



NEWS, VIEWS, AND UPDATES...APRIL 2010

JUST A WORD FROM YOUR PRESIDENT...

Two words really...thank you. Thank you for the opportunity to serve you and the organization this past year. I hope that I have lived up to your expectations and that MACTA has continued to be a strong voice for CTE in Minnesota. Also, thank you to the Board of Directors for all the work you have done this past year on behalf of MACTA. It's been a pleasure to serve with you.



Thank you to all of the "geezers" (you know who you are) who laid the foundation for CTE in Minnesota and continue to be committed to CTE and MACTA by coming to conferences, advocating with legislators, and maintaining the history of the organization. Your experience is truly valued.

Thank you also to those who ask "why", why has it been done this way, why can't it change, why...it is always good to question past practice and look at things differently. Continue to question to ensure our growth.

Thank you to MDE and MnSCU staff for the leadership you provide to those of us in the schools. It can not be easy to answer the same questions over and over without pulling your hair out!

It is truly exciting to be a part of CTE at this point in time. All of the language coming out of Washington is touting the fact that students need to come out of high school college and career ready. Well, who is better positioned than CTE to ensure that that occurs?

Again, thank you for this opportunity to serve. MACTA members are truly a group that can make a difference for students.

GET INVOLVED...MAKE A DIFFERENCE...HAVE FUN!
Cindy Walters; 2009-2010 MACTA President

**NEW MACTA WEBSITE
HAS ARRIVED...
WWW.MACTA.NET
BE SURE TO
CHECK IT OUT!**



MDE UPDATE

DAN SMITH

A New Vision for Career Technical Education

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) recently released its new vision for career technical education, "Reflect, Transform, Lead." The vision and its implications will be discussed during the MDE/MnSCU update at the MACTA meeting in Duluth later this month.

The new NASDCTEc vision is the end product from intensive visioning sessions conducted by the State Directors but involving selected participants from all 50 states as well as leadership from many national organizations including ACTE, the National Association of Secondary School Principals, the National Governors Association, the Chief State School Officials and other business and education leaders. Central to the vision are five key goals and actions to accomplish those goals:

- CTE is critical to ensuring that the United States leads in global competitiveness.
- CTE prepares students to succeed in further education and careers.
- CTE is a results-driven system that demonstrates a positive return on investment.
- CTE is delivered through comprehensive programs of study aligned to the National Career Clusters framework.
- CTE actively partners with employers to design and provide high-quality, dynamic programs.

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UPCOMING EVENTS

- April 27, 28 & 29 - CTE Advisory Committee
Regional Workshops
- June 23-25 - ACTE Region III Conference,
Kansas City, MO
- November - Statewide Fall Perkins Mandatory Mtg.
Perkins Best Practices Conference
(Exact dates and locations to be determined)

ACTE RESOLUTIONS COMMITTEE REPORT INGER WEGENER

The mission of the ACTE Resolutions Committee is to present statements of concern, focus and position in the form of resolutions and recommendations for consideration and action by the Assembly of Delegates, Board of Directors, and Committees.



As the Region III representative on the ACTE Resolutions Committee, I attended the ACTE Annual Convention in Nashville, TN, November 18-22, 2009. At the time of the convention, no resolutions had been submitted through the normal review process. However, new resolutions could still be submitted during the Town Hall meeting, which served as the 'open forum' required by the recently revised Resolutions process.

- I attended the ACTE Town Hall Meeting on Friday, November 20, 2009, from 3:30 to 5:00 pm. No resolutions were received through the open forum process.
- I attended the ACTE Resolutions Committee Meeting, on Friday, November 20, 2009, from 5:00 to 7:00 pm. Agenda and meeting minutes are attached.
- I attended the Region III Business Meeting on Saturday, November 21, 2009 from 1:30 to 3:00 pm. I presented an oral report on the Resolutions Committee activity during the convention.
- I attended the Assembly of Delegates on Saturday, November 21, 2009 from 3:30 to 5:00 pm. I was not a registered delegate so I was seated in the observation area.

Next scheduled meeting of the ACTE Resolutions Committee will be in June of 2010 and will be an electronic/online formatted meeting. Followed by a similar meeting scheduled for the 2010 ACTE Annual Convention in Las Vegas, NV in December of 2010.

CTE DUE DATES VIA MNSCU WEBSITE

May 3, 2010

FY11 Local Application Plans are due.

May - June 2010

Consortium Presentation of FY11 Perkins Local Application Plans. Select one of the following: 90 minute on-site interview, WebEx presentation or ITV presentation.

June 30, 2010

Perkins Consortia Notified of FY11 Application and Budget. (Note: Expenditures may ONLY occur after official approval letter from the Office of the Chancellor).

July 2010

Secondary and postsecondary FY12 Performance targets are set.

October 15, 2010

Annual Performance Report (APR) for FY10 are due. Secondary Cumulative Equipment Inventory purchased with Perkins funds due.

MEDIA ARTS POSITION STATEMENT...

**DEBBIE BELFRY; MACTA LEGISLATIVE COMMITTEE
MnACTE and MACTA Position Statement**

MnACTE and MACTA are concerned about efforts to require a media arts endorsement and such a requirement would limit students' educational opportunities. We believe that state statutes and rules already ensure students have access to a number of learning opportunities while meeting state academic standards taught by qualified, licensed teachers.

State Statute and Rules Ensure Standards are Met

Delivering academic credit in CTE involves Board of Teaching Rules, M.S. 120B.024 and local school district discretion. Districts must assure that students have opportunities to meet all standards and shall place standards in courses where the standards will be met with integrity. The district determines the credits that students earn for participation in its courses and when the student has met requirements for graduation. The teaching assignment presumes that credit is given where standards are met. Teaching assignments must be connected to appropriate licensure.

Highly Qualified Teacher provisions in the Elementary and Secondary Education Act require districts to use highly qualified teachers in academic courses. The determination is made by connecting the teaching assignment with the licensure; it is not made by aligning licensure with either credits or standards.

To alleviate concerns by school districts and assist districts in determining if their career and technical licensed teachers are qualified to deliver academic credits, Minnesota Rule 3505.1150 was adopted that allows districts to consider CTE teachers highly qualified to deliver academic content when the teacher can show subject matter competence using the test for that purpose selected by the Board of Teaching.

**State Register, Volume 33, Number 15, pages 647-657,
October 13, 2008 (33 SR 647) 3505.1150**

AWARDING SCIENCE, MATHEMATICS OR ARTS CREDITS THROUGH CAREER AND TECHNICAL EDUCATION

At the secondary level, Minnesota recognizes five areas of the arts: Visual Arts, Music (vocal and instrumental), Theatre Arts, Dance and Media Arts.

Since there is no license in media arts, districts may determine who is qualified to deliver the content. To give districts staffing flexibility, only two areas of the arts require highly qualified teachers under NCLB: Visual Arts and Music (vocal and instrumental). M.S. 120B.024 requires students to complete one credit in the arts. The statute does not specify which of the arts, nor is there any relationship between highly qualified provisions and the requirement that students complete a credit in the arts. The arts credit can be fulfilled in any way the district determines. For the purposes of the STAR report, the following teacher licenses are recognized as appropriate for district reports, teaching Media Arts: Visual Arts, Industrial Arts, Technology as well as any CTE licenses used under M.S.120B.024.

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TECHNICAL SKILL ATTAINMENT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

GINNY KARBOWSKI, PROGRAM DIRECTOR FOR CTE PATHWAYS

The federal Carl D. Perkins Career and Technical Education Act provides resources to states to conduct career and technical education (CTE) programs in high schools and 2-year colleges. The Act was reauthorized in 2006 as its fourth iteration (Perkins IV). The purpose of the Perkins Act is to:

... develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

– Carl D. Perkins Career and Technical Education Act, Section 2

Minnesota implements Perkins IV by distributing funds through twenty-six consortia of secondary school districts and postsecondary institutions. Funds are used for program improvement and program expansion. Recipients of funds must comply with numerous requirements pertaining to the use of the funds and must be accountable toward a series of performance indicators. Two significant changes in Perkins IV over previous versions of the Act are the inclusion of Programs of Study and a requirement to use valid and reliable assessments of student attainment of academic, technical and workplace skills.

A Program of Study is defined in Minnesota as a nonduplicative sequence of academic and technical courses, beginning no later than grade 11 and continuing for at least two years beyond high school, leading to a degree, diploma or certification. A Program of Study differs from either a secondary CTE program or a postsecondary CTE program, but reflects the alignment of secondary and postsecondary CTE programs.

For purposes of accountability, the Perkins Act requires states to develop systems to measure the attainment of technical skills within Programs of Study. Minnesota has approached this task in five pilot Programs of Study by first assembling groups of teachers and faculty to determine core skills within those Programs of Study. The state will then recommend an array of valid and reliable assessment instruments that local recipients of Perkins funds may use to measure student attainment of those core skills. Eventually this design process will be replicated for all Programs of Study in Minnesota.

Career and technical education in Minnesota will only be effective if it is truly responsive to the needs of our business/industry/labor partners. We have asked our partners to review the lists of core skills assembled for a Program of Study. In addition, we have asked our partners to affirm the work, give suggestions on additional skills, or give suggestions on skills to be deleted. This is an essential task because, beginning in the 2010-2011 academic year, recipients of Perkins funds implementing one of the five Programs of Study involved in this pilot will be required to assess their students using a state-approved, valid and reliable assessment instrument and report those results to the state for purposes of Perkins accountability.

MNACTE UPDATE

JEANETTE KARJALA, MNACTE PRESIDENT

During the Adobe Connect + Telephone MNACTE Board of Directors' meeting from 3:00-5:30 p.m. on Wednesday, February 24, 2010, the Board discussed and/or acted upon several topics.

The ACTE Region III Conference is taking place June 23-25, 2010, in Kansas City, Missouri. JoAnn Simser, Ginny Karbowski, Sue Boehland, Dan Smith, and Jan Karjala indicated that they are planning on attending.

Jean Kyle, Business Education affiliate Representative reported information about the ACTE November Convention at Opryland. She expressed appreciation for MNACTE's support for her to serve in this capacity. In addition, she underscored the need for early registration for the National Policy Seminar.

Kent Janssen reiterated the need for MNACTE members to push for additional membership within their content areas. At least 950 members are required to break even as far as financial resources are concerned.

A president-elect is needed for MNACTE. Sue Boehland, Dan Smith, and Jan Karjala volunteered for the nomination committee.

State Leader Conference Call – Tuesday, March 30, 2010, 10:30-11:30 a.m.

Eleven state ACTE leaders participated in the State Leader Conference Call on Tuesday, March 30, 2010. The next month's call will take place on April 30, 11:30 am–12:30 pm ET on Communication, led by ACTE's Marketing Manager Candice Johnson. Among the topics at the March 30 Conference Call were the following:

Grassroots Advocacy. Direct people to the ACTE web site and get people from each State to join. Two additional groups are in place: (1) Perkins Reauthorization and (2) Reform. The focus is on getting diversity from all regions in the country.

Media Relations. Media Relations ensures that ACTE-related news reaches all media. It is important to remember that the earlier the media is alerted, the better. From 200-500 words is recommended; for ROI items, use just one publication rather than sending the same information to several papers.

Advocacy Perspectives. Jamie underscored that ACTE members share what they write to a newspaper editor with Congress members, particularly those with strong connections to education and labor. Build relations with the press; note names of people with whom one is familiar. Keep reaching out to radio, TV, magazines, and papers about how CTE has changed.

State Leadership Forum. The State Leadership Forum is posted at www.acteonline.org/memberforums.aspx, then click on State Association Leadership. Or Forum at <http://www.acteonline.org/memberforums.aspx?boardid=35200&g=topics&f=35202> and log in.

Announcements. Please send the list of new officers and Board of Directors membership and dates of state association conferences as soon as possible to Doris Guerdat.

MDE UPDATE**CONTINUED FROM PAGE 1**

This new vision comes at a critical time as Congress wrestles with reauthorization of both the Elementary and Secondary Education Act and the Workforce Investment Act, and as planning is already underway to frame a possible reauthorization of the Perkins Act in the next few years.

Minnesota Presents Consortium Model to State Directors

Minnesota was asked to present its consortium model for planning and funding under the Perkins Act at the National Association of State Directors of Career Technical Education Consortium meeting in late March. JoAnn Simser described the development process and the implementation that has occurred, and both Dan Smith and Pradeep Kotamraju were available to respond to questions. Many states have expressed interest in the Minnesota model and are considering ways to implement a similar structure to support their own secondary to postsecondary transition efforts. The US Department of Education is also watching to see the results of the Minnesota model to see if it might be incorporated into planning for a reauthorized Perkins Act.

POS/TSA/Advisory Committees

It was a little disheartening when a staff member approached me on return to Minnesota from the NASDCTEC meetings with the statement, "you and JoAnn need to leave the state at least once a month so that we can get some work done." Further discussion, though, showed that the "work," in this case, was preliminary discussion about how to better align the development and implementation of Programs of Study with the secondary and postsecondary program approval processes and the growing emphasis on program advisory committees, especially where they are combined for secondary and postsecondary programs at the regional (consortium) level. Much more discussion is needed, and this topic will be raised during the MDE/MnSCU update at the MACTA meeting later in April.

Perkins Site Monitoring

MDE and MnSCU have been conducting monitoring visits of selected Perkins consortia this spring. It is a first that the monitoring visits have been conducted for both secondary and postsecondary recipients as a joint effort, and also the first set of monitoring visits conducted in Minnesota since the passage of Perkins IV and the implementation of the new consortium structure. The visits focus both on compliance with the requirements of the law and on encouraging effective practices in the implementation of career and technical education programming and support services. Generally speaking the state teams have been pleased with the work shown by the consortia who have participated in the monitoring process, and are pleased to see evidence that the Minnesota consortium model is promoting positive secondary-postsecondary relationships and promoting opportunities for students to continue their technical studies beyond the introduction received at the secondary level.

A Special Welcome

It almost goes without saying that staff from both MDE and the MnSCU Office of the Chancellor are thrilled that Ginny Karbowski joined the MnSCU staff this winter as the Program Director for Career and Technical Education Pathways. Ginny brings a wealth of experience from both the secondary and postsecondary levels and has been tireless in her efforts to move forward initiatives in program of study implementation and technical skill assessments. WELCOME GINNY!

**PROGRAMS OF STUDY IN MINNESOTA****SANDY FABIAN; PROJECT DIRECTOR MNPOS.COM**

The numbers speak for themselves ... we ARE making progress on Programs of Study in Minnesota. Congratulations one and all on the outstanding effort you've made in the local development of Programs of Study (POS)!

Here is the data as of 4-13-10:

We have 813 Programs of Study approved state wide

We have 1393 in progress (working on them)

We have 1029 ready for review (either waiting for state or consortia approval)

Minnesota's decision to grow Programs of Study from the local level stemmed from the opinion that high school students benefit most from understanding what local courses are available to help them explore specific career pathways. The web-based data-driven tool (mnpos.com) was developed to assist schools/consortia in understanding what information is most helpful in knowledgeable career decision making.

We have added efficiencies to mnpos.com to ease the workload of data entry and maintenance.

We have had tremendous success with our helpdesk availability and have had excellent participation in web-ex trainings. To date we have been invited to five different consortia - assisting teams in the development of local POS. We have one training scheduled in June 2010 and are available for other visits. The local trainings have given us ideas for improvement of the site, helped us to learn about your challenges, and inspired us in appreciation of your enthusiasm and hard work.

As we move into FY11 we will continue to streamline and enhance the process and the technology. We will share exciting stories from school districts as they begin to implement the tool.

Congratulations again ... you are doing outstanding work!

LEGISLATIVE COMMITTEE UPDATE

The Legislature is in progress of balancing the budget, based on federal stimulus monies, MN revenue information and unallotment legal challenges. The last two budget areas to be determined in this session are Health and Human Services and K12 Education.

Senate File (SF) 3063 Career and technical education levy formula adjustment (Companion bill HF3675)

This bill is authored by Senator LeRoy Stumpf - Chair of the E-12 Education Budget and Policy Division. He is committed to making this a priority this year.

Please refer to www.MACTA.net website under Legislative Committee tab for links and information from the 2010 session.

MEDIA ARTS...CONTINUED FROM PAGE 2

CTE Meets the Needs of Students

Students need access more than ever to CTE courses, experiences, and programs. Through coherent CTE programs of study, authorized by the federal Carl D. Perkins Career and Technical Education Act, CTE at the middle and high school levels is tied to post-secondary experiences that lead to certificates, associate degrees, and bachelor's degrees preparing students to be college and career ready. Almost all professions require some post-secondary education and training. The middle-skill jobs that require more than high school diplomas but less than a university degree, relate directly to various CTE programs and allow students to explore a pathway for immediate job opportunities as well as lifelong career advancement.

All education should be deliberate, relevant and authentic for every student and should be accessible without limits of time and opportunity. Rigorous education is defined as contextual learning experiences that enable all learners to excel. CTE is recognized as delivering comprehensive programs of study and being the critical component in improving student achievement and retention, through an emphasis on rigorous standards. In addition, CTE course content is continually being developed to be globally competitive with the use of technology for research, design and communicating information.

Course credit and Media Arts standards are currently offered in CTE program areas such as graphic arts/design, engineering design, civil engineering and architecture, computer-aided design, animation, web design, multimedia, video production and digital imaging and editing, to name a few.

At this critical juncture in education – national common core standards that include academic and technical skill attainment – and limited dollars; now more than ever educational systems need to collaborate and provide increased opportunities for students.



**NATIONAL
POLICY
SEMINAR**
MARCH 8-10, 2010
PHOTOS COURTESY OF
KARA MUELLER, SLP

