

Since all CSDA students are expected to graduate high school with a minimum of 6 college credits, the CTE pathways are one vehicle toward that success. The CSDA has articulated credits for each of the approved CTE pathways by partnering with several institutes of higher education. Existing articulation agreements include: Hudson Valley Community College (HVCC) Advanced Standing, Bryant and Stratton, Austin Beauty School of Cosmetology, and Schenectady County Community College (SCCC) Business Application.

CTE students also have various experiences outside the classroom such as apprenticeships, work-based learning, job shadowing, Career Exploration Internship Programs (CEIP), and SkillsUSA/industry competitions to learn and garner information about future college and career opportunities.

The CSDA continues to employ a full-time Work-Based Learning Coordinator to serve as a liaison with the business community and Advisory Council, help identify work-based learning experiences for CTE students, and provide any needed supports for CTE students be successful in their placements.

The CTE efforts are aligned with the CSDA's overall Secondary Transformation Efforts/College and Career Readiness, a series of efforts in the middle and high schools which assist students in grades 6-12 be better prepared for college and a career post-graduation. This includes enrolling all 9th graders in a mandatory Freshmen Seminar, which focuses on college and career readiness skills and culminates with a student driven "five year plan" for their individual academic and career goals. This course also integrates with Naviance, an online, college and career-readiness program that provides students and families with college planning and career assessment tools at home and school. The CSDA also created a new "College and Career Readiness" position based at Albany High School to help facilitate building apprenticeships, work-based learning, and CEIP; and working with the guidance department on scheduling sophomores into sequences and building understanding about the CTE pathways as options for students.

Over the past year, the Abrookin Career and Technical Education Center (ACTC) has made efforts to improve program access for special populations. For example, the Advisory Council had the Director of ENL and Refugee Services collaborating and establishing avenues for two way communication. In addition, an ENL Teacher at AHS partnered with the ACTC WBL to develop tours of the CTE programs for ENL students, as well as a follow up for specific students to "shadow" in classes and programs of interest.

For 2016-2017, the CSDA will continue efforts for ENL students and focus on students with disabilities. In fact, Major Effort 2 for the upcoming year is specifically focused on activities which increase CTE access for all students. For example, administrators will focus efforts on more differentiated CTE instruction and classes specific to SWD according to their abilities. This includes exploring meaningful, service-level classes and alternative certifications in the pathways according to student ability (for example, with Culinary Arts, ServSafe Certification versus Culinary Arts Level 2, Cook industry-certification). ACTC will also allow CTE students who have completed approved pathways to use a state approved industry-level exam in lieu of a Regents graduation requirement. Also, the CSDA will begin planning and discussion to create a work-based learning experience/business on-site for SWD who might need to improve skills and

confidence before being placed in the community. With limited time during the school day, having an on-site WBL prevents the need for students to leave the building. The ACTC principal will identify a SPED Teacher is to serve as the primary liaison to ensure access to and success in career pathway programs through the direct communication and collaboration regarding informing the curriculum and student individual education plan needs. The cross representation of members on the Advisory Council and communication structure is designed to inform everyone about the diverse needs of the CSDA's CTE students.