

Culinary Arts (CA) & Information Technology (ITA)

External Review - June 2, 2021



East Mission: *At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.*

Welcome Stakeholders

In the chat box if you could please type:

- Your Full Name
- The Company/School/Community Agency you are representing

We will be using this chat as a record of attendance for NYSED



Today's Purpose

PURPOSE: The External Review Committee reviews the documentation being sent to the state and the recommendations from the self-study teams, then provide any additional recommendations that should be addressed prior to the application proceeding to the Board of Education/ Superintendent for signature and submission to NY State.

Today's Agenda

AGENDA TODAY IS TO REVIEW:

- **To make sure that the SELF-STUDY COMMITTEES Reviewed:**
 - Curriculum & Standards Alignment
 - Technical assessments/Capstone projects
 - Work-Based Learning opportunities
 - Work-Skills Employability Profiles
- **You must also:**
 - Review staff certifications;
 - Review Post-Secondary Agreement(s)







Career and Technical Education (CTE) Technical Endorsement is an enhancement on a student's high school diploma in the form of a New York State Education Department seal indicating that a student has completed coursework in a state approved CTE program along with the requirements for technical endorsement.

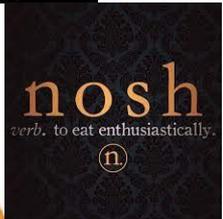


**WORKPLACE
READINESS**

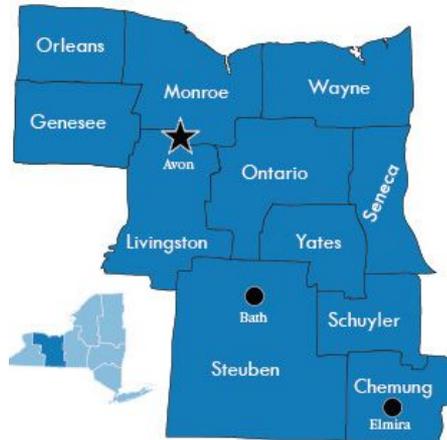
SELF STUDY COMMITTEES

Culinary

Information Technology

 <p>DINING SERVICES UNIVERSITY OF ROCHESTER</p>  <p>JOSEPH A. FLOREANO ROCHESTER RIVERSIDE CONVENTION CENTER</p>  <p>Monroe Community College STATE UNIVERSITY OF NEW YORK</p>  <p>Wegmans</p>  <p>OLD PUEBLO GRILL ROC CITY, NY Est. 2018</p>  <p>nosh verb. to eat enthusiastically. n</p>	 <p>UNIVERSITY of ROCHESTER</p> <p>University IT</p>  <p>Cloud Check</p>  <p>Monroe Community College STATE UNIVERSITY OF NEW YORK</p>  <p>RTS REGIONAL TRANSIT SERVICE</p> <p>Rochester Works!</p> <p>R·I·T</p>
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CULINARY ARTS/INFORMATION TECHNOLOGY LOCAL AND STATE INDUSTRY EMPLOYMENT NEEDS



Current Regional Labor Market Needs



FOOD MANUFACTURING (Page 7)

Rank # 2 Food Batch Makers, % Share of Workforce= 9.7%, **Projected Employment Change 2016-2026= 14.1%**

Rank #5 Bakers, % Share of Workforce= 3.2%, **Projected Employment Change 2016-2026= 15.4%**

COMPUTER AND ELECTRONIC PRODUCT MANUFACTURING (Page 9)

Rank #2 Software Developers, Systems Software % Share of Industry Workforce=6.8%,
Projected Employment Change 2016-2026= 5.1%

Rank #7 Software Developers, Applications, % Share of Industry Workforce= 3.3%
Projected Employment Change 2016-2026= 26.1%

PROFESSIONAL, SCIENTIFIC AND TECHNICAL SERVICES (Page 10)

Rank #3 Computer User Support Specialists, % Share of Industry Workforce= 4.4%,
Projected Employment Change 2016-2026=13.1%

NY State Labor Market Needs



Top NY State Growth Occupations in Culinary Arts:

- ❑ Cooks, Restaurants: **Projected Employment Change 2018-2028 = 15% change,**
- ❑ Combined Food Preparation and Serving Workers: **10.7% change,**
- ❑ Food Service, Non Restaurant: **11.9% change**

Top Growth Occupations in Information Technology:

Information Securities: **Projected Employment Change 2018-2028= 34.3%**

Software Development; **Application-28.3% & System 20.1%**

CA INDUSTRY ADDITIONAL DISCUSSIONS:

- ❑ Food Batch Makers - include non-restaurant and catering as well
- ❑ Specialty Baking has become more wide-spread but there is still a high demand for commercial bakers with Wegmans, Lanovara, DiPaolo, Midstate Bakery all within Monroe County
- ❑ All Restaurants looking for good solid line cooks who also understand the service side of the restaurant industry

IT INDUSTRY ADDITIONAL DISCUSSIONS:

- ❑ Amazon is looking for plenty of JUNIOR software devs and has built an accelerated program to train them.
- ❑ Current and future trends adding to the chat: Data warehousing, single page, Java coding
- ❑ Cloud computing is currently where the demand is AWS, Azure.... Google Services.
- ❑ Network security in all pathways
- ❑ PC Hardware Support is farmed out and on the decline but not mobile devices and laptop upgrades and support

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EXTERNAL COMMITTEE Review Form



East CTE: Culinary Arts & Information Technology Re-Certification EXTERNAL REVIEW FORM

This is a feedback form for members of the East High School Culinary Arts/Information Technology External Review Committee - June 2021. Your input on this form is the last step before submission of the final application to the New York State Education. The East EPO and our staff in both the Culinary Arts & Information Technology Pathways want to thank you for participation in this important review.

CURRICULUM



Checklist of Elements of CTE Curriculum reviewed by the two self-study teams:

- Is the curriculum is set up sequentially
- Does the level of rigor increases as they move through the pathway?
- Does the curriculum provides the basic skills and knowledge needed for this industry?
- Does the curriculum prepare the scholars for the industry exam?
- Does the curriculum gets the scholar ready for their work-based learning experiences?

NOTE: ** In a CTE program the courses MUST be organized by levels of difficulty or by thematic relationships, and each sequential course should build off of the courses before it **

CULINARY PROGRAM

- 1- Introduction to Culinary
- 2- Culinary Skills Development I
- 3- Culinary Skills Development II
- 4- Kitchen & Restaurant Management



End-of-Pathway Senior Portfolio Project

Note: This blue print aligns with the blueprint for our industry exam

GRADE	COURSES	
9	<p>Introduction to Culinary & Hospitality 1-Credit</p>	<p>NOTE: If start the Culinary Arts Pathway in 10th grade, will NOT be eligible for the CTE Endorsement or the Advanced Regents through this pathway</p> 
10	<p><i>Passed Introduction to Culinary</i> Culinary I 1 - Credit</p>	<p>Introduction to Culinary & Hospitality 1-Credit</p>
	<p>ServSafe® Certification</p>	
11	<p><i>Passed Culinary I</i> Culinary II 1 - Credit</p>	<p><i>Passed Introduction to Culinary</i> Culinary I 1 - Credit</p>
12	<p><i>Passed Culinary II</i> Kitchen & Restaurant Management 1 - Credit</p>	<p><i>Passed Culinary I</i> Culinary II 1 - Credit</p>
	<p><i>Required for CTE Endorsement and/or Advanced Regents</i> Careers & Financial Management- BUSINESS 1 - Credit</p>	<p>Careers & Financial Management- BUSINESS 1 - Credit</p>

CA CURRICULUM COMMENTS:

- ❑ The course sequence is logical and methodical and very thoughtful for the development of young students as they begin a career in Culinary Arts
- ❑ Maybe I'm missing this, but having a unit about nutrition (e.g. macronutrients, healthy eating, etc.) would be beneficial.
- ❑ It progresses
- ❑ Sequence is appropriate based on level of rigor.
- ❑ I do not see duplication in the curriculum. I do believe the natural layering of more in depth course materials, as the courses progress, does allow students to develop yet fosters reinforcement of some more critical skills critical skills i.e. safety sanitation, math etc.



CA CURRICULUM COMMENTS:

- ❑ But I also know that things, like safety, must be present or reviewed each year. So there isn't duplication in the in-depth content but some review of necessary content.
- ❑ While it is free of bias, providing support for SPED and ENL's would be very valuable and would increase the number of students who complete the program.
- ❑ Sequence of learning is appropriate as level of rigor progressively increases such as vocabulary and culinary tasks.



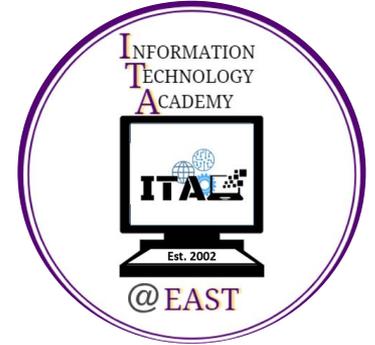


CA CURRICULUM DISCUSSED SUGGESTIONS:

- ❑ **How to work efficiently, effectively and maintain your work area** is crucial in all areas of the back of the house
- ❑ **Baking is a good place to teach math** - involves making math adjustments on the spot - to keep waste at or close to zero
- ❑ **Serve Safe Manager Exam is a huge plus as a micro credential** in both restaurant and non-restaurant
- ❑ **Have training in AED machine and basic first aid**
- ❑ **Have training in Fire Drills specific to when the kitchen is in operation**

INFORMATION TECHNOLOGY PROGRAM

- 1- Introduction to Information Technology
- 2- Computer Hardware & Support and Services
- 3- Computer Programming
- 4- Advanced Computers & Digital Media Design



End-of-Pathway Senior Portfolio Project

Note: This blue print aligns with the blueprint for our industry exam

GRADE	COURSES	
9	Introduction to Information Technology 1-Credit	ALTERNATE START- 10TH GRADE
10	Computer Hardware & System Support 1 - Credit	Introduction to Information Technology 1-Credit
11 or 12	Computer Programming 1 - Credit	Computer Hardware 1 - Credit
	Advanced Computers & Digital Media* 1 - Credit *This is a 4 Credit - Dual Enrollment, Full-Year Course	Computer Programming 1 - Credit
		OR Advanced Computers 1 - Credit
	Required for CTE Endorsement Careers & Financial Management 1 - Credit	

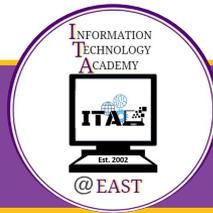


IT CURRICULUM COMMENTS:

- ❑ Focus on the basics/ foundational skills first and build onto them vertically in each course (ex. writing a professional email)
- ❑ It seems logical and gradually building on real-life skills with an authentic audience for the performance task.
- ❑ Every scholar needs these skills to be successful in careers, college, and life.
- ❑ I think it would be useful to teach Linux because it's widely used in most courses and a useful Operating System. Also when I was taking the courses when I was a student at East, I think it would have been better if we got to more web development because it's a pretty important thing to learn on top of programming.

IT CURRICULUM COMMENTS (Con't):

- ❑ Make sure you are defining key vocabulary and acronyms used. Also, provide time to model and then practice.
- ❑ It is free of bias because there are plenty of opportunities for scholars to apply the content knowledge and skills to their own lives, and to bring in their own unique background knowledge. I wonder, to what extent, students are permitted to use their first language (in tandem with English) in order to demonstrate their knowledge and skills. Could a project (such as the debate) be done in both languages? Could the audience include members who share their same native language?



IT CURRICULUM DISCUSSED SUGGESTIONS:

- ❑ Look for **Simulation Environments** for operating systems/ BIOS/ static IP...
- ❑ **Understand the individual layers of networking ISO** is important
- ❑ **Data Base structures... IT program will need it!** Oral Account - Oracle Bytes
MySQL is a possible application to teach databases
- ❑ **Web Design is best at the HTML/CSS level** - but Dreamweaver is nice to use for testing
- ❑ **Every IT employee needs a Programing mindset** - learning the process, a
Use SCRUM / Agile project management models for app development
- ❑ **NEW Emerging Trends-** everything moves to the web, cloud computing, infrastructure



Example of a Kanban Board

Backlog	In Progress (3)	Peer Review (3)	In Test (1)	Done	Blocked
Fast Track/ Defect					

CONNECT GEARS TEAM A SCRUM BOARD

LEGEND ● Casey Choi ● Nadeem Hazr ● Nick Fitzpartick ● Zoey Green ★ High Priority

BACKLOG	TO DO	IN PROGRESS	REVIEW / QA	DONE
Translating landing page to Spanish Researching business users Experiment for Q4	Publish comment section Publishing pricing page Add new category Add new illustrations Update user request sheet	Make payment modal more visible Implement team event Experiment premium plan Publishing pricing page	Fix discrepancies with tool Release new business onboarding Enable tracking	Updating tags for tracking Downgrade student capabilities

STANDARDS



The Self-Study committee looked at the curriculum to assure that all the courses in the CTE program were aligned with NYS Career Development Occupational Studies (CDOS) learning standards, New York State Next Gen Learning Standards, Common Career and Technical Core (CCTC) Hospitality & Tourism/Information Technology Clusters

Checklist of expectations for self-study committee was to check for:

- The curriculum is setup to align with all standards
- The standards are indicated in the syllabus/curriculum map
- The standards are reflected in the industry exam

Here are the STANDARDS CROSSWALKS for both programs:

Culinary Arts: <https://www.rcsdk12.org/Page/56246>

Information Technology: <https://www.rcsdk12.org/Page/56172>

CULINARY & INFORMATION TECHNOLOGY STANDARDS CROSSWALK

- 1- **CDOS** - Career Development Occupational Standards
- 2- **CCTC** - Advanced CTE Common Core Technical Core Standards
- 3- **Next Gen ELA** Standards
- 5- **Next Gen Literacy** Standards
- 6- **Next Gen Math** Standard



CA STANDARDS COMMENTS:

- Accounting to add more math if necessary.
- Standards crosswalk was presented.
- I feel that the courses brilliantly follows CCTC - very well rounded.
- This is an area of focus to continue improving with the specific implementation of math.
- Essential knowledge and skills outlined this area.



IT STANDARDS COMMENTS:

- ❑ The critical content and skills have been determined, including software throughout the course of the curriculum. They are partnering with neighboring colleges to make sure their curriculum is still relevant and current.
- ❑ I think that it is important for students to take pre-calculus and/or calculus because it can be very helpful in this career path

INDUSTRY ASSESSMENTS



The Self-Study Team was responsible for checking the test blueprints to make sure:

- Technical assessment measures student proficiency in the technical field for the program.
- The scheduling and administration of the technical assessment is appropriate.
- It is not required that the technical assessment be administered at the conclusion of the program.
- The number of times a student may take a particular technical assessment is determined.
- Existing laws and regulations related to administration of technical assessments are followed.
- A system is developed to collect student-level and program-level data on performance on the technical assessment.

Here are the links to the both industry exam full blueprints

Culinary Arts: https://www.youscience.com/newyork/files/standards-pdfs/ks_347.pdf

Information Technology: https://www.youscience.com/ohio/files/standards-pdfs/ks_801.pdf

PRECISION EXAMS: Culinary Management #347



PRECISION EXAMS
by youscience

EXAM BLUEPRINT

STANDARD

PERCENTAGE OF EXAM

1- Knives & Food Service Equipment	6%
2- Sanitation & Food Safety	12%
3- Math & Cost Control	9%
4- Nutritional Guidelines	5%
5- Marketing	3%
6- Breakfast Foods	14%
7- Produce	10%
8- Bakery Food Production	16%
9- Grains, Potatoes & Legumes	11%
10- Poultry, Meat & Seafood	11%
11- Various Cuisines	3%



CA INDUSTRY EXAM COMMENTS:

- ❑ It is clearly stated in the Pathway Sequence Chart the 4 + 1 that 5 credits must be obtained to be eligible for Advanced Regents
- ❑ There needs to be clear communication with school counselors on who is going to take the exam. Students will also need to understand what the 5 exams are so that they don't think this exam will replace English or a Science exam. Counselors are willing to come in and explain that (again).
- ❑ New focus on increasing baking matches not only where the growth will be in NYS but with the exam.

PRECISION EXAMS: Information Technology

PRECISION EXAMS
by youscience

EXAM BLUEPRINT

STANDARD

PERCENTAGE OF EXAM

1- Current Issues in Information Technology	14%
2- Digital Media	18%
3- Information Support and Services	19%
4- Network Systems	16%
5- Programming and Software Development	22%
6- Databases and Development	7%
7- End-of-Course Project	4%





IT INDUSTRY EXAM COMMENTS:

- ❑ Make sure scholars are meeting with people in the field! And that the project are applicable to every day life and are current with current events in technology. In addition, have the activities be hands on and build onto foundational practice (ex. typing)
- ❑ I wonder, if this assessment can be used in place of a regents test, are English Language Learners also provided with the same accommodations as they would for a state test?
- ❑ Provide multiple templates to choose from, different models, and allow time to research independently to build onto their own ideas. Graphic organizers!
- ❑ Will scholars who have taken only two classes out of the sequence of four take the technical assessment or the Skills USA?

INDUSTRY EMPLOYABILITY PROFILES



The Self-Study Team was responsible for checking the industry specific employability skills assessment to make sure:

- The assessment was related to the program of study and includes the specific skills for the industry.
- Each student in the program has been evaluated using this profile and a record or records are kept
- The profile is reviewed and updated by the student and the appropriate program/guidance personnel

East's CTE Employability Profile:

East's CTE Employability Rubric

Culinary Arts - Pathway Employability Profile

Information Technology Academy- Pathway Employability Profile

<https://www.rcsdk12.org/Page/52680>



CA EMPLOYABILITY PROFILE COMMENTS:

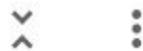
- ❑ How often? Add soft skills which might be under "guest services" that industry folks suggested. Any other certifications that are out there - I see there are two blanks left and I'm thinking things can be written in there. Even if it's First Aid/CPR/AED.
- ❑ Specific employability profile is utilized for the culinary program.



IT EMPLOYABILITY COMMENTS:

- ❑ I think these skills should be across all settings and courses
- ❑ I think that it is good to grade the students on their employability skills because they are important skills to have when getting jobs. Knowing what the skills are and how to improve them can make or break your chances at getting/keeping your jobs
- ❑ The rubric is expansive and can be used for multiple types of evaluation
- ❑ Where does this information get recorded? It would be awesome to have access to this or have the scholars have access to their own so we can utilize the strengths and experiences recorded while helping them apply for careers or colleges.

POST-SECONDARY ARTICULATION(S)



The Self Study Teams looked at all Post-Secondary Agreements to make sure that:

- The agreements with Post-Secondary partners are designed to prepare students for the transition to post-secondary study in the career area?
- The agreement includes:
 - * prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - * roles and responsibilities of each institution
 - * Duration of the agreement
 - * endorsement by officials of each institution

POST SECONDARY AGREEMENTS



**Monroe
Community
College**

STATE UNIVERSITY
OF NEW YORK



ALFRED STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

- ❑ **MCC Advanced Computers - Office Technologies CRC 125**
- ❑ **MCC (Fall 2021) FSA 109 Fundamentals of Food Preparation**
- ❑ **SUNY Alfred - Articulation Agreement Food Safety & Service CULN 1083**



CA POST SECONDARY COMMENTS:

- ❑ This curriculum has been updated to include more current industry expected education and experience. I am looking forward to the opportunity to employ graduates and see our industry gain a much needed benefit from this program.
- ❑ Baking and breakfast foods line up with MCC classes and assessment



IT POST-SECONDARY COMMENTS:

- ❑ My son experience through this program notably prepared him for college in the way no other high school course or experience had. He is certainly in a much better place than his friends from suburban districts and we have East High, its teachers (Mrs. Gross and Ms. Spano, in particular), and this program to thank for this.

Jeff Dunker to Everyone : could be a dual enrollment

- ❑ CPT-101 Intro to Computing (python)
- ❑ CSC-101 Intro to Object Oriented Programming (Java)

TEACHER CERTIFICATIONS



Please review and verify that the staff teaching in both Culinary Arts & Information Technology are certified to teach in those pathways by reviewing the certifications below:



M. Elbejjani: Culinary Careers 7-12

S. Gross: Business & Distributive Education

T. Russell: Computer Technology 7-12



WORK BASED LEARNING EXPERIENCES



The Self Study Team was responsible for reviewing all WBL documentation to check that:

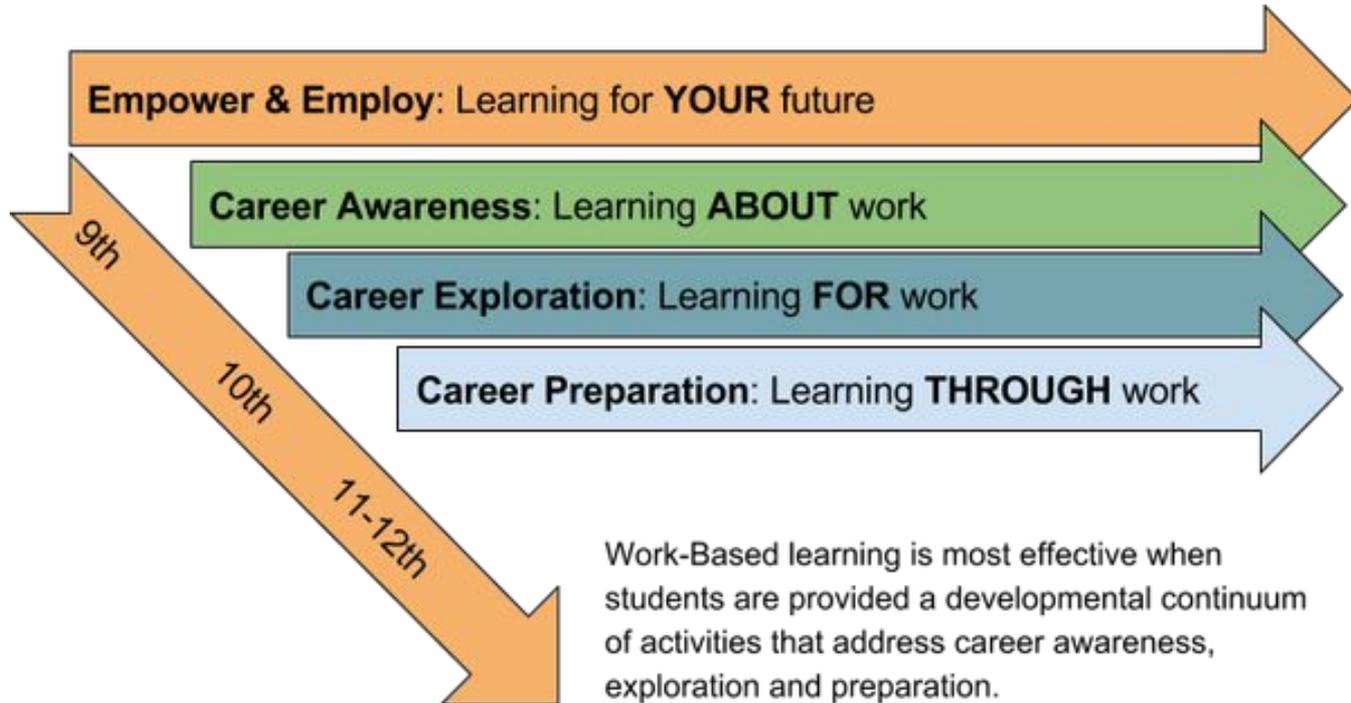
- Work-based learning experiences are relevant to the program
- The school and the employer(s) cooperatively plan all work experiences
- Work-based learning experiences are provided for students with disabilities

The following must be verified by BOTH the Self-Study Team and the External Review Committee

- Work-based learning coordinators are appropriately certified
- The school is certified to offer credit for WBL experience & complies with all NYSED regulations for credits



WORK BASED LEARNING-CONTINUUM



WORK BASED LEARNING @ East

East High School is registered with the NYS Ed to offer it's scholars at East ALL NYSED WBL opportunities - in our CTE pathways the focus is on:

Career Exploration & Career Exploration Internship Programs (CEIP)

The focus of the program is meaningful, hands-on, career exploration

Service Learning/Cooperative Work Experience Program (CO-OP)

paid, or school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline.





CULINARY ARTS ACADEMY WORK BASED LEARNING EXPERIENCES

The Culinary Arts Academy at East is a 4 year – 5 credit CTE program for students interested in any fields within the Restaurant Food/Beverage Service pathway. Throughout their four years in the Culinary program, scholars may have access to these Work Based Learning (WBL) experiences:

Grade	IT Business	Involvement	Dates	Hours	WBL
9	Varies	Focus: Culinary as a Career: Students observe and explore different Restaurant & Food/Beverage companies through on-site visits. During their visits, students keep a journal reflecting on their experiences. <i>Their main goal is to observe the various careers available in the industry.</i>	February March April May 4 visits in total	8.0	Work Experience & Career Exploration
10	Varies	Focus: Career Exploration Internships: The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit.	10-12 week Exploration Experiences + a Project	30-40	CEIP Work Experience & Career Exploration
10-12	At East	Metals Café/Demonstration Kitchens Practicums/Service Learning Over the three years, all CA scholars can take part in: catering events, special cooking demonstrations/showcases, Cooking/Serving/Managing open hours in our on-site Metals Café	Fall Winter Spring	60-180	WBL Work Experience Service Learning
12	Various	Focus: Co-Op/Internships: Students work with a specific IT professional in <i>paid</i> internship. <i>They will perform a variety of culinary skills based on the company that they are working</i>	½ or Full Year	150	Internship (CO-OP) Paid Work Experience
TOTAL WBL HOURS				54** up to 200	**Must have 54 for CTE Endorsement





CA WBL COMMENTS:

- ❑ Array of WBL options. Some examples are as followed: Metals Demonstration Kitchen, Culinary as a Career, and Career Exploration Internships.
- ❑ The curriculum clearly very thoughtfully accounts for and addresses skills necessary for a myriad of valuable work based learning experiences
- ❑ we are looking forward to providing some work experience for the students down the road
- ❑ This is critical for my company's involvement and was definitely addressed in the curriculum
- ❑ As the administrator that oversees Special Education, the WBL coordinator and I communicate at least bi-weekly for student



CA WBL ADDITIONAL DISCUSSIONS:

- ❑ Would be neat if we can get internship/co-op experiences with culinary establishments right around East
- ❑ Opportunities for 11th -12th graders to work at the convention center to gain experience in front of the house service and catering



INFORMATION TECHNOLOGY ACADEMY WORK BASED LEARNING EXPERIENCES



The information Technology Academy at East is The ITA program is a 4 year – 5 credit CTE program for students interested in any fields within the Information Technology Career Cluster: *Information Support and Services, Network Systems, Programming and Software Development Web and Digital Communications*. Throughout their four years in the ITA program, scholars may have access to these Work Based Learning (WBL) experiences:

Grade	IT Business	Involvement	Dates	Hours	WBL
9	Varies	Focus: Information Technology as a Career: Students observe and explore different IT companies through on site visits. During their visits, students keep a journal reflecting on their experiences. <i>Their main goal is to observe the various IT and IT Support careers available</i>	February March April May 4 visits in total	8.0	Work Experience & Career Exploration
10	Varies	Focus: Career Exploration Internships: The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit.	10-12 week Exploration Experiences + a Project	30-40	CEIP Work Experience & Career Exploration
9-11	At East	Focus: Practicums Over the three years, all IT scholars can take part in: IT projects, Robotics, ImagineIT, and other IT based activities	Fall Winter Spring	20.0	WBL Work Experience Service Learning
12	Various	Focus: Co-Op/Internships: Students work with a specific IT professional in <i>paid</i> internship. <i>They will perform a variety of IT skills based on the company that they are working</i>	½ or Full Year	150	Internship (CO-OP) Paid Work Experience
TOTAL WBL HOURS				54** up to 200	**Must have 54 for CTE Endorsement





IT WBL COMMENT SECTION:

- ❑ I am wondering if we could add more programs such as engineering or based on scholars interests.
- ❑ I know there was a mention about work-based learning and how scholars can't work on staff member's computers or programs due to confidentiality, but I wonder if Zurlo or Ben Kantor could offer some kind of work-based learning option for students surrounding the chromebooks.
- ❑ Because of the pandemic, the kids (my son included), did not get to enjoy this work based experience.
- ❑ I would like to find more ways for scholars to learn about this and gain access!



IT WBL COMMENT SECTION:

- ❑ I love the idea of adding a section to SPED scholars IEP within the PLEPS titled career and college readiness. I also think we need to incorporate career and college readiness in all academic areas/ classes. We need to prepare scholars for life outside of high school, but how do you do this with all the curriculum changes.



IT WBL ADDITIONAL DISCUSSION:

- ❑ CloudCheckr - has a relationship with Simple Tech Innovations - explore possible WBL experiences with them as well as CloudCheckr
- ❑ Possibly re-starting at least one Student Intern with the IT department for RCSD working with school support techs or downtown

NON-TRADITIONAL PATHWAYS??



FINAL STEPS:



External Review Committee Acceptance



Submitting of application and materials



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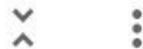
EXTERNAL COMMITTEE Review Form



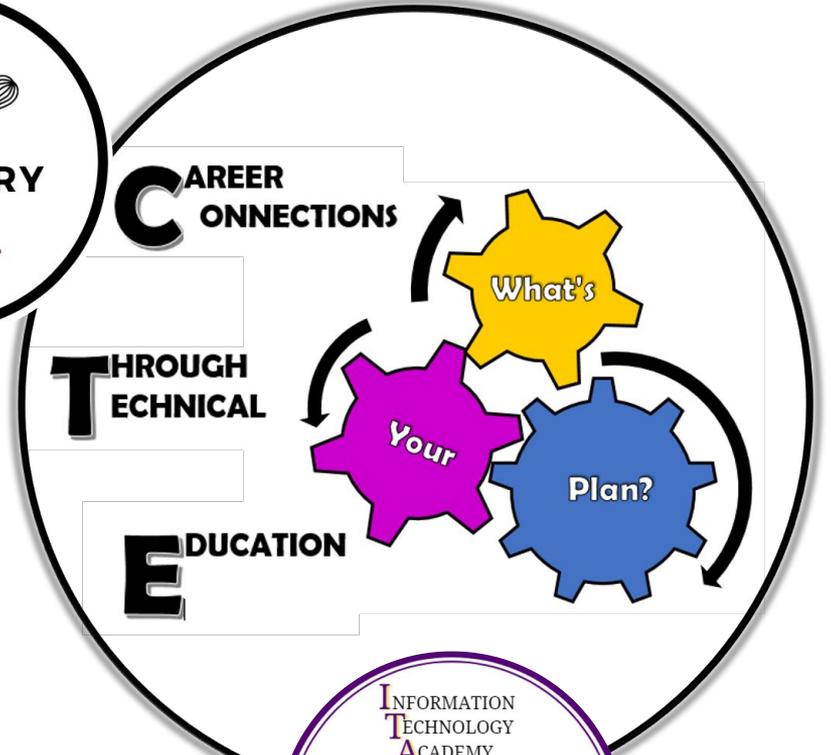
East CTE: Culinary Arts & Information Technology Re-Certification EXTERNAL REVIEW FORM

This is a feedback form for members of the East High School Culinary Arts/Information Technology External Review Committee - June 2021. Your input on this form is the last step before submission of the final application to the New York State Education. The East EPO and our staff in both the Culinary Arts & Information Technology Pathways want to thank you for participation in this important review.

Acceptance of Self-Study Review & Recommendations



Thank you so much for your time and support of our CTE programs at East Upper School. Below is your final acknowledgement of the findings of the Self-Study Review Committees for Culinary Arts and Information Technology. Your findings will be submitted in the recertification packets going to the Superintendent/RCSD School Board



~THANK YOU FOR YOUR
SUPPORT~

