

# CTE Spotlight

Volume 2, June 2012

## Film Careers Launching in Long Island City Queens Academy Set to Graduate 98% Of Senior Class In June



By Nicholas C. Martinez

When it came to conjuring a perfect image on film, cinematographer Alan Metzger was a moviemaking wizard.

Starting as a camera technician for Panavision, the 35-year industry veteran rose through the Hollywood ranks, landing a high profile position on the CBS detective/spy thriller "The Equalizer." While he wore many hats during the show's four year run from 1985-89, Metzger gained the most notoriety as a director of photography, where he employed the vivid and sinister images of 1980s New York City to cement the dystopian undertones of the series' vigilante-based narrative. His creative efforts helped the late Edward Woodward land five Emmy nominations for his portrayal of retired spy Robert McCall, and Metzger's success fueled his creation of 28 TV movies for various major television networks.

Now retired, the filmmaking guru spends time sharing his knowledge with the movie moguls, set technicians and video editors of tomorrow -- as the Director of Production at the Academy for Careers in Television & Film, a CTE-based high school located in Long Island City, New York.

The Academy's talented faculty and staff, some former industry techs themselves, recently worked some "movie magic" of their own: the school will graduate 96 percent of its senior class this June, all of whom plan to attend post-secondary education programs in the fall.

"CTE education is about making kids career ready," Metzger said. "And I think that it is very important to give young people the idea that they are the masters of their own fate."

The Academy for Careers in Television & Film, a brain child of Metzger, Principal Mark Dunetz, Ph.D. and Vice Principal Edgar Rodriguez, was created in 2008. It was birthed in the wake of Mayor Bloomberg's Made in NY Incentive Program, a financial initiative that gives tax breaks to television and film projects if at least 75 percent of the overall production occurs within the five boroughs.

"There was a political imperative to spread the wealth, so that it had a direct benefit to New York City residents," Metzger said. "The Mayor thought one way to do this was to have schools that would, in some way, provide New York City public school students with the opportunity to learn film crafts that were becoming an increasingly valuable commodity."

After the Department of Education approved their proposal for a new TV and movie production school, Metzger, Rodriguez and Dunetz rolled up their sleeves and began the difficult task of creating the Academy. "When we first got here it was just a construction zone," Metzger said.

Four years later, the school is fully staffed and houses multiple video editing studios, a large sound stage where students master set dressing, lighting and electrical design, and traditional classrooms offering mathematics, English and social studies.

And when they are not shooting scenes from Hitchcock films or teen comedies like Clueless and Fast Times at Ridgemont High, participants in the Academy's curriculum attend internships at industry-related establishments like the Museum of the Moving Image or work on for-hire projects with the school's in-house production company Next Step Productions.

"Even though film is the biggest part of this school, what makes this a great school is that everybody cares about each other," said senior Maria Tapia, 17. "If I had not gone to this school, I don't know where I would have ended up."

Tapia said her work at the Academy earned her an internship at Silvercup Studios for the summer of 2011, the famous sound stage where current hit shows 30 Rock, Gossip Girl and Person of Interest film interior set pieces. And since September 2011, she has

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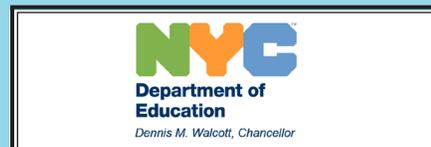
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Since it first began in 2005, the Made in NY Initiative has received its fair share of support from Hollywood movie and TV productions. According to a Boston Consulting Group report released in May 2012, New York City's film sector generated \$7.1 billion in revenue in 2011, an increase of over \$2 billion since 2002. The City also now employs 130,000 production industry workers across the five boroughs, which is an increase of 30,000 jobs since 2004.

As the local production industry continues to expand with a growing number of projects filming in New York City, the Academy's experienced staff of educators, like set design instructor Kelly Diaz, say that the program will be there to help future students with an interest in film production achieve their educational and career goals.

"We serve a population that no other school can satiate," she said. "Our students choose to attend classes. And if they are choosing to follow their interests, then we should allow them the opportunity to do so."

A fresh batch of potential movie magnates enters the Academy every new school year with dreams of becoming the next Steven Spielberg, Spike Lee or George Lucas. And while the movie making industry is very competitive, Metzger said he recites a positive message to all newcomers, one told to him by an experienced documentarian who visited his college film class many years ago.

"I am completely confident that if any of you really want to make it, you will do so," he said. "It's just a question of how much you want it."

interned at Brooklyn-based movie equipment company Eastern Effects, a place where she has the opportunity to master her favorite field of study -- lighting design.

After completing her work at Eastern Effects this summer, the Ecuadorian immigrant from Queens said she will pursue an undergraduate degree for lighting technology at New York City's College of Technology in the fall. "If I had gone to any other high school, I wouldn't be the person I am today," Tapia said. "Here, I discovered my passion. And that's something rare for someone to discover at a young age."



## From the CTE Office



Dear Readers,

The spring months have seen more unmistakable evidence that career and technical education is a prominent issue on federal and state policymakers' agendas.

On April 19, U.S. Secretary of Education Arne Duncan announced the Obama administration's "CTE Blueprint," an initiative featuring the pending reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006, which Congress is likely to take up in 2013. The federal Department of Education requested that New York City indicate support for the ideas within the Blueprint, which Mayor Bloomberg did via Twitter on the day of Secretary Duncan's announcement.

The four main principles of the Blueprint —alignment to labor market demand, partnerships with industry and postsecondary institutions, rigorous use of data to drive program quality, and innovation around new models — closely match our vision for CTE in New York City. We are working and building toward a system in which every CTE program must offer preparation for current or projected employment demand, include meaningful partnerships with employers and articulation with college programs, and demonstrate their value through consistent metrics.

As for new model development, innovation is the hallmark of our portfolio. New schools that opened in 2011 included Pathways in Technology Early College High School (PTECH), a "9-14" partnership with computer giant IBM and the City University of New York; among those opening this September is the Academy for Software Engineering, an unprecedented collaboration with industry that will offer preparation for careers in computer science. We continue to build new programs that support student success, such as CTE Enrichment for entering ninth graders at selected schools. Our career-facing programs include Scholars at Work, a unique partnership with the NYC Department of Small Business Services and Workforce1 Industrial and Transportation Career Center that provides internships and career exploration skills for participating students.

Also in April, the New York State Board of Regents began public consideration of a proposed new pathway to high school graduation for CTE students. The potential change would replace one Regents exam in Global Studies with an end term exam for students in CTE programs.

The Regents proposal illustrates how CTE has evolved in public perception over recent years. For a long time, the field faced the widespread belief that career-focused education represented a less challenging track, suitable for students who lacked the academic skills to thrive in college. To show the baseless nature of this claim, State and City policymakers required students seeking the CTE endorsement on their diplomas to complete the full battery of Regents exams in addition to the 10 to 14 additional credits required by their programs. Effectively, this amounted to another semester of highly demanding work.

Whatever the outcome of the Regents' deliberations, the proposal itself shows recognition of the rigor within CTE and some richly deserved respect for the field.

With the 2011-2012 school year coming to a close, the CTE Team at the Department of Education wishes all students, teachers, administrators, and industry and community partners a wonderful summer. We look forward to seeing you in September.

Sincerely,

*David Fischer*

David Fischer  
Senior Director for Career and Technical Education  
NYC Department of Education



## Competition Corner

*“Competition Corner” is our regular roundup of CTE students and schools that have distinguished themselves in skills-based competitions at the City, state and national level.*



*Lady Guzman, a junior from Chelsea CTE High School, receives the award for First Place in Desktop Publishing from CTE Advisory Council Chair Jack Powers.*

## 2012 YOUTH BUSINESS SUMMIT

Held on March 27-29 in New York City, Virtual Enterprises students from across the country participated in the Nationwide Business Plan Competition hosted by the McGraw-Hill Companies. The following New York City firms received top honors in their respective categories:

### National Business Plan Competition Winners

1st Place: Bon Voyage Travel from Fort Hamilton High School, Brooklyn, NY

Teacher: Mary Grace Alfredo

Team members: Ricardo Espinoza, Lily Kuong, Tiffany Low, Alan Oms, Selina Zhang, Benjamin Zhao

3rd Place: Solarity from New Dorp High School, Staten Island, NY

Teacher: Paul Presti

Team members: Tony Santangelo, Breanna Ovalle, Samantha Lopez, Michelene Wilkerson, John Gonzalez, Daniel Tsygankov

## INTERNATIONAL TRADE SHOW COMPETITION

### Catalog Competition

1st Place: Velocity International from Forest Hills HS, Forest Hills, NY

2nd Place: Bon Voyage Travel from Fort Hamilton HS, Brooklyn, NY

3rd Place: L.I.F.E. from HS for Economics & Finance, New York, NY

## SkillsUSA CHAMPIONSHIPS

At the most recent SkillsUSA competition held in Syracuse, New York, on April 25-27 many NYC CTE students walked away winners. From the 10 schools that attended, 19 students earned medals; 4 Gold, 1 Silver and 13 Bronze. Congratulations to all who competed in the event. Participating Schools:

- Alfred E Smith High School
- Automotive High School
- Aviation Career & Technical Education High School
- Fashion Industries High
- High School of Computers & Technology
- Queens Vocational & Technical High School
- Ralph Mckee Career & Technical Education High School
- Thomas A Edison Career & Technical High School
- William E Grady Career & Technical High School
- William H Maxwell High School
- Williamsburg High School For Architecture and Design

## 2012 CITYWIDE GRAPHIC ARTS COMPETITION

Graphic communications students from high schools all over New York City came together at the New York City College of Technology in Brooklyn to test their skills in the Finals of the 12th Annual Citywide Graphic Arts Competition on May 25. Five competition categories showcased the talent and skills of the students and the depth of their schools' graphics education programs. The following students won awards at the Citywide Finals. Congratulations to all competitors.

### PACKAGE DESIGN

#### FIRST PLACE

Christopher Duncan, Bayside High School

Teachers: Dianna Shmerykowsky, Heather Mair

#### SECOND PLACE

Richard Soler, Art & Design CTE High School

Teachers: Andrew Bencsko, Christopher Spaterella

#### THIRD PLACE

Daneeka Tanjutco, Ralph R. Mckee CTE High School

Teacher: Leo Gordon

### WEB SITE DESIGN

#### FIRST PLACE

Tevin Jeffrey, High School for Innovation in Advertising & Media

Teacher: Jonathan Henderickson

#### SECOND PLACE

David Dataram, Thomas A. Edison CTE High School

Teachers: Sandra Cruz, Evelyn Loveras

#### THIRD PLACE

Dilangani Dirukshi, Thomas A. Edison CTE High School

Teachers: Sandra Cruz; Evelyn Loveras

### DESKTOP PUBLISHING & DESIGN

#### FIRST PLACE

Lady Guzman, Junior, Chelsea CTE High School

Teacher: Scott Fowler

#### SECOND PLACE

Carolyn Balcom, Bayside Hight School

Teacher: Dianna Shmerykowsky

#### THIRD PLACE

Stephanie Dimaano, Thomas A. Edison CTE High School

Teacher: Evelyn Loveras

### DIGITAL PHOTOGRAPHY

#### FIRST PLACE

Oscar Flores, Art & Design CTE High School

Teachers: Andrew Bencsko, Christopher Spaterella

#### SECOND PLACE

Giovanna Franciosa, Curtis High School

Teacher: Travis Carter

#### THIRD PLACE

Ashley Sewdat, Thomas A. Edison CTE High School

Teachers: Sandra Cruz, Evelyn Loveras

### STUDENT FILMMAKERS

#### FIRST PLACE

Kelvin Lee, Art & Design CTE High School

Teachers: Andrew Bencsko, Christopher Spaterella



**Featured**



Above: Queens Vocational and Technical High School CTE Class. Photographer: Joan Roth  
Left: New York City CTE graduate working on a subway project. Photographer: Joan Roth

## The New York City Pipeline Project: Supporting Girls' Access to High-Wage Career and Technical Education Programs

by Françoise Jacobsohn, Equality Works Project Manager for Legal Momentum

*Editor's Note: The following article was submitted by Françoise Jacobsohn of Legal Momentum, the nation's oldest legal defense and education fund dedicated to advancing the rights of all women and girls.*

In April 2012, Queens Vocational and Technical High School (QVTHS) student Elixandria Brienza won first place in the New York State SkillsUSA Competition's Residential Wiring event, advancing to the National Skills USA competition where she will compete with the best career and technical students in her field from around the nation from June 23 through 27 in Kansas City, Missouri. She joins the ranks of 2011 winners QVTHS students Kelly Kato, who took first place in electronic applications, and first place winner in plumbing Natalie Kavral.

These female students and many others like them are part of the New York City Pipeline Project, an initiative that supports gender equity in career and technical education high schools by helping girls pursue careers in industries historically dominated by men.

Gender inequities persist within too many CTE programs, mirroring those in the workforce. These institutions raise student accomplishment and earning potential while preparing them for high demand skill jobs. Yet, female participants are not achieving the same income levels as their male counterparts post graduation. This imbalance undermines female students' ability to compete successfully for jobs that offer family-supporting compensation, strong health benefits and a range of opportunities for career advancement.

According to the 2007 National Women's Law Center Report, female CTE students make up only 10 percent of Construction and Repair programs across the nation, a field with a median hourly wage of \$18.74. By contrast, they comprise 98 percent of Cosmetology programs, a career with a median hourly wage of \$10.25.

And of the six high schools in New York City with the greatest gender imbalance, the five with predominately male enrollment offer programs in fields with high-wage potential

such as aviation, automotive maintenance and construction and repair, according to the findings of a 2008 report by then Public Advocate Betsy Gotbaum.

In December 2011, the Mayoral Task Force on Career and Technical Education Innovation acknowledged in their three-year progress report that "female enrollment in male-dominated schools and programs has increased dramatically." The Pipeline Project, created in conjunction with Legal Momentum, has helped drive that increase.

While this a good sign of progress, more can and must be done.

Legal Momentum is currently working to institutionalize our foundational Pipeline strategies for all CTE schools. We are preparing a tool kit outlining the best practices for success, including targeted recruiting featuring women in non-traditional occupations in person at outreach events and in advertisement materials. Also, Legal Momentum encourages CTE high schools everywhere to communicate with neighboring middle schools and communities in an effort to raise awareness regarding this issue and highlight career opportunities for young women. Lastly, we advise these programs to sponsor and support informational events with parents that discuss the career pathways and potential wages that students can earn by pursuing a CTE-sponsored field of study.

Ultimately, CTE programs and schools must commit to the principles of equity and economic security for the next generation of women laborers. That we are falling short of this ideal is seen in the substantially higher poverty rates among women as compared to men.

"Career and Technical Education creates a pathway for young women for not just jobs but life-long and rewarding careers," says CTE Advisory Council member Patrick Smith. "Industry partners working with the CTE schools must continue together to encourage and nurture women in these areas."



## Technically Speaking

# Q & A With Food and Finance High School's Lazarus E. Lynch

by Nicholas C. Martinez



*From April 23rd – 27th 2012, New York City's Food and Finance High School hosted its First Annual Youth Hunger Summit in Manhattan. Sponsored by the World Food Prize Foundation, Outreach, and Cornell University among others, the philanthropic event featured public discourses and seminars led by experts on hunger awareness, a video presentation of the Food Network's latest documentary "Hunger Hits Home" and a massive community service effort in which students sorted and packaged over 10,000 meals later gifted to anti-hunger advocates City Harvest -- a new city record for a single day donation from one group or organization.*

*At the center of the conference was Food and Finance High School senior Lazarus E. Lynch, the event's creator and organizer. CTE Spotlight spoke with Lazarus about his reasons for starting the Summit and why hunger and proper nutrition are important issues in need of further support and attention.*

**Nicholas C. Martinez:** What inspired you to create the Hunger Summit?

**Lazarus Lynch:** In my sophomore year of high school, I participated in an essay writing competition hosted by the World Food Prize Foundation. The essay was on Swaziland and hunger issues in Swaziland. Through that organization, I went up to Cornell to present the essay and I was one of the ones selected. After I was selected, I attended the World Food Prize Conference in Iowa and I learned more about the issue of hunger. And through the World Food Prize Foundation, I studied abroad in China at the Chinese Academy of Agricultural Sciences. That kind of opened my eyes to the issue in the first place, doing work abroad.

Before winter break last December, I was having a conversation with a teacher at my school, Chef Michael Lynch, about continuing the whole essay writing competition and the relationship our high school has with the World Food Prize. When we got back in the new year, I said "I have the idea. We should just have this summit, dedicating a week to this issue and community service." And that's how it all started.

**NCM:** What challenges did you face putting the conference together?

**LL:** We are a culinary high school and the issue of hunger is sometimes not talked about. It was a fairly new topic for all the students to be engaged in. So it was a challenge getting people aware of the topic. And gathering the help, getting the commitments from the students - - that was also a bit of a struggle in the beginning. But once they started to learn about the issue, they became more motivated to help organize it.

**NCM:** Do you think the Summit was a success?

**LL:** It went off really, really well. In speaking with a lot of the other students after the whole event happened, they were really inspired by the whole situation. They were more aware. They wanted to become activists and become advocates and hunger fighters. So, that was really the objective of it, to get people aware of the issue and to do something about it.

**NCM:** How do you see it evolving in the future?

**LL:** After the whole summit was over, about 10 students came up to me at different points saying, "When are we going to start a club? When are we going to start a hunger club?" That's what started the conversation about it's continuation. So what will happen next year is that there will be a club dedicated to that and doing some kind of projects throughout the year on hunger: maybe doing some activist things, assisting not-for-profits that do this kind of work, helping out soup kitchens.

Hopefully, that will grab the interests of more students in the years to come.

**NCM:** What do you think is the root cause for hunger around the world?

**LL:** There are a lot of root causes. I don't know if it is necessarily one thing. Political instabilities in developing countries. Famine and droughts in certain countries. Lack of access to education and lack of access to financial resources.

But I think one of the major causes is that there is not enough of a voice behind it. And I think now more than ever before, there are so many organizations getting started to really promote this issue, so that government officials understand their position of meeting the basic needs of human beings in our society.

**NCM:** On your website, [www.keeping-it-healthy.blogspot.com](http://www.keeping-it-healthy.blogspot.com), you have a lot of healthy recipes posted there. You also have a Food Network-like instructional video on how to make Grilled Tuna Steak Salad in a healthy way. How much do you enjoy preparing healthy meals in your spare time?

**LL:** Oh I love it, I absolutely love it. My father was my greatest inspiration, he is actually a chef himself and a restaurant owner. He is my greatest inspiration. And in my ninth grade year, I was part of a club called Eat Wise. Through Eat Wise, I learned about nutrition and healthy eating. That's sort of when my approach to food changed because I saw it now as not just "everything is better with bacon, fat, salt and sugar." I could prepare meals in a very healthy and sustainable way.

**NCM:** You're set to graduate this June. What are your goals for the future?

**LL:** I am going to be working with Americorps and New York City Coalition Against Hunger doing some advocacy work over the summer. And in the fall, I will be going to Buffalo State College for Nutrition.

**NCM:** Do you see yourself following in your father's footsteps and opening your own restaurant?

**LL:** I am not ready to open my own restaurant yet. I understand the commitment, the amount of time and energy it takes to do that. But it's more about being a registered dietitian, that's my goal. To become a registered dietitian and a chef, and to be an educator. Whether that's in the classroom, television or media, whatever it is to spread the message and to reach an audience, that's what I want to do.



CTE Digest



## What they're saying about CTE in NYC and beyond

*CTE Digest is a brief rundown of local and national stories and reports concerns concerning career and technical education in New York City and beyond. If you see a feature that you'd like to share with the CTE community in New York City, please let us know by emailing Jevon Williams at [jwilliams35@schools.nyc.gov](mailto:jwilliams35@schools.nyc.gov).*

[The Credential Differential](#) *CLASP 4/2012*

This Center for Law and Social Policy (CLASP) report details the need for increased investment in postsecondary attainment in the US with proven return on investment through tax revenue collected in states that have larger numbers of residents with higher-ed degrees.

[Career coaching and job shadowing paying dividends at McKee High School](#) *silive.com 4/2012*  
Career coaches at Staten Island's Ralph R. McKee High School help students prepare for internships and careers, with much needed resume-building and interview skills.

[Bronx Students Construct Model House with Working Intercom, Lights and TV](#) *DNAinfo.com 4/2012*

Amid phase-out at Samuel Gompers High School in the Bronx, students left with skills to head up careers in Electro-mechanical construction and the tools to succeed.

[Learning to Run a Business by Running a Business](#) *New York Times 4/13/2012*

Visionary "Virtual Enterprises" program gives NYC students hands-on Career and Technical education by helping them run their own 'business'.

[The Future of Vocational Education](#) *The Nation 4/19/2012*

Writer Nancy Hoffman of Jobs for the Future discusses the benefits of Career and Technical Education that other countries experience, as well as, the uphill battle to settle the "vocational" stigma stateside.

["Learning That Works"](#) *Time Magazine 5/14/2012*

"Learning That Works" Inside look at the way CTE is picking up support and invigorating education in Arizona. Former NYC Chancellor Joel Klein helps re-brand vocational education for what it really does: prepare students with real skills and experience, while preparing them for college.

[Rashid F. Davis: 'No Such Thing as Too Hard'](#) *New York Times 5/21/2012*

The principal of Pathways in Technology Early College High School (P-Tech) shares his hopes and fears of integrating a rigorous 'six-year model' to help Brooklyn students graduate with an Associate's Degree.

[Experiments on Bronx school's green roof taking students far](#) *Gotham Schools 5/25/2012*

Two students at a Bronx CTE High School, make startling discoveries in green and solar energy that takes them to World Renewable Energy Forum in Denver, CO.

[High School Grads Scarred by High Unemployment](#): *WNYC 6/6/2012*

According to a national survey of 544 recent high school graduates, researchers say job-hunting in this down economy may have long-term emotional and financial consequences. [More Young Americas Out of High School Are Also Out of Work](#): *The New York Times 6/6/2012*  
Many former high school students are finding it difficult to secure gainful employment in this scant job market.

[How Certificate Can Lift Income](#): *New York Times 6/6/2012*

As the nation focuses on rising student loan debt, more high school graduates are looking for practical alternatives to a college degree - like vocational programs that offer non-collegiate certificates at its completion.

[Don't forget vocational education](#) *The Daily Progress 6/18/2012*

A succinct comparison between the need and benefits of vocational education vs. the costs. Building an economy through real skills that leave students ready for the workforce.

[Maine Voices: Career-focused education needed for Maine's future workers](#)

*The Portland Press Herald 6/18/2012*

A call for more career and technical education from the CEO's of two corporations in Maine.

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