



THE CITY OF NEW YORK
OFFICE OF THE MAYOR
NEW YORK, NY 10007

**TESTIMONY OF DINA PAUL-PARKS, SENIOR POLICY ADVISOR,
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION
AND COMMUNITY DEVELOPMENT DENNIS WALCOTT,
ON CAREER AND TECHNICAL EDUCATION EFFORTS IN THE NYC PUBLIC SCHOOLS**

SEPTEMBER 19, 2008

Good morning, Chairman Jackson and members of the City Council Committee on Education. My name is Dina Paul-Parks, and I am a Senior Policy Advisor in the office of the Deputy Mayor for Education and Community Development, Dennis Walcott. As the Mayor's Office liaison for career and technical education (CTE), I am thankful for the opportunity to testify before you today about the City's CTE efforts. Before I go any further, however, I would like to introduce, Gregg Bethel – to my left – who is the Senior Executive for Career and Technical Education at the New York City Department of Education. In a few minutes, Gregg will spend some time providing you with a more detailed framework of this initiative, after which we will be happy to answer your questions.

Before I talk specifically about our latest CTE efforts, I would like to provide you with a little bit of context for its impetus. Six years ago, Mayor Bloomberg and Chancellor Klein created *Children First* to address the greatest challenge and opportunity in public education today: preparing our students to succeed, to become thoughtful and productive citizens, and to contribute to the city's vibrancy and competitive advantage. Under *Children First*, the overarching goal of the New York City Department of Education (DOE) is to develop, support, and sustain – this year almost 1,500 – great schools, providing every student in the city access to a high quality education and the

chance to thrive. The DOE is *not* building a *great school system*, rather a *system of great schools*.

Over the past year, the City has engaged a number of constituents, agencies, and advocates about the need to expand further secondary options under *Children First*. Emerging from these discussions was a powerful consensus for a renewed focus on career and technical education (CTE). This consensus was driven by the recognition that current CTE schools and programs have varying degrees of quality and rigor and required a re-conceptualization in order to effectively prepare all our students for high school graduation and post-secondary success in the 21st century economy.

In his January 2008 State of the City address, Mayor Bloomberg took up the challenge by announcing the creation of a Task Force to examine how we could, in his words, “begin dramatically transforming how high school students prepare for technical careers in a number of growing fields.” The **Mayoral Task Force on Career and Technical Education Innovation**, chaired by former Mayor David Dinkins and New York Life Chairman Sy Sternberg, was composed of various constituencies – educators, parents, higher education, and industry. (A full listing of members is attached to this testimony.)

The Task Force met throughout the winter and into the spring – including hosting two public hearings in April and June. In addition, its work benefitted tremendously from close collaboration with and input from key partners such as the United Federation of Teachers, Community Service Society of New York, Advocates for Children, Partnership for New York City and Legal Momentum, among others. The Task Force issued its final report, ***Next Generation Career and Technical Education in New York City***, in July with the Mayor’s enthusiastic endorsement.

Within the broader framework of ongoing efforts to raise the system’s overall graduation rates, the Task Force was convened to address a number of challenges, including:

- Negative stereotypes that are associated with old system of technical education as compared to the system that has now evolved into career and technical education
- Industry needs for a qualified workforce ready for the 21st century economy
- Need for students to receive a meaningful diploma that will help them succeed whether they decide to go straight to work or a 2-or 4-year college

In addition, the current CTE landscape – uneven track record of achievement and memories of “tracking” of students into lower academic pathways – poses serious roadblocks for making CTE a realistic pathway for most students.

To meet these challenges, the Task Force identified five goals for future career and technical education in New York City:

- *Meet 21st-century standards:* prepare students to meet rigorous academic and industry-based skills defined by the State Board of Regents incorporating recommendations from industry partners.
- *Expand pathways to graduation:* create rigorous courses of study that integrate academics, internships, and hands-on experience.
- *Engage and empower industry leadership:* develop a well-defined partnership structure for industry that ensures CTE programs remain relevant as industry evolves.
- *Prepare graduates for post-secondary success:* prepare more students for post-secondary education and training by ensuring secondary-level CTE coursework is well-aligned with expectations for post-secondary degrees and certificates.
- *Increase opportunity and access:* Provide students and families with the necessary information to make informed choices about their educational options, including CTE, and ensure that all students-regardless of race, gender, disability or national origin-have access to high schools that give them both post-secondary work and educational options upon graduation.

In short, it is a recipe to ensure that this effort will **not** be the old system of technical warmed over.

In pursuit of these goals, the Task force advanced several innovative new policy prescriptions. You will hear some of the specifics of these recommendations in a moment, but they make it clear that there is a great deal of work to be done if we are to collectively realize this vision, particularly given the Mayor's commitment to launch a minimum of three demonstration sites next September. We are fortunate to have a strong coalition of partners and an extraordinarily knowledgeable and thoughtful educator guiding DOE's efforts in this regard, and at this time, I would like to turn to him for further elaboration on the work ahead. Gregg...

Mayoral Task Force on CTE Innovation: Membership List

Task Force co-chairs:

David Dinkins, Former Mayor of New York City
Sy Sternberg, Chairman and CEO, New York Life

Task Force membership:

Charles R. Bendit
Regent, New York State Board of Regents
Co-Chief Executive Officer, Taconic Investment Partners LLC.

Michele Cahill
Vice President, National Programs, and
Director of Urban Education Program, Carnegie Corporation

Cristobal Conde
President and CEO, SunGard Data Systems Inc.

Miguel Fuentes
President, Bronx-Lebanon Hospital Center
Represented by Selena Griffin-Mahon,
Assistant Vice President, Human Resources

Matthew Goldstein
Chancellor, City University of New York
Represented by John Garvey, Associate Dean for Collaborative Programs

Susan Hayes
President and CEO, Cauldwell Wingate Company

Denis Hughes
President, New York State AFL-CIO

David Jones
President and CEO, Community Service Society of New York

Joel Klein
Chancellor, New York City Department of Education

William McDonald
Chair, Chancellor's Parent Advisory Committee

Michael Mulgrew
Vice President of Career and Technical High Schools
United Federation of Teachers

Stanley Schair
Chair, New York City Advisory Council on Career and Technical Education

Andrew L. Shapiro
Founder and CEO, GreenOrder, Inc.

Eileen Taylor
Principal, Aviation High School

Merryl Tisch
Vice Chancellor, New York State Board of Regents

Dennis Walcott
Deputy Mayor for Education and Community Development

Kathryn Wylde
President and CEO, Partnership for New York City

Office of the Mayor

Alan Gartner
Chief of Staff

Dina Paul-Parks
Senior Policy Advisor

Department of Education

Garth Harries
Chief Executive Officer, Office of Portfolio Development

Gregg Bethell
Senior Executive for Career and Technical Education



**Department of
Education**

Joel I. Klein
Chancellor

**Testimony of Gregg Bethell
Senior Executive for Career and Technical Education
Office of Portfolio Development
New York City Department of Education**

Before the New York City Council Education Committee

Career and Technical Education: New Directions for the 21st Century
September 19, 2008

Gregg Bethell

Good morning, Chairman Jackson and members of the Council's Committee on Education. Thank you for this opportunity to testify today. My name is Gregg Bethell. I am the Senior Executive for Career and Technical Education with the New York City Department of Education.

I look forward to addressing any questions you have about the status and future directions of career and technical education in New York City. First, however, I would like to take the opportunity to do three things: (1) put career and technical education into the context of overall secondary school reform in New York City; (2) define our CTE strategy; and (3) talk about how these efforts move us toward a new model of career and technical education for the 21st century.

I. Context – The Need for Innovation in Career and Technical Education

Under *Children First*, the overarching goal of the New York City Department of Education (DOE) is to develop, support, and sustain 1,500 great schools, providing every student in the city access to a high quality education and the chance to succeed.

Building a portfolio of high-quality education options that meet the diverse needs of New York City's 1.1 million students and their families has been a centerpiece of the reforms. To accomplish this, internal DOE stakeholders – the Chancellor's office, the Office of Portfolio Development, the Office of Multiple Pathways to Graduation, the Division of Teaching & Learning – have collaborated with external support partners to develop a

range of meaningful programs designed to target high-need student populations, organized around two complementary sets of strategies aimed at improving the 4-year and 6-year graduation rates:

- **Preventative Strategies** that focus on providing students with rigorous, personalized, and engaging academic options to prevent them from falling off-track and becoming overage and under credited. The Gates Foundation has been a strong partner in this work, which includes: New small schools, charter schools and strong small learning communities within larger comprehensive middle and high schools.
- **Recuperative Strategies** that focus on improving academic outcomes for students who have already become overage and under credited by putting them back on-track and enabling them to graduate. Multiple pathway options for over-age and under-credited students include new Transfer Schools, Young Adult Borough Centers, full and part-time GED programs, and Learning-to-Work programs.

Career and Technical Education (CTE) represents one of the DOE's preventative strategies that directly engage students to meet Regents graduation standards through a contextualized program of study that is connected to workforce experiences and postsecondary and industry opportunities. As of July 1, there are 282 CTE programs in 114 schools, and scores of CTE electives across the city serving more than 110,000 high school students. Twenty-six (26) of these schools are designated CTE schools.

II. A Citywide Priority: Improving CTE for the 21st Century Economy

Career and technical education (CTE) schools and programs have varying degrees of quality and rigor and require re-conception in order to effectively prepare all our students for high school graduation, post-secondary, and post-scholastic success in the 21st century economy.

In an earlier era, career education earned a reputation for low academic standards, functioning primarily as a track to prepare low-performing students for low-skill jobs. A

report from Job for the Future (JFF)¹ acknowledges that while the CTE field has upgraded its programming and reputation in recent years, changes in the economy mean that much more fundamental change is needed. “A reform agenda for CTE [should be] consistent with that of high school reform nationally: rigor, relevance, and relationships—with academic rigor as the primary goal and accountability, choices, and teacher quality as key levers for improvement,” according to JFF.

Many students enter CTE schools with minimal academic skills and little expectation of enrolling in postsecondary education. It is precisely those characteristics, as well as the often-heard warning that the majority of tomorrow’s workers would need to engage in postsecondary learning throughout their careers, that make the reform of CTE education a matter of urgency for New York, whose economy is especially dependent on high-skills occupations across multiple sectors.

The DOE seeks to expand on what we have achieved over the past six years by strengthening career and technical education to attract more students by enhancing the range of pathways and options that lead directly into meaningful post-secondary educational and/or workforce opportunities for our students. The overarching objective is to transform CTE into a rigorous program that directly aligns to the needs and demands of industry and equips students with the relevant skills and competencies to successfully compete in the 21st century economy.

We thank Mayor Bloomberg and Deputy Mayor Walcott for their efforts to make career and technical education (CTE) innovation a citywide priority, as evidenced by the work of the Task Force on CTE Innovation and the recommendations that followed.

The New York State Department of Education (NYSED) has also demonstrated leadership and interest in CTE work, focused on improving CTE across the State, and recently committed to review New York State Learning Standards in the context of rising expectations in the 21st century. Creating rigorous and relevant 21st-century CTE experiences and increased graduation rates will require ongoing innovation and

¹ Jobs For the Future and The Aspen Institute (April 2005), *Remaking Career and Technical Education for the 21st Century: What Role for High School Programs*, by Richard Kazis, with commentary by Gene Bottoms et al., <http://www.iff.org/Documents/RemakingCTE.pdf>.

collaboration among the State, local school districts, postsecondary institutions, and industry partners. Partnering with the Board of Regents represents a critical State-City alignment that will not only facilitate programmatic enhancements to CTE, but also foster adjustments to CTE policy – which is crucial to the success of this work.

As Dina indicated, The Mayor’s task force made recommendations to encourage policy changes and implementation efforts to ensure that CTE achieves five goals:

- **Meet 21st Century Standards.**
- **Expand Paths to Graduation.**
- **Engage and Empower Industry Leadership.**
- **Prepare Graduates for Post-Secondary Success.**
- **Increase Opportunity and Access**

IV. New Directions for Career and Technical Education in the 21st Century.

Following on the task force report, our efforts to achieve these goals focus on three key areas of implementation:

- 1. Create Up to Five Model CTE Demonstration Sites**
- 2. Improve and Expand Success of Existing CTE Schools and Programs of Study in Comprehensive High Schools**
- 3. Support CTE Innovation by Tailoring NYC-DOE Policy and Operations to Achieve Desired Outcomes**

Create Model CTE Demonstration Sites

Through the creation of up to five CTE Demonstration Sites, the Department of Education will model the opportunities, challenges and outcomes deriving from anticipated state policy flexibility in the implementation of innovative CTE school design. Demonstration sites will serve the explicit purpose of documenting and disseminating promising practices toward the improvement of the overall CTE portfolio. Key components of the demonstration schools initiative are the development of rigorous,

state-approved alternative assessments, academic and technical integration through work-based learning experience and the use of dual-credit courses.

School development partners have been invited to submit proposals that meet the 2009 Application Guidelines for new schools (on DOE website) and the Criteria for Demonstration Site Planning that is included in the Appendix of the Task Force Report. The proposed concepts will be endorsed based on their likelihood to transform the nature of teaching and learning and the alignment of proposed industry pathways and competencies to the high growth industries identified by the task force report.

At least one existing school will be eligible for selection as a demonstration site. The selected school will be expected to capitalize on anticipated flexibility from existing State policy to develop and implement innovative program designs and CTE strategies to accelerate their practice in bringing all students to rigorous standards for post-secondary success. The school must have demonstrated need to improve the overall and CTE program-specific outcomes for all students, especially the most difficult to serve students. Sites must all have the demonstrated interest, momentum, and capacity at the school leadership and support level to actualize innovation and change in the use of time, place of learning, curriculum, instruction and assessment.

The locations of demonstration sites will be determined through the portfolio planning process which includes an analysis of available space, school and program performance, enrollment/demand for programs and community input.

Improve and Expand Success of Existing CTE Schools and Programs of Study

Recognizing the wide range in performance of existing CTE schools and programs, a concerted effort is already underway to deliver more consistent high-quality CTE offerings. The Department's accountability structures for portfolio planning (closure, restructuring and replacement) and the State Program Approval Process are among the methodologies for improving the performance and quality. We are working to ensure that our assessment of school quality includes ongoing evaluation of quality at the individual program level. As we heighten our focus on CTE program quality, the State

Program Approval process, while optional, is a meaningful proxy for program quality that incorporates a set of common and rigorous definitions and metrics, required industry partnership and validation of relevancy.

In addition, we continue to strive to *ensure equity* in CTE offerings by providing equal access irrespective of gender, race, ethnicity, economic or educational needs. Working with schools, industry and advocates, we continue to encourage gender balance in non-traditional sectors and further the inclusion of students with disabilities. In the end, our goal is to equip students and families to make informed choices about education and work, and ensure that all students have access to desirable options upon entry to high school and in post-secondary planning.

We continue to expand and improve the participation of local advisory groups and boards, composed of business, community, higher education and other leaders, to support the development and implementation of high quality CTE programs. We will continue to monitor labor market needs in the local, regional and global economy to inform the development of relevant content for all students. At the same time we enhance structures that empower industry and organize their leadership, we measure and must hold them accountable for contributions to improved student outcomes.

Tailoring NYC-DOE Policy and Operations to Achieve Desired Outcomes.

Efforts are underway to ensure that CTE-specific issues are considered in the allocation of fiscal, capital and human resources across the Department and system. For the second year in a row the Fair Student Funding formula includes a tiered weighting for CTE schools, recognizing the differentiated needs of program delivery and expanding it to include five newly authorized CTE schools.

We worked hard this year to make the CTE supplemental funding process (NYS VTEA/Federal Perkins) more equitable, more transparent and more timely. VTEA funds were released to schools in early September this year, almost two months ahead of last year. In addition, both HR structures and procurement practices and policies continue to be reviewed in order to surface and address CTE-specific issues. These efforts are

intended to ensure that Central is operating to set up the conditions that make it possible for principals to do their work in a meaningful and effective way.

Accountability measures have been and will continue to be adjusted to better collect and evaluate data sensitive to the context of CTE-specific schools and programs. This includes recognition and weighting of CTE endorsed diplomas as part of progress report grades. In addition, we continue to work across the Department to better align data structures to support CTE specific needs, including tracking of program-specific outcomes, postsecondary outcomes and work-based learning (internship) opportunities.

In closing, on behalf of the Department of Education, I would like to thank you for this opportunity to testify, and for your continued interest in this work. The Office of Portfolio Development and the Department remain committed to ensuring CTE is a desirable, respected, and accessible option for all high school students. We are committed to working collaboratively with you, to deliver on the recommendations of the CTE Task Force Report and to working with everyone committed to improving education in New York City for all kids. It is in this spirit that I look forward to taking your questions.

Testimony of David N. Dinkins
City Council Committee on Education
September 19, 2008

Issue: Career and Technical Education (CTE) programs in the New York City Department of Education

Recommendation: Ensuring the continuity of investment in the reform and improvement of CTE programs

* * *

Thank you for the opportunity to speak with you today on the importance of CTE education. As co-chair of the Mayoral Commission on Career and Technical Education, I can assure you that the Commission's members and its staff from the New York City Department of Education put forth a serious effort to revise and improve CTE schools in New York City.

The final report of the Commission addresses head-on some of the major challenges to CTE schools. The report details a plan that would re-envision CTE schools for the 21st century in New York City.

The report deals with several issues that prevented CTE from becoming a truly effective option for New York City students. Too many CTE programs have provided either second-class education grounded in low expectations or highly exclusive environments that are available only to students with the best advantages.

For too long, we let our own misunderstandings of CTE get in the way of its potential. When I was young, "vocational education" – a forerunner of CTE - was thought of as a curriculum for high school students who were not going on to college. And the rudiments of what they were taught in "shop class" might have been sufficient in a manufacturing labor market that produced well-paying jobs for young people with a high school education. Those days are gone.

Research tells us that career-oriented education can improve the academic and future labor market performance of young people. At the same time, it need not deter them from going to college. Just the opposite, in many cases, it provides young people with the perspective about how relevant higher education can be to advancing in their career of choice. In Europe, it is not unusual for graduates of technical education to work for some number of years and then go on to college.

The Commission report addresses the need for all interested parties to work together to combat negative perceptions of career and technical education and to ensure that it is understood as a rigorous, high-quality pathway to success for those who choose it.

The report also argues that, for CTE reform to be a true success, we must develop new ways of working with industry and with the New York State Education Department to allow for innovation in new CTE schools.

I would also like to applaud two separate initiatives that emerged in the Commission's action plan. The first is the development of a CTE school for disconnected youth. Whereas the role of CTE schools will be primarily preventative, we believe that career-oriented programming must also be a key component of how our city deals with its crisis of disconnected youth.

Over 200,000 young people of this City, ages 16 to 24, are out of school and out of work. These youths, many of them high school dropouts, are detached from any institution that could provide them with a successful future in our society. The size of the population of disconnected young people requires more costly public services, and that impacts the City's economy. More important, it hurts these young people and puts the lie to our boast of New York City as a place of opportunity for all.

In addressing this problem, the Commission is pleased that CTE reform within the Department of Education will now include a joint effort with District 79. Responsible for administration of GED programs, District 79 will provide an opportunity for out-of-school youth to return to school – not only to prepare for the GED, but also to develop skills to help them start careers.

We are also pleased that the Construction Trades, Engineering and Architecture High School (CTEA) will now be incorporated into the CTE reform portfolio. We were disappointed that it has become a “screened” high school for young people with advantages, with only a 10 percent African-American enrollment. It was our hope that this high school would be open to all youth, especially African Americans and Latinos who are all too often denied construction opportunities. We are looking forward to a more diverse group of students being given the opportunity to attend CTEA.

Finally, I would like to emphasize that the hard work of the Commission will have been for naught unless we are all committed to ensuring that the report's recommendations are followed, and that the investment in CTE reform is real. We cannot allow career and technical education to become a mere pet project or political football, and must ensure continuity of our commitment to CTE education.

Thank you.

Career Cluster	Program of Study Name	State Approved	DBN	School Name	CTE High School
1 Agriculture, Food & Natural Resources	Plant and Animal Science		21K410	Abraham Lincoln	
2 Agriculture, Food & Natural Resources	Plant and Animal Science		25Q425	John Bowne HS	
3 Agriculture, Food & Natural Resources	Plant and Animal Science		29Q272	George Washington Carver HS for the Sci	
4 Agriculture, Food & Natural Resources	Plant and Animal Science		32K551	New York Harbor School	CTE HS
5 Architecture and Construction	Arch. Drafting/Pre Engineering		02M630	Art & Design HS	CTE HS
6 Architecture and Construction	Arch. Drafting/Pre Engineering		07X600	Alfred E. Smith	CTE HS
7 Architecture and Construction	Carpentry	State Approved	07X600	Alfred E. Smith	CTE HS
8 Architecture and Construction	Construction/Heating, Ventilation, & Rep	State Approved	07X600	Alfred E. Smith	CTE HS
9 Architecture and Construction	Electrical/Construction Technology	State Approved	07X600	Alfred E. Smith	CTE HS
10 Architecture and Construction	Plumbing	State Approved	07X600	Alfred E. Smith	CTE HS
11 Architecture and Construction	Computer Assisted Drafting and Design	State Approved	07X655	Samuel Gompers CTE High School	CTE HS
12 Architecture and Construction	Arch. Drafting/Pre Engineering		13K430	Brooklyn Technical HS	
13 Architecture and Construction	Arch. Drafting/Pre Engineering		13K605	George Westinghouse CTE HS	CTE HS
14 Architecture and Construction	Arch. Drafting/Pre Engineering		14K558	Williamsburg High School for Architecture and Design	
15 Architecture and Construction	Arch. Drafting/Pre Engineering		14K610	Automotive HS	CTE HS
16 Architecture and Construction	Construction Trades: Carpentry		14K632	Frances Perkins Academy	CTE HS
17 Architecture and Construction	Preservation Art Technology	State Approved	15K656	Brooklyn HS of the Arts	CTE HS
18 Architecture and Construction	Building Maintenance		19K420	Franklin K. Lane	
19 Architecture and Construction	Industrial Electrician and Electrical Instal	State Approved	19K615	Transit Tech CTE High School	CTE HS
20 Architecture and Construction	Construction Trades/Engineering	State Approved	21K620	William E. Grady	CTE HS
21 Architecture and Construction	Heating Ventilation/Air Conditioning	State Approved	21K620	William E. Grady	CTE HS
22 Architecture and Construction	Electrical/Construction Tech	State Approved	24Q600	Queens Vocational	CTE HS
23 Architecture and Construction	Plumbing	State Approved	24Q600	Queens Vocational	CTE HS
24 Architecture and Construction	Construction Technology/Carpentry		27Q465	Far Rockaway	
25 Architecture and Construction	Arch. Drafting/Pre Engineering		27Q650	HS for Construction Trades, Eng. And Arch	CTE HS
26 Architecture and Construction	Construction Trades/Engineering		27Q650	HS for Construction Trades, Eng. And Arch	CTE HS
27 Architecture and Construction	Electrical/Construction Tech		28Q620	Thomas A. Edison	CTE HS
28 Architecture and Construction	Arch. Drafting/Pre Engineering		31R455	Tottenville HS	
29 Architecture and Construction	Construction Technology/Carpentry	State Approved	31R600	Ralph R. McKee CTE High School	CTE HS
30 Architecture and Construction	Carpentry	State Approved	79M645	School of Co-Op. Technology Education	CTE HS
31 Architecture and Construction	Plumbing	State Approved	79M645	School of Co-Op. Technology Education	CTE HS
32 Architecture and Construction	Architecture	State Approved	24Q455	Newtown HS	
33 Arts, Audio/Video Technology and Communications	Dance		02M519	Talent Unlimited HS	
34 Arts, Audio/Video Technology and Communications	Drama	State Approved	02M519	Talent Unlimited HS	
35 Arts, Audio/Video Technology and Communications	Fashion Design		02M600	High School of Fashion Industries	CTE HS
36 Arts, Audio/Video Technology and Communications	Graphics & Illustration	State Approved	02M600	High School of Fashion Industries	CTE HS
37 Arts, Audio/Video Technology and Communications	Commercial Arts		02M615	Chelsea Career and Technical Education High School	CTE HS
38 Arts, Audio/Video Technology and Communications	Film and Media		02M620	Norman Thomas	
39 Arts, Audio/Video Technology and Communications	Commercial Arts	State Approved	02M625	HS of Graphics Comm. Arts	CTE HS
40 Arts, Audio/Video Technology and Communications	Commercial Offset Printing	State Approved	02M625	HS of Graphics Comm. Arts	CTE HS
41 Arts, Audio/Video Technology and Communications	Commercial Photography	State Approved	02M625	HS of Graphics Comm. Arts	CTE HS
42 Arts, Audio/Video Technology and Communications	Media Journalism		02M625	HS of Graphics Comm. Arts	CTE HS
43 Arts, Audio/Video Technology and Communications	Theatre Arts		02M625	HS of Graphics Comm. Arts	CTE HS
44 Arts, Audio/Video Technology and Communications	Cartoon and Animation	State Approved	02M630	Art & Design HS	CTE HS
45 Arts, Audio/Video Technology and Communications	Commercial Arts		02M630	Art & Design HS	CTE HS
46 Arts, Audio/Video Technology and Communications	Fashion Design		02M630	Art & Design HS	CTE HS
47 Arts, Audio/Video Technology and Communications	Film Production/Film Editing		02M630	Art & Design HS	CTE HS
48 Arts, Audio/Video Technology and Communications	Graphics and Illustration		02M630	Art & Design HS	CTE HS
49 Arts, Audio/Video Technology and Communications	Photography		02M630	Art & Design HS	CTE HS
50 Arts, Audio/Video Technology and Communications	Theatre Arts		03M299	HS for Arts, Imagination & Inquiry	
51 Arts, Audio/Video Technology and Communications	Film Production/Film Editing		03M479	Beacon HS	
52 Arts, Audio/Video Technology and Communications	Technical Theatre		03M485	Fiorello H. LaGuardia	
53 Arts, Audio/Video Technology and Communications	Film Production/Film Editing		08X530	Banana Kelly	

CTE Cluster	Program	State Approval	EN	School Name	CTE HS
54	Arts, Audio/Video Technology and Communications	Communication Media	10X414	Jonathan Levin HS for Media and Comm	
55	Arts, Audio/Video Technology and Communications	Theatre Arts	10X437	Fordham HS for the Arts	
56	Arts, Audio/Video Technology and Communications	Audio Visual	10X475	John F. Kennedy HS	
57	Arts, Audio/Video Technology and Communications	Film Production/Film Editing	10X475	John F. Kennedy HS	
58	Arts, Audio/Video Technology and Communications	Graphics and Illustration	10X475	John F. Kennedy HS	
59	Arts, Audio/Video Technology and Communications	Technical Theatre	14K478	Enterprise, Business & Technology HS	
60	Arts, Audio/Video Technology and Communications	Advertising	18K617	The High School for Innovation in Advertising and Media	CTE HS
61	Arts, Audio/Video Technology and Communications	Media Studies	19K420	Franklin K. Lane	
62	Arts, Audio/Video Technology and Communications	Communication Media	19K660	W. H. Maxwell CTE High School	CTE HS
63	Arts, Audio/Video Technology and Communications	Fashion Design	19K660	W. H. Maxwell CTE High School	CTE HS
64	Arts, Audio/Video Technology and Communications	Commercial Photography	21K410	Abraham Lincoln	
65	Arts, Audio/Video Technology and Communications	Theater Arts	21K559	Life Academy for Film and Music	
66	Arts, Audio/Video Technology and Communications	Media Productions	21K620	William E. Grady	CTE HS
67	Arts, Audio/Video Technology and Communications	Communication Media	21K690	Brooklyn Studio Secondary School	
68	Arts, Audio/Video Technology and Communications	Media Productions	22K405	Midwood High School	
69	Arts, Audio/Video Technology and Communications	Graphic Design	24Q600	Queens Vocational	CTE HS
70	Arts, Audio/Video Technology and Communications	Media Journalism	25Q285	World Journalism Preparatory	
71	Arts, Audio/Video Technology and Communications	Mass Media	25Q525	Townsend Harris	
72	Arts, Audio/Video Technology and Communications	Communication Media	27Q400	August Martin	
73	Arts, Audio/Video Technology and Communications	Theatre Arts	30Q301	Academy for Career In Television and Film	CTE HS
74	Arts, Audio/Video Technology and Communications	Dance	30Q501	Frank Sinatra School for the Arts	
75	Arts, Audio/Video Technology and Communications	Drama	30Q501	Frank Sinatra School for the Arts	
76	Business Management and Administration	Office Technology	02M440	Bayard Rustin Educational Complex	
77	Business Management and Administration	Academy of Finance	02M489	High School of Economics and Finance	
78	Business Management and Administration	Entrepreneurship/Virtual Enterprise	02M489	High School of Economics and Finance	
79	Business Management and Administration	Accounting	02M520	Murry Bergtraum HS	
80	Business Management and Administration	Business Institute	02M520	Murry Bergtraum HS	
81	Business Management and Administration	Entrepreneurship/Virtual Enterprise	02M529	Jacqueline Kennedy Onassis	
82	Business Management and Administration	Office Technology/Virtual Enterprise	02M630	Art & Design HS	CTE HS
83	Business Management and Administration	Medical Technology	02M655	Life Sciences Secondary School	
84	Business Management and Administration	E-Commerce	03M494	HS of Arts & Technology	
85	Business Management and Administration	Entrepreneurship/Virtual Enterprise	08X405	Herbert H. Lehman	
86	Business Management and Administration	Entrepreneurship/Virtual Enterprise	08X650	Jane Addams High School for Academic Careers	CTE HS
87	Business Management and Administration	Office Technology	10X388	In Tech Academy	
88	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X412	Bronx HS of Business	
89	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X433	HS for Teaching and the Professions	
90	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X438	Fordham Leadership Acad. for Bus. & Tech	
91	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X440	DeWitt Clinton	
92	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X475	John F. Kennedy HS	
93	Business Management and Administration	Academy of Finance	10X660	Grace Dodge	CTE HS
94	Business Management and Administration	Entrepreneurship/Virtual Enterprise	10X660	Grace Dodge	CTE HS
95	Business Management and Administration	Entrepreneurship/Virtual Enterprise	14K610	Automotive HS	CTE HS
96	Business Management and Administration	Office Technology/Virtual Enterprise	17K382	Academy for College Preparation	
97	Business Management and Administration	Entrepreneurship/Virtual Enterprise	17K543	Science, Technology and Research Early College HS	
98	Business Management and Administration	Computer Applications/Virtual Enterprise	17K600	Clara Barton High School	CTE HS
99	Business Management and Administration	Accounting/Academy of Finance	17K625	Paul Robeson HS	
100	Business Management and Administration	Entrepreneurship/Virtual Enterprise	17K625	Paul Robeson HS	
101	Business Management and Administration	Entrepreneurship/Virtual Enterprise	18K500	Canarsie HS	
102	Business Management and Administration	Entrepreneurship/Virtual Enterprise	19K420	Franklin K. Lane	
103	Business Management and Administration	Entrepreneurship/Virtual Enterprise	20K445	New Utrecht HS	
104	Business Management and Administration	E-Commerce	20K485	HS of Telecommunications Arts & Tech.	
105	Business Management and Administration	Entrepreneurship/Virtual Enterprise	20K490	Fort Hamilton HS	
106	Business Management and Administration	Business Institute	20K505	Franklin D. Roosevelt	

Career Cluster	Program of Study Name	State Approval	IBN	School Name	CTE HS
107 Business Management and Administration	Entrepreneurship/Virtual Enterprise		21K348	High School of Sports Management	
108 Business Management and Administration	Entrepreneurship/Virtual Enterprise		21K525	Edward R. Murrow HS	
109 Business Management and Administration	Academy of Finance		21K540	John Dewey HS	
110 Business Management and Administration	E-Commerce		21K540	John Dewey HS	
111 Business Management and Administration	Computer Applications/Virtual Enterprise		22K495	Sheepshead Bay HS	
112 Business Management and Administration	Academy of Finance		24Q264	Academy of Finance & Enterprise	
113 Business Management and Administration	Computer Application/Virtual Enterprise		24Q264	Academy of Finance & Enterprise	
114 Business Management and Administration	Entrepreneurship/Virtual Enterprise	State Approved	24Q350	HS Arts & Business	CTE HS
115 Business Management and Administration	Accounting	State Approved	24Q600	Queens Vocational	
116 Business Management and Administration	Entrepreneurship/Virtual Enterprise		25Q480	Flushing HS	
117 Business Management and Administration	Computer Applications/Virtual Enterprise		27Q410	Beach Channel HS	
118 Business Management and Administration	Entrepreneurship/Virtual Enterprise		27Q465	Far Rockaway	
119 Business Management and Administration	Entrepreneurship/Virtual Enterprise		27Q480	John Adams HS	
120 Business Management and Administration	Entrepreneurship/Virtual Enterprise		28Q440	Forest Hills High School	
121 Business Management and Administration	Entrepreneurship/Virtual Enterprise		28Q470	Jamaica High School	
122 Business Management and Administration	Business Institute		28Q505	Hillcrest High School	
123 Business Management and Administration	Entrepreneurship/Virtual Enterprise		29Q496	Bus/Comp/Appri & Entrepren Magnel HS	
124 Business Management and Administration	Entrepreneurship/Virtual Enterprise		30Q445	William Cullen Bryant High School	
125 Business Management and Administration	Computer Applications/VE		30Q555	Newcomers High School	
126 Business Management and Administration	Entrepreneurship/Virtual Enterprise		31R440	New Dorp HS	
127 Business Management and Administration	Entrepreneurship/Virtual Enterprise		31R445	Port Richmond High School	
128 Business Management and Administration	E-Commerce		31R455	Tottenville HS	
129 Business Management and Administration	Microsoft Office User Specialist		79M645	School of Co-Op Technology Education	CTE HS
130 Business Management and Administration	Accounting	State Approved	02M620	Norman Thomas	
131 Finance	Banking and Finance		10X284	Bronx School of Law & Finance	
132 Health Science	Medical Technology		02M420	High School for Health Professions and Human Services	
133 Health Science	Nursing Assistant/Health Career	State Approved	08X650	Jane Addams High School for Academic Careers	CTE HS
134 Health Science	Nurse Assistant	State Approved	10X440	DeWitt Clinton	
135 Health Science	Nurse Assis/Med. Billing/Coding/EMT	State Approved	10X660	Grace Dodge	CTE HS
136 Health Science	Vision Technology		13K605	George Westinghouse CTE HS	CTE HS
137 Health Science	Dental Assisting	State Approved	17K600	Clara Barton High School	CTE HS
138 Health Science	Dental Assisting	State Approved	17K600	Clara Barton High School	CTE HS
139 Health Science	Medical Assistant/Billing and Coding		17K600	Clara Barton High School	CTE HS
140 Health Science	Medical Assistant/Billing and Coding		17K600	Clara Barton High School	CTE HS
141 Health Science	Nursing Assistant	State Approved	17K600	Clara Barton High School	CTE HS
142 Health Science	Practical Nursing	State Approved	17K600	Clara Barton High School	CTE HS
143 Health Science	Vision Technology	State Approved	17K600	Clara Barton High School	CTE HS
144 Health Science	Nursing Assistant/Health Career	State Approved	18K500	Canarsie HS	
145 Health Science	Vision Technology	State Approved	19K420	Franklin K. Lane	
146 Health Science	Medical Assistant/Billing and Coding	State Approved	19K660	W. H. Maxwell CTE High School	CTE HS
147 Health Science	Vision Technology	State Approved	19K660	W. H. Maxwell CTE High School	CTE HS
148 Health Science	Medical Assistant/Billing and Coding		20K445	New Utrecht HS	
149 Health Science	Nurse Assistant	State Approved	21K400	Lafayette HS	
150 Health Science	Nurse Assis/Health Career	State Approved	22K495	Sheepshead Bay HS	
151 Health Science	Nurse Assistant/Med Billing & Coding	State Approved	22K495	Sheepshead Bay HS	
152 Health Science	Nursing Assistant/Health Career	State Approved	27Q465	Far Rockaway	
153 Health Science	Dental Assisting		27Q480	John Adams HS	
154 Health Science	Medical Lab Assistant		27Q480	John Adams HS	
155 Health Science	Vision Technology		27Q480	John Adams HS	
156 Health Science	Dental Assisting		28Q505	Hillcrest High School	
157 Health Science	Medical Assistant/Billing and Coding		28Q505	Hillcrest High School	
158 Health Science	Practical Nursing	State Approved	28Q505	Hillcrest High School	
159 Health Science	Med Tech		31R445	Port Richmond High School	

Career Cluster	Program/Study Name	State Approval	DBN	School Name	CTE HS
160 Health Science	Health/Medical Technology		31R450	Curtis HS	CTE HS
161 Health Science	Nursing Assistant/Health Career	State Approved	31R450	Curtis HS	
162 Health Science	Practical Nursing	State Approved	31R450	Curtis HS	
163 Health Science	Dental Assis/Dental Lab		31R455	Tottenville HS	
164 Hospitality and Tourism	Culinary Arts	State Approved	02M288	Food and Finance	CTE HS
165 Hospitality and Tourism	Academy of Hospitality and Tourism		02M520	Murry Bergtraum HS	
166 Hospitality and Tourism	Culinary Arts		02M529	Jacqueline Kennedy Onassis	
167 Hospitality and Tourism	Academy of Hospitality and Tourism	State Approved	08X660	Jane Addams High School for Academic Careers	CTE HS
168 Hospitality and Tourism	Culinary Arts		11X415	Christopher Columbus HS	
169 Hospitality and Tourism	Culinary Arts		11X455	Harry S. Truman High School	
170 Hospitality and Tourism	Academy of Hospitality and Tourism		14K478	Enterprise, Business & Technology HS	
171 Hospitality and Tourism	Academy of Hospitality and Tourism		17K408	Academy of Hospitality and Tourism	
172 Hospitality and Tourism	Culinary Arts		17K408	Academy of Hospitality and Tourism	
173 Hospitality and Tourism	Culinary Arts		21K540	John Dewey HS	
174 Hospitality and Tourism	Culinary Arts		21K620	William E. Grady	CTE HS
175 Hospitality and Tourism	Culinary Arts		27Q400	August Martin	
176 Hospitality and Tourism	Culinary Arts		27Q410	Beach Channel HS	
177 Hospitality and Tourism	Academy of Hospitality and Tourism		27Q475	Richmond Hill High School	
178 Hospitality and Tourism	Culinary Arts	State Approved	30Q450	Long Island City HS	
179 Hospitality and Tourism	Academy of Hospitality and Tourism		31R445	Port Richmond High School	
180 Hospitality and Tourism	Culinary Arts		31R445	Port Richmond High School	
181 Hospitality and Tourism	Culinary Arts	State Approved	31R455	Tottenville HS	
182 Hospitality and Tourism	Academy of Finance		31R480	Susan E. Wagner	
183 Hospitality and Tourism	Academy of Hos. Acad of Finance		31R460	Susan E. Wagner	
184 Hospitality and Tourism	Culinary Arts	State Approved	79M645	School of Co-Op Technology Education	CTE HS
185 Human Services	Early Childhood/Day Care Assistant	State Approved	79M645	School of Co-Op Technology Education	CTE HS
186 Information Technology	Web Design		01M515	Lower East Side Prep HS	
187 Information Technology	Information Technology		02M460	Washington Irving	
188 Information Technology	Web Design		02M460	Washington Irving	
189 Information Technology	Information Technology		02M520	Murry Bergtraum HS	
190 Information Technology	Business Information Technology	State Approved	02M615	Chelsea Career and Technical Education High School	CTE HS
191 Information Technology	Network Engineering: CISCO		02M615	Chelsea Career and Technical Education High School	CTE HS
192 Information Technology	Business Information Technology		02M620	Norman Thomas	
193 Information Technology	Web Design		03M470	Louis D. Brandeis	
194 Information Technology	Network Engineering: CISCO		06M540	A. Philip Randolph Campus	
195 Information Technology	A+ Computer Repair	State Approved	07X655	Samuel Gompers CTE High School	CTE HS
196 Information Technology	Network Engineering: CISCO		07X655	Samuel Gompers CTE High School	CTE HS
197 Information Technology	Information Technology		08X405	Herbert H. Lehman	
198 Information Technology	Network Engineering: CISCO		10X368	In Tech Academy	
199 Information Technology	Academy of Information Technology (AOIT)		10X660	Grace Dodge	
200 Information Technology	A+ Computer Repair		11X275	High School of Computers and Technology	CTE HS
201 Information Technology	A+ Computer Repair		11X415	Christopher Columbus HS	
202 Information Technology	Business/New Media		13K499	Acorn Community HS	
203 Information Technology	A+ Computer Repair	State Approved	13K605	George Westinghouse CTE HS	CTE HS
204 Information Technology	Network Engineering: CISCO		13K605	George Westinghouse CTE HS	CTE HS
205 Information Technology	Electrical Installation		13K605	George Westinghouse CTE HS	CTE HS
206 Information Technology	Web Design		15K519	Cobble Hill School of American Studies	CTE HS
207 Information Technology	Web Design		16K455	Boys and Girls High School	
208 Information Technology	Computer Technology		17K625	Paul Robeson HS	
209 Information Technology	Information Technology		19K420	Franklin K. Lane	
210 Information Technology	Graphic Arts		19K420	Franklin K. Lane	
211 Information Technology	Information Technology		19K420	Franklin K. Lane	
212 Information Technology	Web Design		19K618	Academy of Innovative Technology	CTE HS

Career Cluster	Program of Study/Name	State Approval	DBN	School Name	CTE HS
213 Information Technology	Network Engineering: CISCO		20K445	New Utrecht HS	CTE HS
214 Information Technology	Business Information Technology		21K410	Abraham Lincoln	
215 Information Technology	Computer Science Institute		21K540	John Dewey HS	
216 Information Technology	Network Engineering: CISCO		21K620	William E. Grady	CTE HS
217 Information Technology	Web Design		22K425	James Madison HS	
218 Information Technology	Business/New Media	State Approved	24Q455	Newtown HS	
219 Information Technology	Academy of Information Technology (AOIT)		24Q485	Grover Cleveland High School	
220 Information Technology	A+ Computer Repair	State Approved	24Q600	Queens Vocational	CTE HS
221 Information Technology	Network Engineering: CISCO		28Q505	Hillcrest High School	
222 Information Technology	Information Technology	State Approved	28Q620	Thomas A. Edison	CTE HS
223 Information Technology	Apple Certification		30Q502	HS for Information Technology	
224 Information Technology	Network Engineering: CISCO		30Q502	HS for Information Technology	
225 Information Technology	Computer Applications		31R450	Curtis HS	
226 Information Technology	Web Design		31R455	Tottenville HS	
227 Information Technology	Network Engineering: CISCO	State Approved	31R600	Ralph R. McKee CTE High School	CTE HS
228 Information Technology	A+ Computer Repair		79M645	School of Co-Op Technology Education	CTE HS
229 Information Technology	Network Engineering: CISCO		79M645	School of Co-Op Technology Education	CTE HS
230 Information Technology	Desktop Publishing	State Approved	07X655	Samuel Gompers CTE High School	CTE HS
231 Law and Public Safety	Law Academy		02M625	HS of Graphics Comm. Arts	CTE HS
232 Law and Public Safety	Law Academy		03M470	Louis D. Brandeis	
233 Law and Public Safety	Computer Forensics		08X405	Herbert H. Lehman	
234 Law and Public Safety	Court Reporting/Legal Studies		08X650	Jane Addams High School for Academic Careers	CTE HS
235 Law and Public Safety	Law Academy		10X284	Bronx School of Law & Finance	
236 Law and Public Safety	Law Academy		11X455	Harry S. Truman High School	
237 Law and Public Safety	Computer Forensics		14K477	HS for Legal Studies	
238 Law and Public Safety	Law Academy		14K477	HS for Legal Studies	
239 Law and Public Safety	School of Law, Politics & Comm. Aff.		15K519	Cobble Hill School of American Studies	
240 Law and Public Safety	Law Academy		17K539	High School for Service & Learning at Erasmus Campus	
241 Law and Public Safety	Law Enforcement		19K420	Franklin K. Lane	
242 Law and Public Safety	School of Law, Politics & Comm. Aff.		22K425	James Madison HS	
243 Law and Public Safety	Law Studies Institute		22K495	Sheepshead Bay HS	
244 Law and Public Safety	Law Academy		28Q440	Forest Hills High School	
245 Law and Public Safety	Law Academy		31R450	Curtis HS	
246 Manufacturing Production	Graphic Arts		31R600	Ralph R. McKee CTE High School	CTE HS
247 Manufacturing Production	Technical Design		31R605	Staten Island Technical HS	
248 Manufacturing Production	Structural Welding	State Approved	79M645	School of Co-Op Technology Education	CTE HS
249 Marketing Sales and Services	Marketing		02M520	Murry Bergtraum HS	
250 Marketing Sales and Services	Fashion Marketing		02M600	High School of Fashion Industries	CTE HS
251 Marketing Sales and Services	Visual Merchandising	State Approved	02M600	High School of Fashion Industries	CTE HS
252 Marketing Sales and Services	Cosmetology	State Approved	08X650	Jane Addams High School for Academic Careers	CTE HS
253 Marketing Sales and Services	Cosmetology		10X660	Grace Dodge	CTE HS
254 Marketing Sales and Services	Cosmetology	State Approved	19K660	W. H. Maxwell CTE High School	CTE HS
255 Marketing Sales and Services	Cosmetology	State Approved	24Q600	Queens Vocational	CTE HS
256 Marketing Sales and Services	Cosmetology	State Approved	31R600	Ralph R. McKee CTE High School	CTE HS
257 Marketing Sales and Services	Cosmetology/Barber	State Approved	79M645	School of Co-Op Technology Education	CTE HS
258 Marketing Sales and Services	Cosmetology/Natural Hairstyling		79M645	School of Co-Op Technology Education	CTE HS
259 Marketing Sales and Services	Nail Technology		79M645	School of Co-Op Technology Education	CTE HS
260 Marketing Sales and Services	Pre-Engineering		06M692	HS for Math, Sci. & Engineering	
261 Scientific Research and Engineering	Bio Med Tech		13K430	Brooklyn Technical HS	
262 Scientific Research and Engineering	Engineering Technology		14K558	Williamsburg High School for Architecture and Design	
263 Scientific Research and Engineering	Pre-Engineering		22K405	Midwood High School	
264 Scientific Research and Engineering	Pre-Engineering		24Q600	Queens Vocational	CTE HS
265 Scientific Research and Engineering	Pre-Engineering		24Q600	Queens Vocational	CTE HS

Career Cluster	Program/SHS Name	State Approval	DBN	School Name	CTE High School
266 Scientific Research and Engineering	Engineering Technology		270650	HS for Construction Trades, Eng. And Arch	CTE HS
267 Scientific Research and Engineering	Engineering Technology		280620	Thomas A. Edison	CTE HS
268 Scientific Research and Engineering	Bio Med Tech		31R455	Totenville HS	
269 Scientific Research and Engineering	Pre-Engineering/Project Lead the Way (PLTW)		31R600	Ralph R. McKee CTE High School	CTE HS
270 Scientific Research and Engineering	Computer Assisted Drafting and Design	State Approved	79M645	School of Co-Op Technology Education	CTE HS
271 Transportation, Distribution and Logistics	Automotive Technology	State Approved	07X600	Alfred E. Smith	CTE HS
272 Transportation, Distribution and Logistics	Automotive Technology	State Approved	07X600	Alfred E. Smith	CTE HS
273 Transportation, Distribution and Logistics	Collision Repair		07X600	Alfred E. Smith	CTE HS
274 Transportation, Distribution and Logistics	Automotive Technology	State Approved	14K610	Automotive HS	CTE HS
275 Transportation, Distribution and Logistics	Collision Repair		14K610	Automotive HS	CTE HS
276 Transportation, Distribution and Logistics	Transit Technology	State Approved	19K615	Transit Tech CTE High School	CTE HS
277 Transportation, Distribution and Logistics	Automotive Technology		21K620	William E. Grady	CTE HS
278 Transportation, Distribution and Logistics	Aviation Technology	State Approved	24Q610	Aviation	CTE HS
279 Transportation, Distribution and Logistics	Transit Technology		27Q400	August Martin	
280 Transportation, Distribution and Logistics	Automotive Technology		28Q620	Thomas A. Edison	CTE HS
281 Transportation, Distribution and Logistics	Automotive Technology		31R455	Totenville HS	
282 Transportation, Distribution and Logistics	Automotive Technology		31R600	Ralph R. McKee CTE High School	CTE HS
283 Transportation, Distribution and Logistics	Marine Technology & Transportation		32K551	New York Harbor School	CTE HS
284 Transportation, Distribution and Logistics	Automotive Technology	State Approved	79M645	School of Co-Op Technology Education	CTE HS

CTE School Performance

Performance indicators from 2006-07 School Quality Reviews and Progress Reports, 21 New York City CTE high schools.

ID	School	Progress Report Grade	SQR 06-07	Attendance	Four-Year Grad Rate	Learning from Credits in the First Year	Peer Index
X660	Grace Dodge	C	P	80.7%	47.7%	56.7%	2.4
X650	Jane Addams	C	P	78.6%	50.7%	32.6%	2.43
X275	HS of Computers and Tech	N/A	P	89.2%	-	80.0%	2.63
Q620	Thomas Edison	B	P	92.0%	82.6%	77.0%	3.15
Q610	Aviation	A	W	91.5%	69.9%	75.3%	2.97
Q600	Queens Vocational	C	P	82.1%	58.3%	55.1%	2.65
K615	ENY-Transit	B	P	85.7%	68.4%	66.4%	2.74
K660	W. H. Maxwell	F	P	69.6%	43.0%	49.4%	2.4
K600	Clara Barton	B	P	85.1%	66.6%	54.8%	2.76
K620	William Grady	C	P	82.1%	43.7%	29.1%	2.48
R600	Ralph McKee	B	W	89.8%	70.3%	61.6%	2.46
K610	Automotive	F	P	71.2%	50.5%	54.2%	2.41
K605	George Westinghouse	C	P	84.4%	65.2%	77.2%	2.53
X600	Alfred Smith	C	P	75.1%	45.2%	22.7%	2.34
M625	Graphic Communication Arts	C	P	72.5%	32.3%	23.9%	2.41
M600	Fashion Industries	A	W	88.4%	78.4%	87.5%	2.87
X655	Samuel Gompers	B	P	77.4%	55.1%	48.7%	2.38
M615	Chelsea CTE	F	U	76.1%	31.5%	34.0%	2.51
M630	Art and Design	B	P	88.7%	59.9%	51.7%	2.86
M288	Food and Finance	N/A	P	86.8%	-	88.8%	2.73
Q650	HS for Construction Trades, Engineering & Architecture	N/A	P	94.3%	-	88.0%	2.94

S = School PH = Peer Horizon CH = City Horizon

Current Enrollment and Demographic Information for 21 CTE Schools (3/14/08 data)

DBN	School Name	Total Students	% F	% M	Blacks	Hispanics	Asian	Other	White	ELL
02M288	Food and Finance	446	58.1%	41.9%	49.3%	43.9%	2.0%	4.7%	15.9%	5.2%
02M600	Fashion Industries	1762	91.1%	8.9%	39.1%	50.8%	4.3%	5.8%	9.7%	4.3%
02M615	Chelsea HS	1141	40.4%	59.6%	38.1%	57.2%	2.5%	2.1%	13.8%	7.5%
02M625	Graphics & Communication Arts	2220	48.5%	51.5%	37.3%	58.6%	1.5%	2.7%	15.9%	11.4%
02M630	Art & Design	1449	46.4%	53.6%	31.6%	52.0%	6.1%	10.3%	11.0%	3.5%
07X600	Alfred E Smith	1373	12.9%	87.1%	34.7%	62.3%	2.2%	0.9%	19.5%	12.0%
07X655	Samuel Gompers	1698	24.0%	76.0%	28.6%	68.3%	1.4%	1.8%	18.8%	15.7%
08X650	Jane Addams	1926	67.8%	32.2%	35.1%	62.5%	1.5%	1.0%	18.2%	11.4%
10X660	Grace H. Dodge	2042	62.2%	37.8%	33.5%	63.0%	1.1%	2.4%	16.1%	16.4%
11X275	Computers & Technology	495	21.4%	78.6%	41.2%	51.5%	3.6%	3.6%	12.5%	8.7%
13K605	George Westinghouse	1004	38.1%	61.9%	76.4%	18.8%	1.7%	3.1%	14.5%	2.0%
14K610	Automotive	1291	5.3%	94.7%	60.7%	34.5%	1.5%	3.2%	17.4%	7.3%
17K600	Clara Barton	2556	74.2%	25.8%	87.9%	8.9%	1.3%	2.0%	10.8%	5.7%
19K615	ENY Transit Tech	1835	20.3%	79.7%	68.6%	25.1%	4.4%	2.0%	12.6%	1.6%
19K660	William Maxwell	1301	68.1%	31.9%	68.5%	28.1%	1.4%	2.1%	20.0%	6.4%
21K620	William E Grady	1680	19.5%	80.5%	73.6%	18.5%	2.3%	5.6%	17.8%	3.6%
24Q600	Queens Vocational	1359	40.0%	60.0%	13.9%	66.4%	8.5%	11.3%	14.9%	7.6%
24Q610	Aviation	2155	15.1%	84.9%	13.4%	54.0%	21.8%	10.8%	4.8%	3.7%
27Q650	Construction Trade s, Engineering & Architecture	400	32.8%	67.3%	19.3%	37.8%	27.5%	15.5%	4.5%	0.5%
28Q620	Thomas Edison	2877	32.0%	68.0%	29.5%	25.1%	39.3%	6.0%	7.1%	1.8%
31R600	Ralph McKee	845	34.4%	65.6%	42.6%	29.3%	4.5%	23.6%	25.0%	3.8%
Totals		31855	42.3%	57.7%	44.3%	43.1%	7.6%	5.0%	13.9%	7.0%

Career Technical Education High Schools

School Year 2007-2008

9/17/2008

CAREER & TECHNICAL EDUCATION (CTE) DESIGNATED HIGH SCHOOLS (2008-2009)

DBN	SCHOOL NAME	STREET ADDRESS	CITY, STATE, ZIP	PRINCIPAL	School Support Org Affiliation	ESO/PSO/LSO
07X600	Alfred E. Smith	333 East 151 Street	Bronx NY 10451	Rene Cassanova	ICI	LSO
30Q301	Academy for Career in Television and Film	36-41 28th Street	LIC NY 11106	Mark Dunetz	New Visions	PSO
19K618	Academy of Innovative Technology	999 Jamaica Avenue	Brooklyn NY 11208	Cynthia Fowlkes	New Visions	PSO
02M630	Art & Design	1075 Second Avenue	NY NY 10022	Scott Felzin	ICI	LSO
14K610	Automotive	50 Bedford Avenue	Brooklyn NY 11222	Melissa Silberman	CLSO	LSO
24Q610	Aviation	45-30 36th Street	LIC NY 11101	Eileen Taylor	ICI	LSO
02M615	Chelsea	131 Avenue of the Americas	NY NY 10013	Brian Rosenbloom	ESO	ESO
17K600	Clara Barton	901 Classon Avenue	Brooklyn NY 11225	Richard Forman	ICI	LSO
11X275	Computers & Technology	800 Gun Hill Road	Bronx NY 10467	Bruce Abramowitz	LLSO	LSO
27Q650	Construction Trades Engineering & Architecture	94-06 104 Street	Ozone Park NY 11416	Quinin Cedeno	ESO	ESO
19K615	East NY Transit Tech	1 Wells Street	Brooklyn 11208	Larry Kalvar	KNLSO	LSO
02M600	Fashion Industries	225 West 24 Street	NY NY 10011	Hilda Nieto	ICI	LSO
02M288	Food & Finance	525 West 50 Street	NY NY 10019	Roger Turgeon	ESO	ESO
14K632	Frances Perkins Academy	50 Bedford Avenue	Brooklyn NY 11222	Javier Guzman	CLSO	LSO
13K605	George Westinghouse	105 Tech Place	Brooklyn NY 11201	Janine Kieran	CLSO	LSO
10X660	Grace H. Dodge	2474 Crotona Avenue	Bronx NY 10458	Roberto Hernandez Fordham	PSO	PSO
02M625	Graphic Communication Arts	439 West 49 Street	NY NY 10019	Jerod Resnick	ICI	LSO
08X650	Jane Addams	900 Tinton Avenue	Bronx NY 10456	Sharron Smalls	CEIPEA	PSO
32K351	New York Harbor School	400 Irving Avenue	Brooklyn, NY 11237	Nathan Dudley	ESO	ESO
24Q600	Queens Vocational	37-02 47th Avenue	LIC NY 11101	Denise Vittor	ICI	LSO
31R600	Ralph McKeen	290 St. Marks Place	Staten Island NY 103 01	Sharon Henry	ESO	ESO
07X655	Samuel Compers	455 Southern Boulevard	Bronx NY 10455	Joyce Mills-Kittrell	ICI	LSO
18K617	The High School for Innovation in Advertising and Media	400 Irving Avenue	Brooklyn, NY 11237	Adaleza Michelena	New Visions	PSO
28Q620	Thomas Edison	165-65 84th Avenue	Jamaica NY 11432	Anthony Barbeta	ICI	LSO
21K620	William E. Grady	25 Brighton 4th Road	Brooklyn NY 11235	Carlston Gray	CLSO	LSO
19K660	William Maxwell	145 Pennsylvania Ave	Brooklyn NY 11207	Jocelyn Badette	KNLSO	LSO
TRAINING-CENTER SHARED SITE						
79M645	School of Coop Technical Education	321 East 96 Street	NY, NY 10128	John Widlund	District 79	District 79

School Support Organization (SSO) Abbreviations

- ICI = Integrated Curriculum & Instruction
- CLSO = Community Learning Support Organization
- KNLSO = Knowledge Network Learning Support Organization
- LLSO = Leadership Learning Support Organization
- CEIPEA = Center for Education Innovation - Public Education Association
- ESO = Empowerment Schools Organization
- LSO = Learning Support Organization
- PSO = Partnership Support Organization

For more information and contact information for SSO's visit the DOE website: <http://schools.nyc.gov/AboutUs/DOEOrganization/SSO>

Lazar Treschan
Director of Youth Policy
Community Service Society of New York

Testimony to the Committee on Education of the Council of the City of New York
September 19, 2008

- Issue:** The reform of Career and Technical Education (CTE) programs in the New York City Department of Education
- Recommendation:** Ensuring that CTE programs are an effective instrument against the growth of the population of “disconnected” youth in our city

Thank you for the opportunity to speak with you today on the importance of CTE education. David Jones, the President of the Community Service Society, served as a member of the Mayoral Commission on Career and Technical Education (CTE).

CSS supports the recommendations of the CTE commission, and we are happy to see that the Mayor has decided to focus on this issue. For years, we have argued that there was a lack of career-oriented programming in our schools. Where there were CTE programs and schools, they were isolated, received too little investment, or allowed to exist as environments for young people that we believed could not succeed. But we know that there is promise in career and technical education. Significant research, including a new study by MDRC, release earlier this year, has shown that students who attend career-oriented high school fare considerably better in the labor market than similar young people who do not. We also know from this evaluation that attending such a school does not diminish college enrollment whatsoever—and we know from other studies that young people who see the relevance of how their high school experiences connect to the workplace are actually more likely to attend college, because they have made the link in their minds between success in education and the workplace.

It's not just the research that tells us that we need more and better CTE investments, but New Yorkers themselves. CSS conducts an annual poll of low-income New Yorkers, and when we last asked this question, our respondents overwhelmingly favored CTE programs as options they would like to see expanded for their children, even when asked to weigh investments in CTE over other possible school system improvements.

New York City faces a civic crisis of “disconnected” youth and young adults. We have over 163,000 16-24 year olds who are out of work and out of the labor force entirely. When we add in the “unemployed”, who are looking for work but unable to find it, we see over 223,000 16-24s not in school nor working—and that was in 2007, before the economy got where it is now. We need to continue to think creatively about what investments we can make to have an impact on this population.

CTE programs are one method. We have traditionally thought of them as “preventative”, ways to keep young people engaged in school, so they do not join the ranks of the disconnected. The four new CTE pilot high schools will most certainly do just that, and we hope that a future expansion that builds on the successes of these pilots, will do even more.

We were also pleased to see in the final report of the Mayoral commission some plans to make CTE programs part of our “recuperative” strategies to reengage all of those young people that we have already left behind. We applaud the DOE's commitment to the development of a CTE/GED school to engage those seeking a second chance in career-oriented programs as they build the basic skills they will also need to succeed. We hope that this effort serves only as a pilot, to ensure that all young people who realize

they will not succeed without a diploma or GED receive a full range of supports. These are young people who are coming back to us on their own volition, despite the fact that we failed them the first time around—we should invest heavily in their success.

Many individuals put in a lot of effort into the CTE commission. The final report is strong, but it is up to us to help ensure that implementation of its recommendations is of high quality, by this and future administrations.

Thank you.

Testimony of Public Advocate Betsy Gotbaum
New York City Council Hearing on Career and Technical Education
September 19, 2008

Thank you Chair Jackson and the rest of the Council members here today for giving me the opportunity to testify. I usually sit up there with you during Education Committee hearings. But given that my office has been so involved in promoting the need for improved Career and Technical Education in the schools, I wanted to take this opportunity to share my thoughts about both the current state of CTE and its future.

As we have heard repeatedly over the past few months, our four year graduation rate climbed to 52% as of the 2007 school year. That leaves nearly 50% who *didn't* graduate on time. The city's high school drop out rate is also quite high and there have been serious problems in the past with students being forced, or pushed-out, of high schools.

According to a Community Service Society report, of the 16- to 24-year-olds not in school, only a little more than half were employed. 200,000 are neither in school nor employed.

The evidence I just referenced signals to me a clear need to create another path, another option for our kids. And I believe that includes state-certified CTE programs.

In January, the mayor, too, acknowledged that these programs could play a vital role in our education system. I'll get to this, and the results we've seen so far, shortly. But let me first take a few minutes to tell you about what I have seen and uncovered about the current state of CTE in our schools.

First: CTE has been a term too loosely used to describe a variety of programs.

Second: young women are not equally represented in CTE programs. My January 2008 report on gender equity in the city's 18 CTE high schools showed that 59% percent of the student population in these schools was male and 41 percent female. 6 of the 18 schools were more than 75 percent male.

Third: State-certified CTE programs lead to higher graduation rates and jobs in high-growth fields such as carpentry that can pay \$50,000 a year.

And fourth: The city has, in the past, missed out on providing thousands of students with opportunities in growth sector jobs paying a living wage.

Let me expand on these points:

First: The Department of Education lists almost 282 career-oriented programs with over 100,000 students on its CTE website. Many of these are nothing more than elective class.

Over that past few years, there has been a movement to standardize the definition for CTE. In 2006, the Feds enacted the Carl D. Perkins Career and Technical Education Improvement Act, which set up some very good standards that the state of NY adopted and follows.

The resulting state stamp-of-approval assures parents and students that a CTE program offers quality instruction, including work-based learning opportunities and internships; faculty who are professionally certified in their field; industry-recognized technical assessments; and agreements with post-secondary institutions—all of which help to ensure future success.

Testimony of Public Advocate Betsy Gotbaum
New York City Council Hearing on Career and Technical Education
September 19, 2008

Yet, only 24%, of all the programs that the city considers as CTE have received state approval.

Additionally: State-approved CTE programs improve academic achievement and job readiness.

In May 2007, my office released a white paper that reviewed the state of CTE in our schools. What we found was that, in 2005, 97 percent of 12th grade students enrolled in one of 48 state-approved CTE programs in New York City attained a high school diploma.

Not only were they more likely to graduate, but sixty-nine percent of 2005 graduating CTE students enrolled in a post-secondary program.

Also: My November 2006 report on healthcare career opportunities and CTE found that, while each year 7,600 new living wage healthcare jobs become available, only 185 students graduated from these state-approved programs and passed technical assessments in 2004-2005. As a result, thousands of students missed an opportunity to fill these jobs upon graduation.

The final report by the task force includes several commendable recommendations to address these problems and improve CTE schools and programs. I am encouraged that the DOE will strengthen partnerships between target growth industries and CTE programs in order to provide meaningful work-based learning experiences and identify sector-specific skills needed in high-growth industries, such as healthcare. I also applaud the recommendation that performance targets be established to increase the number of state-approved programs over each of the next three years. Finally, I am pleased to see that the DOE will target middle school girls and families in CTE recruitment plans and provide disaggregated admissions and enrollment data by gender.

But there is more that the DOE can do to ensure gender equality in CTE schools. In my January 2008 report, I recommended that all CTE schools have a designated sex equity coordinator, that the DOE conduct regular compliance reviews independent of the biennial reviews conducted by the State Education Department, and that schools' written compliance plans be made publicly available on the DOE website.

The task force's report should be just the beginning of the DOE's effort to improve the quality of its CTE programs. We must do everything we can to ensure that the doors of opportunity are opened for all students, female and male.

Thank you.



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Testimony to be delivered to the New York City Council Education Committee

Re: Career & Technical Education

By Kim Sweet, Advocates for Children of New York
September 19, 2008

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Good morning. My name is Kim Sweet, and I am the Executive Director of Advocates for Children of New York. I thank you for this opportunity to discuss Career & Technical Education in the city's school system.

For more than 35 years, Advocates for Children has been advocating for quality education in the New York City public schools. Our efforts focus on students most at risk of academic failure or discrimination based on factors such as poverty, race, disability, English Language Learner status, homelessness, or involvement in the foster care or juvenile justice system. We provide a comprehensive array of services, ranging from direct legal advice and representation to public education to systemic advocacy.

I want to start by saying that we are happy to see the Department of Education finally focus attention and resources on Career and Technical Education, an area that has so much promise but has not received the support it deserves.

I am going to use my time today to urge the Council to ensure that the new or re-tooled CTE schools really do include, from the outset, students with special needs,

English Language Learners, and students who are overage and under-credited. It is highly encouraging that the Task Force Report recommends a commitment to including these populations from the start, but as we all know, more than desire will be needed to ensure that CTE programs are accessible to a wide range of students. Inclusion will not happen without effort and deliberate planning at every point in the process. Indeed, programs must be designed from the very start to maximize opportunities for inclusion of students with special needs, English Language Learners, and overage/under-credited students, while still providing a meaningful pathway to post-secondary success.

To this end, we wish to make the following points:

First, CTE schools will need the resources, expertise, and flexibility to integrate effective remediation in reading and math into their career-oriented programs. To the extent that this expertise may not exist in the schools, the DOE will need to provide it.

Second, improved use of assistive technology could provide useful tools for academic remediation and also teach students coping strategies to carry into employment. Assistive technology can provide the key to employment for individuals with disabilities; CTE schools could and should prepare students with disabilities to identify and seek the accommodations they will need for adult careers.

Third, we consistently see students in our agency who are not able to achieve a Regents diploma, but nevertheless could work and make positive contributions to society. We support the Task Force's call for exploration of alternative credentialing

that focuses on post-secondary readiness for a diverse population with a wider range of abilities and needs.

Fourth, we agree with the Task Force's preliminary recommendation that public-private partnerships should define quantifiable annual targets for internship development across schools and programs. It is critical that internships and work-based learning opportunities are made available across skill levels as well. The DOE should work with industry to attempt to identify internships and work-based learning opportunities that span a range of skill levels and abilities.

Fifth and finally, students with special needs and English Language Learners will not access good CTE schools unless they know about them. We encourage the DOE to reach out to parent groups and advocates, IEP teams and special education staff, middle school guidance counselors, and community-based organizations serving immigrant communities to ensure that hard-to-reach populations know how to access these promising schools.

Thank you.



Testimony Before the City Council Committee on Education

**Michelle Yanche
Staff Director, Neighborhood Family Services Coalition
Coordinator, Campaign for Tomorrow's Workforce**

Oversight Hearing on Career and Technical Education

September 19, 2008

Good morning. My name is Michelle Yanche, and I am the Staff Director of the Neighborhood Family Services Coalition. Together with United Neighborhood Houses and the Community Services Society, we coordinate the Campaign for Tomorrow's Workforce (CTW), which is a coalition of organizations and leaders committed to envisioning, championing, and building a system to solve the crisis of "disconnected" young adults aged 16 to 24 who are not in school nor engaged in work. Currently, over 40 organizations have endorsed the Campaign, and we encourage all interested parties to join us as well. Please visit our website at (www.campaignfortomorrowworkforce.org) for more information.

The Campaign's objective is to advance public policy, legislative, and programmatic solutions, transform existing policies, and urge for the increased investment needed to build and sustain a coordinated, high-quality, at-scale system of programs and services to prepare "disconnected" young adults ages 16-24, to succeed in the future workforce.

Thank you for holding this important hearing today. As you know, New York City faces a civic crisis of "disconnected" youth and young adults. We have over 163,000 16-24 year olds who are out of work and out of the labor force entirely. When we add in the "unemployed", who are looking for work but unable to find it, we see over 223,000 16-24s not in school nor working—and that was in 2007, before the economy got where it is now.

We believe that Career and Technical Education (CTE) programs are an important option for New York City youth. These programs need to be of high quality and have high expectations. We support the recommendations of the Mayoral Taskforce on CTE Innovation, which seeks to make these programs relevant to youth preparing for adulthood in the 21st century. While we understand that the focus of the CTE reform effort was primarily "preventive," and aimed at helping young people succeed in high school, we also believe that there is an important role for CTE schools to play in re-engaging out-of-school youth.

When we testified before the June 12, 2008 meeting of the Mayoral Taskforce on CTE Innovation at Food and Finance High School, we urged that CTE schools develop the capacity to help disconnected youth build their skills. One of our recommendations at that hearing was that CTE innovation and expansion must include a focus on re-connecting disconnected youth

of any age and any skill level, and help them improve their literacy skills; obtain a GED and or complete their high school diploma; gain work experience and work skills; and have the social supports to help them achieve. In particular, CTE schools and programs must be developed for the lowest skilled of the disconnected youth, who tend to be young adults with literacy levels below 8th grade, are older teens, and have little or no work experience or work skills.

We are very happy to see that the final report of Taskforce includes a recommendation to develop a CTE/GED “recuperative” school/program focused on disconnected youth and drop out recovery. We applaud this, and hope that it is just the first of many of its kind. Young people seeking a second chance are doing so because they have made the link between education and careers—they know that to succeed in life they need to have a firm command of basic skills and a connection to future opportunities.

As the Mayor is developing this CTE/GED school, we also strongly agree and support the Taskforce’s recommendation that recuperative strategies such as this school, build on lessons learned in the design and implementation of the DOE’s Office of Multiple Pathways to Graduation (OMPG) portfolio to re-engage students who are “over-age and undercredited. The key lesson and backbone of OMPG’s success are the partnerships that have been formed with community-based organizations to offer the social supports, work readiness skills, and internships to help youth build their skills and earn a high school diploma. The CBO partners understand the importance of integrating three important types of services for young adults:

- Educational services that include counseling to assist those eligible and willing to return to high school to earn a diploma, and/or intensive literacy instruction to prepare for and obtain a GED (in the OMPG portfolio, the DOE fulfills these instructional services);
- Career development, including “hard” and “soft” skills training, and supported work experiences, such as internships; and
- Wrap around supportive services that help young people address other needs and overcome challenges (e.g. housing, mental health, etc.) to learning and building skills in second-chance programs.

These services are tailored to a young adult’s skill levels, goals, and particular life circumstances. Successful program environments are intimate in size, offering young adults a sense of belonging, and greater attention and encouragement to help them grow and flourish. Sustained, caring, one-on-one relationships between youth and adults underpin service delivery and help overcome the social barriers that contribute to disconnection. Effective programs understand that all young people are assets, who offer us the promise of a prosperous future.

In conclusion, we urge that in order to build upon the CTE Taskforce’s recommendation of the CTE/GED school, the Mayor create a similar innovation taskforce on GED programs that can ensure we make the right investments in the tens of thousands of young adults who are without high school diplomas, and then seek a GED. These young people deserve the best second chance possible—and our economy needs them to be as prepared as possible to enter and succeed in the workforce.

Thank you again for the opportunity to testify today. We look forward to working with the City Council and the Mayor on the development of the new CTE/GED school, and future programs and initiatives that will build the skills of disconnected youth.

Testimony of Jack Powers before the New York City Council Education Committee
Oversight: Career & Technical Education
September 19, 2008

Jack Powers
Vice-chairman, Graphic Arts Educational Advisory Commission, Advisory Council on Career & Technical Education;
Director, International Informatics Institute

Good morning, Chairman Jackson, and thank you for this opportunity to testify before the committee today.

My name is Jack Powers, and I am an industry volunteer, the vice chairman of the Graphic Arts Educational Advisory Commission, part of the Advisory Council for Career and Technical Education.

CTE has gotten a lot of good press in the last couple of years. Attention from this Council and the Mayor's Task Force have documented the power of the simple idea behind CTE: teach kids practical, useful, marketable skills and they will become motivated learners and engaged citizens pursuing rewarding careers in the world of work. New York City has a venerable tradition of educating its technical workforce, and last century's voc/ed programs have evolved into technical education for the Digital Age.

An important part of that evolution is the partnerships between schools and industry, and I want to speak to the role of industry in supporting CTE, now and in the future. The Task Force recommendations are commendable, but they have to be translated into effective action. On the business side, good execution is more important than careful theory.

For decades, the Advisory Council for Career & Technical Education has been a primary focal point for business people getting involved with our schools. The Council is an all-volunteer group from industry, labor, non-profits and academia. It's important to note that we are focused on workforce development, but we work in many different fields, from entrepreneurship and computer networking, from graphic arts to healthcare, from aviation to building trades to food and finance.

Through industry partnerships, we've got
>> Six-figure executives from big accounting firms teaching classes in raising capital and

writing business plans.

>> Award winning designers training teachers in the latest tools for creating digital libraries.

>> Top automotive engineers explaining computerized diagnostic techniques and alternative fuel formulations.

>> Leading employers in the building trades reaching out to women and minorities to build a more diverse work place.

>> College professors judging contests in web site development, digital video, catalog production and electronic imaging.

The different programs range from middle school and high school to scholarships for college, and in graphics we've just introduced our first scholarship for graduate studies in graphic technologies.

And here's the important point:

Every industry segment has its own way of doing things. There are hundreds of companies involved: big companies, small companies, manufacturers, retailers, service firms, bureaucracies and start-ups. Some have certifications and licenses in the twelfth grade, others need apprenticeships, specialized training or Associates Degrees, still others require four years of college. They have different technology paths, different employment boom-and-bust cycles, different regulatory requirements. It's the beautiful mosaic of New York business. In bringing industry together with schools, one size – one approach – does not fit all.

The Department of Education does a good job of facilitating partnership opportunities with business, and the new CTE plan has good ideas for improving teacher training and curriculum development. We need much more investment in the terrific teachers who make the system work. And at the Advisory Council, we've discussed developing our best practices and expanding our Commission structure into under-served industry segments. There's always more to do.

As a citizen, as a parent, as an employer, I hope that all the ambitious good ideas about CTE come to pass. We know CTE works and we know how much it means to the future of the City. The industry volunteers work their hearts out for the kids. (They're all big boosters of their industries, and they want to make a difference.)

Let's be sure we expand our public/private collaborations and bring all the parties together for best effect.



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CONFERENCE OF MINORITY TRANSPORTATION OFFICIALS
(COMTO) - NEW YORK CHAPTER
TESTIMONY BEFORE NYC COUNCIL EDUCATION COMMITTEE
TITLE: 'OVERSIGHT: CAREER AND TECHNICAL EDUCATION'
SEPTEMBER 19, 2008, 11:30AM

I, Dwayne C. Sampson, President of the Conference of Minority Transportation Officials - (COMTO) New York Chapter (hereby known as COMTO-NY) extend warm greetings on behalf of myself and the Chapter's Executive and Advisory Boards. COMTO -NY is part of a National not-for-profit 501 (c)(3) organization based in Washington, D.C. with 38 chapters located throughout the nation. COMTO was established in 1971 at Howard University, its mission is to advocate for minorities within the transportation industry who are seeking promotional and contract opportunities.

COMTO -NY adheres to our mission by offering developmental programs in support of students, employees and the business community. COMTO -NY has a Student Development Institute (SDI) offering programs in workforce development thereby providing mentoring, internships, and soon apprenticeships and co-operative programs in the field of transportation. Students enrolled in SDI receive mentoring, instruction on approximate dress and work ethics, financial fitness for the future, business writing skills, diversity in the workplace, cultural activities, self assessments regarding their strengths and weaknesses, resume writing, time management and organization, the importance of networking, and employment testing and research techniques.

Further, COMTO - NY maintains a Professional Development Institute (PDI) for employees and a Business Development Institute (BDI) for the minority and women business community providing technical support and programming. The guiding principles of COMTO - NY are Service, Professionalism, Visibility, and Ownership. All of our members are guiding to excellence due to these guiding principles.

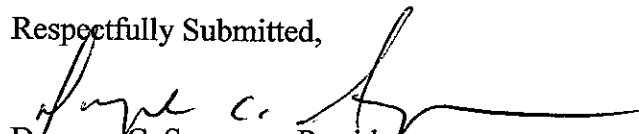
COMTO - NY offers exposure to career pathways and the labor market for public school students of New York City and State. Further, since our members consist of volunteers employed in transportation agencies and private businesses we offer a direct employer commitment to career and technical education. Our member organizations consist of the MTA and its operating agencies, The Port Authority of New York and New Jersey, Westchester Department of Transportation, numerous private businesses, and additional organizations added periodically. The local transportation industry employees well over 100,000 individuals, of which many are career and technical positions

Upon obtaining the appropriate funding, COMTO - NY will be able to effectively service over 2,100 students each year offering a full range of services increasing

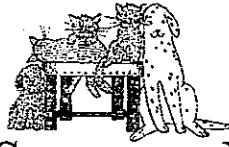
Page 2 of 2.
NYC Council Testimony
Career and Technical Education
September 19, 2008

the yield of those graduating from high school, obtaining meaningful employment or continuing on to a postsecondary education. I have attached our Workforce Development program and funding proposal, Workforce Development Organizational Chart, and its annual program schedule. For additional information regarding COMTO – NY, please visit www.comto-ny.org.

Respectfully Submitted,



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STATEMENT IN SUPPORT OF RESOLUTION NO. 1541

The Humane Society of New York supports Resolution No. 1541 which calls upon the New York City Department of Education to assess compliance with curriculum mandates, including the teaching of humane education, and to assist schools that are not in compliance to fully comply with the law. Not only does humane education teach young people to understand the importance of caring for animals with whom they live but also promotes an ethic that extends far beyond. Teaching empathy for those who cannot speak for themselves encourages kindness, compassion and respect. These are qualities that will benefit the youngsters, the animals with whom we share our planet, and our society.

When we teach children about animal protection, we teach them empathy, a quality that is so important not only in their interaction with animals but also in their interaction with each other. All too often we hear horrific stories of children abusing animals. It is also a fact that there is a nexus between those who abuse animals as children and those who commit violent crimes against humans. The reasons for this behavior is complicated but to the extent that we can teach respect for all living beings, the better off we will all be.

New York's humane education law was enacted in 1947. Unfortunately, many schools are unaware of it. Resolution 1541 is an important step to ensure that schools are aware of this law and comply with it. Teaching kindness should be supported and your vote for Resolution 1541 will help to accomplish this.

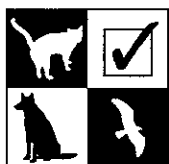
Elinor Molbegott, Legal Counsel
September 17, 2008

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**Testimony by League of Humane Voters of New York City's
Executive Director John Phillips in Support of Resolution 1541**

Good morning. Thank you, Chairman Jackson for holding this hearing today and for inviting me to speak. Thank you also to the members of this Committee for your time.

My name is John Phillips and I'm the executive director of the League of Humane Voters of New York City. On behalf of our more than 7,000 politically active members in New York City, we applaud the City Council and Chairman Jackson for their ongoing efforts to increase compliance with crucial education mandates, especially the one of particular interest to our organization, Section 809 of the New York State Education Code, which requires education in the humane care and treatment of animals.

Resolution 1541 is correct in asserting that a well-rounded education must go beyond the core academic subject areas. Children must be taught from a young age the value of kindness, compassion and respect for all living beings. Likewise, adults, especially teachers, must be trained in cultivating these virtues in our youth. In 1947, the New York State Legislature recognized this and enacted one of the strongest humane education mandates in the nation. Unfortunately, more than 60 years later, the law has been forgotten. Educators are often shocked to learn of its existence, especially since the penalty for non-compliance can result in withdrawal of State funds.

The League supports Resolution 1541 and we hope that it will be passed out of this committee and this Council immediately. We also hope it will have the desired effect of increasing awareness of and compliance with the humane education mandate. However, we do not believe that it mitigates the need for further legislation on the issue. In fact, I would be remiss if I did not also mention Resolution 497, which is co-sponsored by 42 members of this Council, including Chairman Jackson. Resolution 497 was aimed specifically at increasing compliance with the humane education mandate and includes a provision urging the Department of Education to notify schools of the mandate and instruct their teachers to comply.

In December, I testified before this Committee in support of Resolution 497. At that time, the Committee also heard testimony in support of Resolution 497 from my colleagues at the ASPCA, The Humane Society of New York and the United Federation of Teachers' Humane Education Committee, among others. The response we received from the Committee was terrific and we were told that we could hope for speedy passage out of the Council. As we know, that never happened, which is unfortunate, since we believe Resolution 497 would have done a great deal to help increase compliance with the humane education mandate.

In conclusion, while we are disappointed that the Council leadership is seemingly no longer interested in Resolution 497, Resolution 1541 will certainly help to increase awareness of humane education, and for that, we are certainly grateful. It is a step in the right direction.

Thank you.



STATEMENT IN SUPPORT OF RESOLUTION 1541

My name is Meena Alagappan and I am the Executive Director of a non-profit organization called HEART, Humane Education Advocates Reaching Teachers. We adopt a broad based view of humane education, fostering compassion and respect for people, animals and the environment by educating youth and teachers in Humane Education.

HEART supports passage of Resolution 1541, which requires that the NYC Department of Education assess compliance with various curriculum mandates and assist schools that are not in compliance to fully comply with the laws. These mandates include Section 809, which requires that all public elementary schools teach students about the humane treatment of animals.

Effective humane education programs provide students with accurate factual information, promote critical thinking, instill a sense of responsibility, and empower students by giving them the tools to make compassionate and informed choices that benefit other people, animals and the environment. Research studies have documented that childhood animal abuse is a predictor and indicator of interpersonal violence, so by cultivating compassion for animals, humane education also makes our communities safer for both people and animals.

While we endorse Resolution 1541, we do not feel that it obviates the need for further legislation addressing the specific enforcement issues with the state humane education law. One of the primary problems HEART has encountered in its efforts to assist schools with compliance with Section 809 is that educators and administrators in NYC, while receptive to incorporating humane education in their curricula, are usually unaware of the existence of the humane education mandate to begin with. To that end, we believe a notification requirement to city schools about Section 809 (as set forth in Resolution 497, which was heard by the committee in December of 2007) would complement Resolution 1541 well to help ensure that humane education is taught in our city's elementary schools.

Thanks in part to support from City Council Members, HEART completed an 18-month assessment of a 10-lesson humane education initiative, which reached over 1,000 NYC public school students. The evaluation, conducted by a leading moral development expert at Fordham University, provided persuasive evidence of the importance of humane education. For example, students' knowledge and concern increased significantly in the

areas of the needs of animals, the plight of sweatshop workers, habitat destruction, pollution, global warming, and the causes of bullying. Students' interest also increased in joining a group to help animals and the environment. Difficult issues such as animal neglect and harm, child labor, bullying, pollution and global warming can be addressed in ways that enliven and empower children as they learn how their individual actions can make a positive difference.

Voting for Resolution 1541 will help ensure that our schools comply with Section 809 and cultivate compassion and empathy in our youth. Thank you.



American Heart | American Stroke
Association. | Association.

Learn and Live.

Testimony of Hank Wasiak, American Heart Association
New York City Council, Committee on Education
Hearing on Resolution 1541
September 19, 2008

Good morning Chairman Jackson and members of the Committee. Thank you for the opportunity to testify today. My name is Hank Wasiak, and I am speaking before you as a Member of the Board of the American Heart Association for the Founders Affiliate, which encompasses New York City. The American Heart Association is the nation's largest, voluntary health organization dedicated to reducing death and disability due to stroke and cardiovascular disease, which is the leading cause of death here in New York City. I'm also speaking as a dad and grandfather who believes, as you do, that the health and well being of the City's children is paramount. My purpose today is to let you know that the American Heart Association enthusiastically supports Resolution 1541, and we urge you to do so as well. Here's why.

While we have made significant progress in fighting cardiovascular disease there is one alarming factor that threatens to reverse all of these gains - rising obesity rates, particularly with kids and teens. We are now seeing unmistakable signs of what were formerly adult diseases showing up in our in children... from high cholesterol to type II diabetes. And, there is another fact that should motivate every one of us to take this issue by the horns and emphatically and unequivocally be committed to doing something about it. In a study on life expectancy published in the New England Journal of Medicine. Dr. David Ludwig, wrote the following:

"Obesity is such that this generation of children could be the first in the history of the United States to live less healthful and shorter lives than their parents,"

I don't know about you, but that statement sends shivers down my spine. **The first generation to have a shorter life expectancy than their parents.** And New York City is no exception. The New York City Department of Health and Mental Hygiene reported that by the time New York City children reach kindergarten, 20% are already obese. Upon reaching elementary school, 40% of New York City students can be classified as overweight or obese

A comprehensive program of lifestyle change that encompasses diet, education and physical activity is urgently needed. In regard to physical activity, the good news is that the New York State Education Curriculum has already addressed this issue by requiring that all schools provide students in grades K-3 with daily physical education. Students in grades 4-6 must receive physical education instruction at least three times weekly, and for grades 7-12 it must be taught two or three times per week. Following these physical fitness and activity guidelines significantly reduces the risks for high blood pressure, low HDL ("good") cholesterol, diabetes, and, of course, obesity. Additionally, physically active students have been repeatedly shown to perform better academically; they benefit from improved cognitive ability and exhibit reduced levels of tobacco use, insomnia, depression and anxiety.

The bad news is that many New York City schools are not compliant with the guidelines outlined in New York State Education Law, and some New York City schools are not providing any physical education instruction whatsoever. A 2008 survey by the Public Advocate of 100 randomly selected schools found that 96% percent of surveyed elementary schools were in violation of the state requirement for daily physical education. Similarly, a survey by the Bronx Borough President's Office found that more than 4,000 Bronx students, in at least ten schools, are provided with no physical education instruction at all.

The American Heart Association recognizes and applauds the New York City Department of Education for its recently renewed focus on physical education with the NYC FitnessGram, CHAMPS, and the introduction of the Physical Best curriculum. Unfortunately, none of these measures directly addresses schools' compliance with the state curriculum guidelines for physical education instruction, and the overwhelming rate of non-compliance in New York City schools has not diminished significantly, if at all.

If New York City is to effectively address the childhood obesity epidemic, it is critical that our schools provide quality, physical education instruction. Unfortunately, current controls have proven inadequate and Resolution 1541 would provide New York City with an urgently needed and important tool to fight obesity among our youth.

Thank you.



TESTIMONY OF DAVID J. FISCHER, CENTER FOR AN URBAN FUTURE

NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION

“OVERSIGHT: CAREER AND TECHNICAL EDUCATION”

FRIDAY, SEPTEMBER 19, 2008

I'm David Fischer, project director for workforce and social policy at the Center for an Urban Future, a Manhattan-based non-partisan public policy think tank that conducts research on important issues concerning economic development, workforce development and social policy for New York City. Thank you for the opportunity to testify today on the important subject of career and technical education in New York City's public high schools.

Earlier this year, I authored a report titled “Schools to Work” that examined the performance and potential of CTE as a programming direction to help the city produce better outcomes in both education and workforce development. My research interest in this subject first arose from the realization that the subject areas in which CTE programs are most heavily concentrated—such as information technology, health care, and construction—are the same sectors of the economy in which New York City is projected to experience robust job growth over the next decade. Clearly, if these programs succeed, they can act as a strong pipeline into some of the city's most important jobs, replacing retiring Baby Boomers and assuring local employers access to a sizable pool of well

skilled workers.

Before CTE programs can serve a workforce development function, however, they must fulfill their core academic mission. Our research, like the “report card grades” issued by the city to the CTE high schools late last year, suggests mixed results in this regard. A number of CTE high schools are nationally recognized standouts, demonstrating sustained excellence on both the educational and career-preparatory fronts. Another handful produce among the lowest test scores and graduation rates in the city, and the bulk lie somewhere in between. The task of city policymakers now is to identify why some schools are succeeding while others have faltered, and to craft strategies to raise the performance of the lagging schools.

In its final report, the mayoral task force on CTE did an excellent job of diagnosing the challenges confronting CTE in New York City. The concerns they identified include the lingering negative perception of career-preparatory programs, inadequate integration of academic and vocational materials within curricula, the scattershot and ad hoc nature of CTE schools’ engagement with the private sector, and the resource challenges facing schools that must maintain “labs” in which the facilities bear some resemblance to state-of-the-art equipment—whether kitchens, desktop publishing, or automotive diagnostic tools—used in industry.

Unfortunately, the task force is not nearly as strong when it comes to prescriptive measures to take on these challenges. To give one example, the “Vision” section of the report includes strong language around “integrating classroom instruction” of academic and vocational content. I was very glad to see this, given my own belief, based on interviews conducted with school-level staff and national experts and a survey of the

research literature, that education outcomes within CTE programs could be raised across the board by greater integration of traditional subjects and career-preparatory material within each school's curriculum. But the report includes no action step to start schools down this road. A modest but useful first task would be to create an inventory of past and current efforts in each school to integrate curricula, simply to determine what foundation might exist to build upon.

The task force is similarly silent on specific answers to the question of how to ensure adequate funding for CTE programs. The final report calls upon policymakers to "plan capital investments for long-term CTE alignment," but sets no guidelines in this area. Based on both the schools we visited and the industry-based officials we spoke with, this question ranks among the biggest concerns for both groups. Again, a worthwhile first step would be to ask each school to submit an inventory of their capital stock and self-assessment of their current and projected future needs.

The absence of specifics in these and other areas within the final report of the task force is frustrating because in certain instances, the report does achieve this high level of detail. Two examples of this are the call to compile "an inventory of existing partnerships [with industry] linked to CTE schools... to provide a baseline from which to gauge the effectiveness of new efforts," and the recommendation to "define quantifiable annual targets for internship development across schools/programs to ensure alignment of students and internship opportunities." Both are excellent ideas that will address important current gaps in information that complicate the relationship between CTE schools and industry partners.

Another overarching problem in the conversation around CTE is that information

about how participants in these programs fare after high school completion is strikingly limited. This in part reflects the system-wide want of data about high school graduates: the Department of Education does not track its former students, and at the school level information collection about graduates' post-high school plans is entirely anecdotal. Analyses suggest that CTE students in New York State attend college in at least slightly higher numbers than their academics-only counterparts, and might perform better once there, and national studies have found that CTE students might earn higher pay than non-CTE students. A stronger grasp of data around these questions would be of great value in shaping policy and resource investments within the education system.

My concern about the relative lack of specific action steps and imperatives toward more rigorous collection of information is related to the uncertainty around what will happen now that the task force has completed its report. Perhaps actions such as the ones I have suggested today and elsewhere will comprise part of the "defined implementation strategy" called for in the report. With less than sixteen months remaining for Mayor Bloomberg in office, however, time is of the essence, and as the larger questions around mayoral control and next year's city elections take center stage, there is risk that the good work of the task force and the Department of Education around the question of improving CTE programs will get drowned out or obscured. I am glad that the City Council has taken an interest in this vital area of our education system, and I urge you to remain closely engaged with the subject.

Thank you very much for the opportunity to testify today. I'd be happy to answer any questions you might have.



American Heart Association | American Stroke Association

Learn and Live.

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New York City Council, Committee on Education
Hearing on Resolution 1541
September 19, 2008

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A comprehensive program of lifestyle change that encompasses diet, education and physical activity is urgently needed. In regard to physical activity, the good news is that the New York State Education Curriculum has already addressed this issue by requiring that all schools provide students in grades K-3 with daily physical education. Students in grades 4-6 must receive physical education instruction at least three times weekly, and for grades 7-12 it must be taught two or three times per week. Following these physical fitness and activity guidelines significantly reduces the risks for high blood pressure, low HDL ("good") cholesterol, diabetes, and, of course, obesity. Additionally, physically active students have been repeatedly shown to perform better academically; they benefit from improved cognitive ability and exhibit reduced levels of tobacco use, insomnia, depression and anxiety.

The bad news is that many New York City schools are not compliant with the guidelines outlined in New York State Education Law, and some New York City schools are not providing any physical education instruction whatsoever. A 2008 survey by the Public Advocate of 100 randomly selected schools found that 96% percent of surveyed elementary schools were in violation of the state requirement for daily physical education. Similarly, a survey by the Bronx Borough President's Office found that more than 4,000 Bronx students, in at least ten schools, are provided with no physical education instruction at all.

The American Heart Association recognizes and applauds the New York City Department of Education for its recently renewed focus on physical education with the NYC FitnessGram, CHAMPS, and the introduction of the Physical Best curriculum. Unfortunately, none of these measures directly addresses schools' compliance with the state curriculum guidelines for physical education instruction, and the overwhelming rate of non-compliance in New York City schools has not diminished significantly, if at all.

If New York City is to effectively address the childhood obesity epidemic, it is critical that our schools provide quality, physical education instruction. Unfortunately, current controls have proven inadequate and Resolution 1541 would provide New York City with an urgently needed and important tool to fight obesity among our youth.

Thank you.

Testimony of Irasema Garza

President

Legal Momentum

Hearing: Career and Technical Education Programs in New York City Public Schools

New York City Council Education Committee

September 19, 2008

I am Irasema Garza, president of Legal Momentum, the oldest legal advocacy organization in the United States dedicated to advancing the rights of women and girls. Thank you for the opportunity today to testify on Career and Technical Education Programs in New York City Schools.

Legal Momentum uses policy initiatives and impact litigation to challenge discrimination and expand opportunities for women working in historically male-dominated fields, such as the skilled trades and firefighting.

The city's Career and Technical Education programs are at the forefront of New York City's economic development, both for the city's future and the future of its residents. These schools prepare students for jobs in many of the industries that are facing both growth and worker shortages fueled by the surge of baby boomer retirements. Today's focus on CTE innovation and reform makes this a critical moment to address long-standing problems. One of the most intractable features of New York's CTE system is the extremely low number of girls in most programs that prepare students for highly paid jobs in traditionally male dominated occupations. Ending this sex segregation is the focus of my remarks.

New York City CTE schools have a long history of sex segregation. In 1982, the State Department of Education found that New York City's vocational high school system violated Title IX's prohibitions on sex segregation in vocational education. The New York City Board of Education Task Force on Sex Equity reports in 1994 and 2000 as well as the Public Advocate's January 2008 report repeatedly point to the failure of New York City CTE schools to comprehensively and effectively address gender equity in the schools. There have been attempts to remedy the problem, but so far, they have fallen woefully short of achieving equal opportunity.

In a country where women are 41% more likely to be poor than men and female high school graduates earn less than male high school drop outs, it is time to ensure that New York City girls

have the opportunity to learn about and participate in the training for jobs in the skilled trades and others seen as “men’s work,” as a matter of economic security. The wages for traditionally male dominated occupations are substantially higher than those for traditionally female dominated occupations. Statewide, experienced hairdressers and cosmetologists earn \$30,930 compared to \$66,660 for experienced Carpenters, \$44,600 for experienced auto mechanics, and \$56,610 for experienced aircraft mechanics. Ending sex segregation in CTE schools would open the doors of economic opportunity to countless girls in our public school system and substantially change the future experience of women in the workforce.

Legal Momentum is currently working with seven CTE High Schools, the Department of Education and the UFT to develop a sustainable solution to sex segregation in CTE programs. Our “Pipeline Project” is rooted in nationally proven strategies, many of which the Mayor’s Task Force on CTE Innovation has also included in its recommendations. These proven strategies include:

- Building strong education, industry and community partnerships;
- Introducing students to role models, including professionals who have nontraditional careers;
- Providing hands-on opportunities for students to learn about and apply skills;
- Cultivating an institutional commitment to gender equity.

We are heartened by the Mayor’s Task Force on CTE Innovation’s inclusion of gender equity issues in its recommendations. We remain, however, very concerned that these recommendations are not enough. It is imperative that gender equity programming become a core aspect of all CTE planning. The pervasiveness and persistence of sex segregation in CTE Schools underlines the

importance of ensuring that these gender imbalances are addressed in a fundamental and basic manner.

In order to ensure gender equity throughout the CTE system, the following steps should be taken:

1. Set meaningful recruitment goals for boys' and girls' participation in CTE programs that are "non-traditional" for their gender until the city at least meets the State Education Department goal of 28%.
2. Designate an office at the Department of Education to take charge of working with schools to meet recruitment goals, and assign that office as well, to monitor and report on schools' progress in ending sex segregation in CTE programs.
3. Require periodic training for administrators, teachers and staff to help create school environments that are non-discriminatory and welcoming to both girls and boys.
4. Develop CTE curricula and instructional practices that prepare students to succeed in a diverse workplace, and that address the challenges of gender integration in traditionally single sex fields.

We ask the City Council to support these efforts to ensure that gender equity and girls' and women's economic security are a systemic priority and not -- as is too often the case -- an afterthought tacked on to the system. Thank you very much for this opportunity to testify today.

I welcome your questions.

Founded in 1970 as NOW Legal Defense and Education Fund, Legal Momentum is the nation's oldest legal advocacy organization dedicated to advancing the rights of women and girls. Legal Momentum occupies a unique position as a multi-issue organization dedicated solely to women's rights. It is a national leader in developing and implementing litigation, advocacy, and public education strategies to open and expand opportunities for women, and to ensure that all women can build safe and economically secure lives for themselves and their families. Among its many and historic contributions to the advancement of women's rights, Legal Momentum was instrumental in the passage of the Violence Against Women Act (VAWA) and the Freedom of Access to Clinic Entrances Act (FACE).

Joseph Mugivan
Advocate for School
Indoor Air Quality
Teacher
New York City
j.mugivan@att.net

A Presentation before the Education Committee
Of the New York City Council

Compliance by the New York City
Department of Education
With the Curriculum Mandates
Of the New York State
Education Law.
Res. No.1541

Honored Members of the Committee:

I have been a teacher in New York City for 15 years. I have worked with all grade levels of elementary and intermediate education, as well as with special education.

My experience includes being an adjunct professor at the Graduate Schools of Education at Queens College, teaching "The Psychology of the Exceptional Child", and a Literacy Studies adjunct at Long Island University for the United Federation of Teachers.

As education in the schools changed at the beginning of the millennium, the educational system under mayoral control has become more centralized. Prior to this period, teachers developed lesson plans which were approved and monitored independently by the administration of the schools at the local level. Principals and administrators had the independence to use their own professional experience, as educators, to determine the best direction for the students of their school.

In the new millennium, under centralized mayoral control, principals are required to attend to the needs of a new bureaucracy. They responded to their new leaders who offered market-driven programs. These new leaders had little knowledge of how to raise reading and math scores, or to understand how children learn. Some had no experience in education at all.

Interesting and creative learning experiences became suspect, as administrators in schools were assessed by their seniors with visits to their schools and classrooms. The new leaders focused on “instruction” and control with less concern about learning.

Due to this deficiency, teachers were judged primarily by the arbitrary aesthetics of their bulletin boards and classroom walls. Focus was placed on new and untested programs, which usurped the time and creativity needed to meet the necessary state standards.

Prior to these new changes, teachers had the time and encouragement to conform to city and state curricula, and to deliver these mandates in ways that were effective for the students.

Projects were created which incorporated literacy development throughout the entire curriculum, using content knowledge within the resources available, such as text books, library books, field trips, audio visual systems, public presentations, etc. All of the mandated content was processed by the students through the writing process, which enabled students to learn about the various subjects within a comprehensive context and improve their reading comprehension.

With the advent of mayoral control, the teacher’s time became monopolized for many months by constant individualized reading assessment with market-force programs that interfered with classroom work. Many of the new assessments were less meaningful to the teacher than those made in the context of the curriculum, and had limited value. These time-consuming new assessments were not related to the state curriculum.

The original writing process, within the framework of the state standards, was replaced by the idea that writing is comprised of separate discreet skills. Teaching to these skills led to the creation of standard-based report cards, which were eventually cancelled when parents rebelled that these report cards did not inform them about their child’s learning. This approach to instruction and assessment created a barrier between parents, teachers and students.

All learning and literacy development is about relationship. Education is referred to as a Social Science. The constant atomization of learning and assessment challenges the paradigm, which supports the required state curriculum.

Presently, the administration has decided to go back to the teaching of content within the curriculum after all of these years. This new content program is of great concern; if it should narrow the scope and process that teachers require to develop an enriching experience for their students in meeting the standards of the State of New York. I have come to the conclusion that disputes over learning programs are more about power and control than about education.

The current centralized structure of education encourages fear, control and anger, resulting in the loss of highly qualified and educated teachers, alienation of administrators and student violence within the schools. These are obstacles to effectively meeting the state educational curriculum and providing a nourishing and supportive learning environment.

Questions

September 19, 2008

Oversight: Career and Technical Education

Mayoral Task Force on Career and Technical Education Innovation

In addition to asking you some questions about the current state of CTE schools and programs, I want to ask about some of the recommendations of the Mayoral Task Force on Career and Technical Education Innovation.

- So my first question is, how does the DOE plan to really implement the recommendations of the Task Force, so that this is more than just another report sitting on a shelf collecting dust?

Demonstration Sites

The Mayoral Task Force report calls for the establishment of up to 5 CTE “demonstration sites” to model best practices and innovations. The 5 demonstration sites may include:

- 1) A new DOE public school
 - 2) A new joint DOE/CUNY public school that is a career-focused early college school (grades 9–14) where high school students can earn college credits
 - 3) An existing large comprehensive high school with Small Learning Communities
 - 4) A new or restructured middle school
 - 5) A new charter school
- How will you decide where new CTE schools will be located and what programs of study they will include?
 - How will you determine which existing large comprehensive high school and/or which existing middle school will serve as a demonstration site?
 - If the schools chosen already have CTE programs, will the schools operate new CTE programs or will the DOE focus on improving the existing CTE programs?
 - How will students be selected to attend these CTE sites?
 - Will preference be given to at-risk-youth and female students?
 - What specific practices will be incorporated into the proposed middle school recruitment and public education campaigns to change negative perceptions of CTE?

Funding / Resources

A number of recent reports on CTE by the Public Advocate, Comptroller, IBO and Center for an Urban Future claim that CTE has been “underfunded” by the current administration. Costs for operating CTE schools must be very high since they require special equipment and materials; more teachers (teachers for academic subjects as well as CTE classes); smaller class sizes for CTE courses; extra professional development (so CTE teachers can keep current with rapid changes in technology); and many unique expenses, (like expenses for apprenticeship and internship programs, administering special examinations, etc. **Yet, an IBO report released last year found that funding was \$750 per student lower at CTE high schools than at general academic high schools**, in part because of a 2004 change in the way the city allocated funding to schools.

- Are CTE schools still receiving less funding per student on average than general academic high schools?
- I understand that the DOE's Fair Student Funding system is now providing an additional allocation for CTE schools in the form of a higher "weight" for CTE students that varies depending on the type of program. Can you please explain how this works and tell us how much additional funding is generated for CTE schools by this method?
- Can you give us a breakdown of how much additional Federal funding (Perkins Act/VATEA, Workforce Investment Act and other grants) CTE schools receive?
- Can you give us an estimate of additional funding that CTE schools receive from industry partners or the private sector as a whole?
- What plans does DOE have to replace outdated equipment in CTE programs?
- The 2007 decision to cut the department's CTE division from 27 staffers to 10 was seen as a clear marker of DOE's continuing lack of support for CTE. Was this cut made for budget reasons? What other resources or support is provided to CTE programs by DOE's central office?

Capital needs

- In light of projected budget shortfalls in the next few years and the fact that CTE schools may have greater facility and equipment needs than other schools, how do you plan to meet CTE capital needs?
- How will private industry partnerships be used to fund technical capital requirements?

State-certification of CTE programs

Most of the recent reports on CTE have noted that very few of the DOE's CTE programs are State-certified. Based on information on the DOE website, less than one-fourth of CTE programs in city high schools are State-approved. Graduates of state-approved programs receive a technical endorsement on their diplomas, and only state-approved programs can offer industry certification.

- Why hasn't DOE applied for State-certification for all CTE programs in the City?
- What has DOE done to accelerate the application process for CTE programs that are not yet State-approved?
- Why doesn't DOE indicate which CTE programs are state-approved on its website and in the High School Directory and other written materials, so that students and parents can make informed decisions?

Finding and retaining certified CTE teachers

Finding and retaining certified teachers is difficult for all schools but is particularly challenging for CTE programs because it's hard to find skilled instructors in CTE disciplines, and the teacher certification process is complex, time consuming and extremely frustrating for individuals coming from industry to the classroom. Also, private sector positions in CTE fields generally pay more than most teachers make.

- Can you please describe what steps DOE is taking to recruit and retain certified CTE teachers?
- Has DOE reached out to industry partners for help in finding CTE teachers?

Partnerships and linkages

For many years, many businesses have felt uncomfortable and frustrated in trying to deal with the DOE. Some of the problems for private industry include having to interact with multiple individual schools and people, courses or programs being cut with little notice, sometimes after considerable private investment of time and money, and so on.

- How will DOE improve linkages and increase private industry partnerships?
- Is DOE actively seeking financial support for CTE from private industry?
- How does DOE plan to expand support for internships and other work-based learning opportunities?
- What is DOE doing to foster stronger linkages with CUNY and other colleges and universities regarding CTE?

Combatting institutional bias

- How does DOE plan to combat negative perceptions of CTE and “promote CTE as an equally rigorous path for high school students” as recommended by the Mayor’s CTE Task Force?

Newly opened CTE schools & plans for others

- Can you please tell us about the new CTE schools that have opened?
- What plans do you have for opening additional CTE schools?



STATEMENT IN SUPPORT OF RESOLUTION 1541

My name is Meena Alagappan and I am the Executive Director of a non-profit organization called HEART, Humane Education Advocates Reaching Teachers. We adopt a broad based view of humane education, fostering compassion and respect for people, animals and the environment by educating youth and teachers in Humane Education.

HEART supports passage of Resolution 1541, which requires that the NYC Department of Education assess compliance with various curriculum mandates and assist schools that are not in compliance to fully comply with the laws. These mandates include Section 809, which requires that all public elementary schools teach students about the humane treatment of animals.

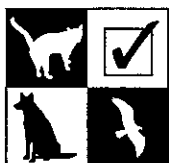
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While we endorse Resolution 1541, we do not feel that it obviates the need for further legislation addressing the specific enforcement issues with the state humane education law. One of the primary problems HEART has encountered in its efforts to assist schools with compliance with Section 809 is that educators and administrators in NYC, while receptive to incorporating humane education in their curricula, are usually unaware of the existence of the humane education mandate to begin with. To that end, we believe a notification requirement to city schools about Section 809 (as set forth in Resolution 497, which was heard by the committee in December of 2007) would complement Resolution 1541 well to help ensure that humane education is taught in our city's elementary schools.

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areas of the needs of animals, the plight of sweatshop workers, habitat destruction, pollution, global warming, and the causes of bullying. Students' interest also increased in joining a group to help animals and the environment. Difficult issues such as animal neglect and harm, child labor, bullying, pollution and global warming can be addressed in ways that enliven and empower children as they learn how their individual actions can make a positive difference.

Voting for Resolution 1541 will help ensure that our schools comply with Section 809 and cultivate compassion and empathy in our youth. Thank you.



**LEAGUE OF HUMANE VOTERS
OF NEW YORK CITY**

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**Testimony by League of Humane Voters of New York City's
Executive Director John Phillips in Support of Resolution 1541**

Good morning. Thank you, Chairman Jackson for holding this hearing today and for inviting me to speak. Thank you also to the members of this Committee for your time.

My name is John Phillips and I'm the executive director of the League of Humane Voters of New York City. On behalf of our more than 7,000 politically active members in New York City, we applaud the City Council and Chairman Jackson for their ongoing efforts to increase compliance with crucial education mandates, especially the one of particular interest to our organization, Section 809 of the New York State Education Code, which requires education in the humane care and treatment of animals.

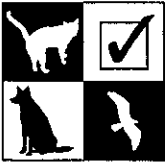
Resolution 1541 is correct in asserting that a well-rounded education must go beyond the core academic subject areas. Children must be taught from a young age the value of kindness, compassion and respect for all living beings. Likewise, adults, especially teachers, must be trained in cultivating these virtues in our youth. In 1947, the New York State Legislature recognized this and enacted one of the strongest humane education mandates in the nation. Unfortunately, more than 60 years later, the law has been forgotten. Educators are often shocked to learn of its existence, especially since the penalty for non-compliance can result in withdrawal of State funds.

The League supports Resolution 1541 and we hope that it will be passed out of this committee and this Council immediately. We also hope it will have the desired effect of increasing awareness of and compliance with the humane education mandate. However, we do not believe that it mitigates the need for further legislation on the issue. In fact, I would be remiss if I did not also mention Resolution 497, which is co-sponsored by 42 members of this Council, including Chairman Jackson. Resolution 497 was aimed specifically at increasing compliance with the humane education mandate and includes a provision urging the Department of Education to notify schools of the mandate and instruct their teachers to comply.

In December, I testified before this Committee in support of Resolution 497. At that time, the Committee also heard testimony in support of Resolution 497 from my colleagues at the ASPCA, The Humane Society of New York and the United Federation of Teachers' Humane Education Committee, among others. The response we received from the Committee was terrific and we were told that we could hope for speedy passage out of the Council. As we know, that never happened, which is unfortunate, since we believe Resolution 497 would have done a great deal to help increase compliance with the humane education mandate.

In conclusion, while we are disappointed that the Council leadership is seemingly no longer interested in Resolution 497, Resolution 1541 will certainly help to increase awareness of humane education, and for that, we are certainly grateful. It is a step in the right direction.

Thank you.



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**Testimony by League of Humane Voters of New York City's
Executive Director John Phillips in Support of Resolution 1541**

Good morning. Thank you, Chairman Jackson for holding this hearing today and for inviting me to speak. Thank you also to the members of this Committee for your time.

My name is John Phillips and I'm the executive director of the League of Humane Voters of New York City. On behalf of our more than 7,000 politically active members in New York City, we applaud the City Council and Chairman Jackson for their ongoing efforts to increase compliance with crucial education mandates, especially the one of particular interest to our organization, Section 809 of the New York State Education Code, which requires education in the humane care and treatment of animals.

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