuga Onondaga BOCES

Using a co-teaching model this program offers integrated academic credits. The program offers college credits to students during their high school experience and national computer certification exams at the conclusion of both the junior and senior year. The integrated ELA lessons focus on guided research, presentation skills, technical reading and commencement-level writing. The instructors work collaboratively with the BOCES Professional Development Unit to create assessments based on the Common Core Standards.

Mr. Mark Harris, CTE Teacher, Computer Design/Manufacturing Technology program-Ulster BOCES

The Ulster BOCES Computer Design/Manufacturing Technology program is recognized by the National Institute for Metalworking Skills (NIMS) certification program, allowing graduates to enter the workforce with a nationally recognized NIMS certification in metalworking. Developed by an advisory group of manufacturers from across the Hudson Valley region, the Computer Design/Manufacturing Technology program is designed to meet this need. This core group continuously reviews and updates the program to meet the demands of both the business and manufacturing industries. Graduates of the Computer Design/Manufacturing Technology program possess the skills and experience needed to succeed in today's challenging manufacturing environment. Academic instruction in English is integrated and students can earn credits for English, technical math, and technical science.

### **Discussion Questions**

The following questions as well as others will help lead the discussion with the P-12 Education Committee:

- What are the benefits to students that complete your CTE programs?
- Do you track the success of your CTE students after high school graduation and, if so, what conclusions can you/have you drawn?
- What do you find to be the greatest challenge in maintaining your CTE programs?
- How do students who participate in CTE programs compare to their non-CTE classmates in levels of achievement and graduation rates?
- How do you coordinate your work with local colleges and the needs of local business and industry?