

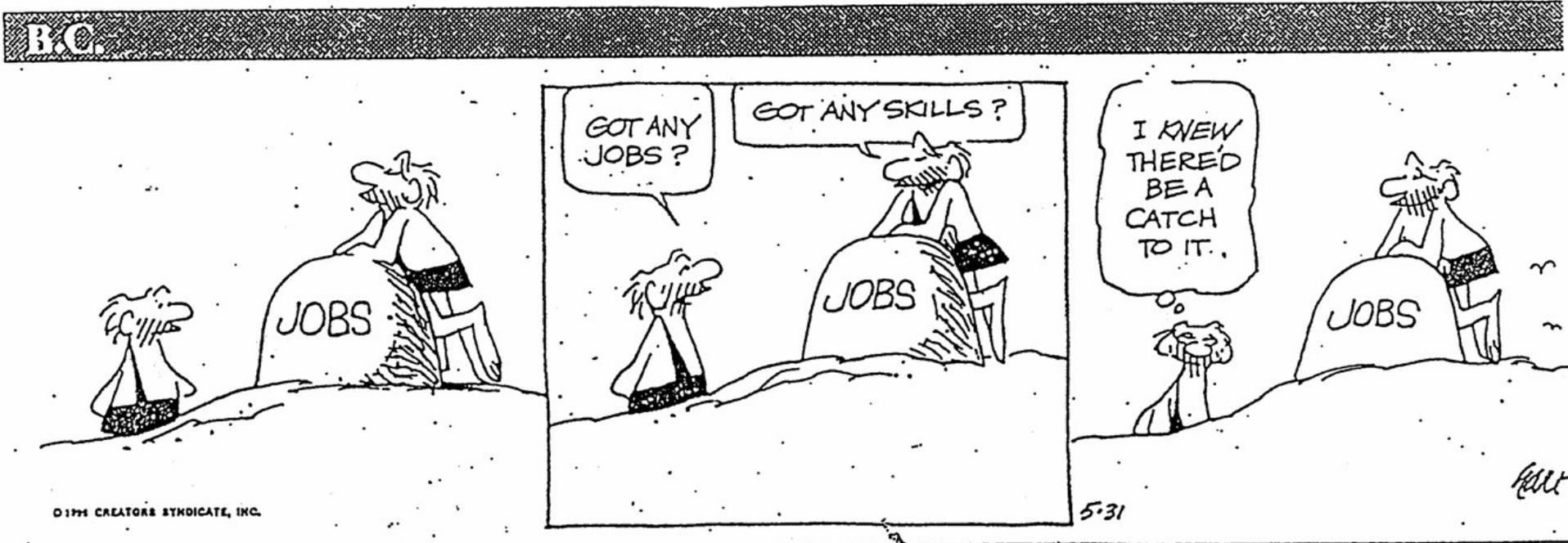
CTE IN MINNESOTA

May 3, 2012

Minnesota Foundation for Student
Organizations

Learning in the Context of Careers

CTE in Minnesota



Four Questions

1. What is career and technical education in Minnesota?
2. How is career and technical education supported in Minnesota?
3. What are career and technical education student organizations (CTSOs) in Minnesota?
4. How are CTOSOs supported in Minnesota?

- “The term ‘career and technical education’ means organized educational activities that—
- (A) offer a sequence of courses that—
 - i. provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - ii. provides technical skill proficiency, an industry-recognized credential, an certificate, or an associate degree; and
 - iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
 - (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

—Carl D. Perkins Career and Technical Education Act of 2006

- “Postsecondary career and technical education” means programs that belong to one of 16 career clusters as defined by Classification of Instructional Program (CIP) codes, and in which students major in one of four awards:
 - Certificate
 - Diploma
 - Associate of Applied Science (A.A.S.)
 - Associate of Science (A.S.)

Minnesota Career Fields, Clusters & Pathways

Marketing

- Merchandising
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales

Business, Management, and Administration

- Administrative Support
- Operations Management
- Business Information Management
- Human Resources Management
- General Management

Hospitality and Tourism

- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

Law, Public Safety, Corrections, and Security

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Government and Public Administration

- Revenue and Taxation
- Foreign Service
- Governance
- National Security Planning
- Public Management and Administration
- Regulation

Finance

- Banking Services
- Business Finance
- Securities and Investment
- Accounting
- Insurance

Human Services

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

Agriculture, Food, and Natural Resources

- Animal Systems
- Agribusiness Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

Arts, Audio/Video Technology, and Communications

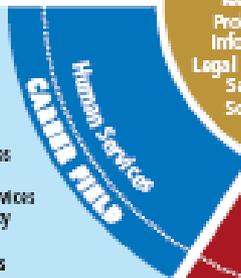
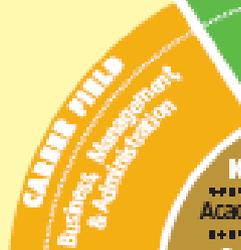
- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Information Technology

- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications



Minnesota Department of Education



- ## Transportation, Distribution, and Logistics
- Facility and Mobile Equipment Maintenance
 - Health, Safety, and Environmental Management
 - Logistics Planning and Management Services
 - Sales and Services
 - Transportation Operations
 - Transportation Systems/Infrastructure Planning, Management, and Regulation
 - Warehousing and Distribution Center Operations

- ## Architecture and Construction
- Construction
 - Design/Pre-construction
 - Maintenance/Operations

- ## Manufacturing
- Production
 - Manufacturing Production
 - Process Development
 - Maintenance, Installation, and Repair
 - Quality Assurance
 - Logistics and Inventory Control
 - Health, Safety, and Environmental Assurance

- ## Science, Technology, Engineering, and Mathematics
- Engineering and Technology
 - Science and Mathematics

Additional Resources
www.cts.mnsc.edu/programs/index.html
www.mmpcs.com

Legend:
 ■ = Career Cluster
 ➤ = Career Pathway

Explanation provided on reverse side.

"Secondary career and technical education" means programs for grades 9 through 12 that meet the requirements of part 3505.2500, items A to C, and work experience/career exploration programs.

3505.2500:

- A. in-depth exploration of occupations to assist in the career planning process;
- B. development of occupational competencies designed to be recognized for advanced placement in postsecondary programs; and
- C. development of occupational competencies necessary to enter an occupation.

Minnesota Rules specify that secondary career and technical education programs must be approved by the Commissioner and that they must be taught by appropriately licensed staff.

Program approval for secondary programs is premised on meeting minimum standards or better in 25 elements of the Program Approval Rubric.

Elements of the Rubric include:

- Advisory Committee Role
- Advisory Committee Membership
- Advisory Committee Operations
- Community Partnerships/Resources
- Teaching Credentials
- Professional Development
- Professional Organizations
- Paraprofessionals/ Technical Tutors (if applicable)
- Local Career and Technical Education Program Administration
- Financial Responsibilities
- Program Assessment
- Continuous Program Improvement Process
- Career Development
- Programs of Study
- Curriculum Content
- Instructional Delivery
- Student Assessment
- Leadership Development/Student Organizations
- Work-Based Learning Program
- Curriculum and Instructional Resources
- Equipment
- All Learning Environments
- Program Awareness/Accessibility
- Program Support
- Career Guidance and Counseling Program

Career and Technical Education Program Quality Assessment Rubrics

Section 1. COMMUNITY INVOLVEMENT:

	Minimal	Emerging	Quality	Exemplary
<p>1. Advisory Committee Role*</p> <p><i>The primary function of an advisory committee is to connect programs with the larger community.</i></p> <p>General CTE Advice – advice on all CTE programs to maintain quality and relevance of CTE education and help strengthen support from the community.</p> <p>CTE Program Specific Advice – advice at the individual program level that focuses on curriculum content, equipment, and facilities.</p> <p><i>A district should have a program-specific advisory committee for each program, and may either have a general advisory committee or may rely on program-specific committees to provide general advice.</i></p>	<p>A. The advisory committee discusses current industry practices, program issues and needs, and curriculum.</p>	<p>A. The advisory committee provides input on program improvement, curriculum and work-based learning experiences.</p> <p>B. The advisory committee is involved in a process to determine the needs of students and programs.</p> <p>C. The advisory committee is aware of and supports Career and Technical Student Organizations (CTSO).</p>	<p>The advisory committee addresses the following areas:</p> <p>A. <u>Assess/Advise</u> Evaluates current needs and makes recommendations for program improvement.</p> <p>B. <u>Assist</u> Ensures programs reflect current industry standards, assists with student organizations, and informs program staff of workplace needs.</p> <p>C. <u>Support/Advocate</u> Promotes CTE program and CTSO organization throughout the community.</p> <p>D. <u>Education/Transitions</u> Fosters an alliance between secondary and postsecondary education institutions and promotes opportunities for articulation, dual credit, concurrent enrollment, industry certification, etc.</p>	<p>A. The advisory committee uses collected data to support its decisions and recommendations.</p> <p>B. The advisory committee represents the diverse business and industry community and is extensively involved in tangible, meaningful ways regarding program improvement, curriculum and work-based experiences.</p> <p>C. The advisory committee provides the school board, foundations and community with career and technical education program reports/updates.</p>

Minnesota Rules define appropriately licensed CTE staff as

- A. teachers holding secondary teaching licenses and teachers utilizing waivers or variances granted by the Board of Teaching for teaching in state-approved secondary career and technical education programs as specified on the Table of Career and Technical Education Programs and Licenses maintained by the division within the Department of Education responsible for secondary career and technical education

Secondary career and technical education licenses are:

- 010100 Teacher of Agriculture
- 140050 Teacher of Business
- 300000 Teacher of Communications Technology
- 300100 Teacher of Construction Careers
- 300400 Teacher of Creative Design Careers
- 300500 Teacher of Early Childhood Careers
- 090100 Teacher of Family & Consumer Sciences
- 300600 Teacher of Hospitality Service Careers
- 300200 Teacher of Manufacturing Careers
- 300300 Teacher of Medical Careers
- 300700 Teacher of Transportation Careers
- 160000 Teacher/Coordinator of Work-based Learning

All CTE licenses are now Standard Teaching Licenses. The twelve CTE licenses are a sub-set of all of the standard teaching licenses in Minnesota.

Individuals who held “vocational” teaching licenses in the past have been allowed to renew those licenses as standard licenses, but they are only granted permission to teach within the scope of the original vocational license.

2. How is secondary career and technical education supported in Minnesota?



Postsecondary Career & Technical Education programs in Minnesota are delivered through the Minnesota State Colleges and Universities and are supported by:

- Base revenue funding to the MnSCU system
- Federal Perkins funds, and
- Student tuition.

There are four sources of funding to support secondary Career & Technical Education programs:

- State General Education Revenue
- Local (unequalized) Career & Technical Education Levy
- State Transition-Disabled Aid (for career & technical education programs *designed* for students with disabilities)
- Federal Carl Perkins funds

State General Education Revenue is available to all school districts on a per pupil basis though, to the dismay of some in the general public, a “pupil” isn’t a “pupil.”

The state provides districts \$5,174 per adjusted marginal cost pupil unit, to increase by \$50 each of the next two years. Factors that adjust pupil units for funding calculations include:

- Pupil weighting (secondary students count more than elementary or kindergarten students)
- Poverty
- Sparsity
- Population swings

Local (unequalized) Career & Technical Education Levy

Districts may levy locally an amount that replaces the funding that was available as state aid in 2001. Beginning in 2007-2008, a district's levy authority has been recalculated to reflect current program efforts.

To a cap of

- \$17,850,000 for 2012
- \$15,520,000 for 2013, and
- \$15,393,000 for 2014

- Allowable expenditures for levy calculation:
 - Salaries for direct instruction by appropriately licensed personnel
 - Contracted services provided by a public or private agency other than a Minnesota school district or cooperative center

- Allowable expenditures (cont.):
 - Travel:
 - Between instructional sites, including worksites for students in community settings
 - **For in-state student organization activities (instructor travel only)**
 - For non-credit-bearing professional development

- Allowable expenditures (cont.):
 - Specialized instructional supplies (not general supplies)
 - Curriculum development activities connected to a 5-year plan

State Transition-Disabled Aid (for career & technical education programs designed for students with disabilities)

Funding for the transition-disabled program is included in funding for general special education.

The fact that a student has a disability does not qualify the individual for funding under transition-disabled. Funding supports *programs* that are implemented when the population of students with disabilities warrants such programs.

Access to a transition-disabled program ***must be specified*** in the student's I.E.P.

The Carl D. Perkins Act provides approximately \$17 million annually to Minnesota to support career and technical education programs at the secondary and postsecondary levels.

While this is a relatively small investment when compared to education spending as a whole (the state's K-12 education budget – all funds is approximately \$15.1 billion, and the higher education budget – all funds is approximately \$3.2 billion), the federal investment does much to provide a direction for state and local expenditures on CTE.

Perkins funds are not for general program operations but are designated for program improvement.

Other than the 5% used locally to administer the grants, funds are not to support staff positions for more than three years unless there are substantially new duties attached to the positions.

Because a clear theme of Perkins IV is high school to college transitions for career and technical education students, Minnesota opted to establish a consortium structure to plan for, and support, career and technical education programs in 26 regions of the state.

Each consortium must include at least one eligible postsecondary institution and at least one eligible secondary school district.

No college nor any school district may participate in more than one consortium.

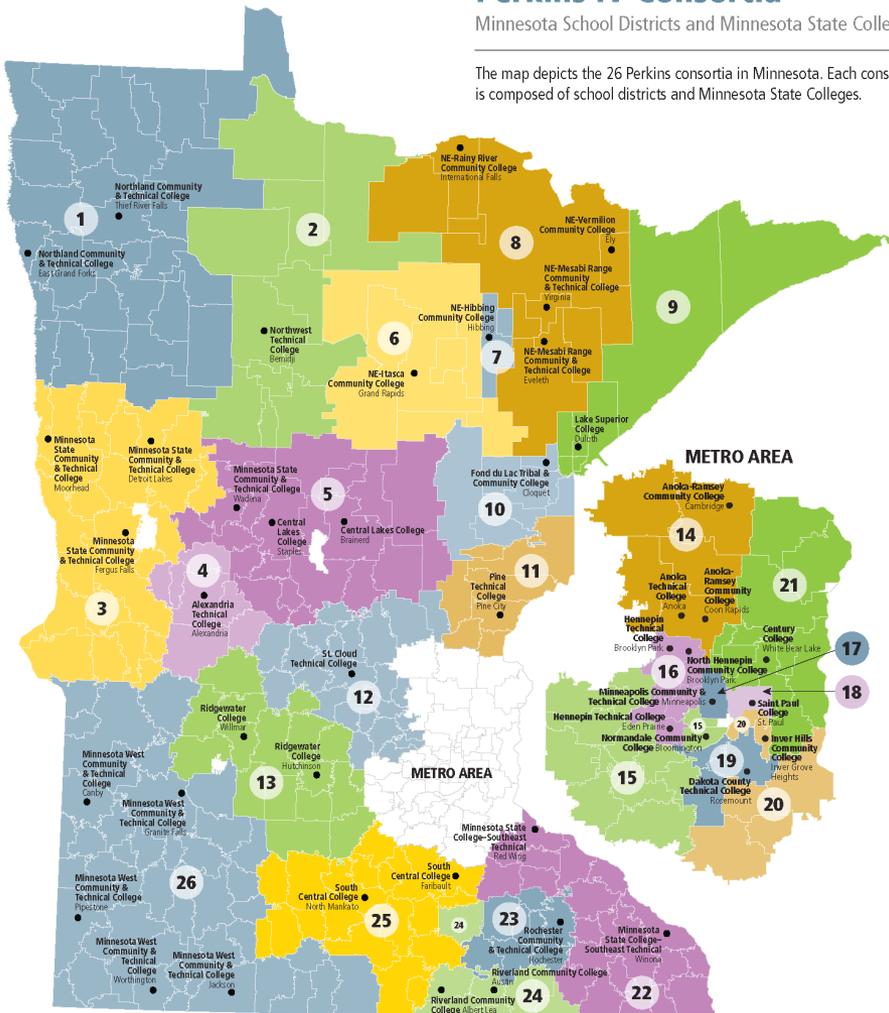
Charter schools with approved CTE programs must be invited to participate in the local consortium.

A single joint local plan governs both the regional plan for career and technical education programming and the use of secondary and postsecondary funds. This plan is a *CTE Plan*, not a Perkins plan.

Perkins IV Consortia

Minnesota School Districts and Minnesota State Colleges

The map depicts the 26 Perkins consortia in Minnesota. Each consortium is composed of school districts and Minnesota State Colleges.



We did not impose a new structure under Perkins IV, but built the consortium structure from recommendations received from past Perkins recipients.

No.	Consortium Name	No.	Consortium Name	No.	Consortium Name
1	Pine to Prairie/North Borders	10	Carlton County	19	Dakota County
2	North Country/Northwest	11	Pine Technical	20	South Metro
3	Lakes County	12	Great River	21	Northeast Metro
4	Runestone	13	Mid Minnesota	22	Southeast
5	Central Lakes	14	Oak Land	23	Rochester/ZED
6	Itasca County	15	Southwest Metro	24	Riverland
7	Hibbing/Chisholm	16	Hennepin West	25	South Central
8	East Range	17	Minneapolis	26	Minnesota West
9	Lake Superior	18	St. Paul		



The Minnesota State Colleges and Universities system and the Minnesota Department of Education are Equal Opportunity employers and educators.

Of the funds received by the state, over \$14 million is distributed to local Perkins consortia by formula. Secondary funds are primarily distributed on the basis of US census population while postsecondary funds are primarily distributed on the basis of eligibility for PELL or BIA assistance.

Grants to consortia vary in size from \$143,000 to \$1.4 million.

Funds are distributed to one secondary fiscal agent and one postsecondary fiscal agent in each recognized consortium.

Once funds are received locally, ***whether by the secondary or postsecondary fiscal agent***, they may be utilized for secondary, postsecondary and tech prep activities according to the local plan developed by the consortium.

Principals, superintendents and senior college leadership must, at a minimum, be aware of the evolution and operation of the consortium and how it impacts school districts and colleges.

Local plans must be signed by superintendents and college presidents.

Some sources of information:

Local consortium plans, including locally developed Perkins budgets, are available on the state CTE website at: http://www.cte.mnscu.edu/MN_State_Plan/perkinsIV/applications.html

A district's authority to levy for career and technical education is available by district on its Levy Limitation and Certification Report at: <http://education.state.mn.us/MDEAnalytics/Data.jsp>
(see page 7)

A database of approved secondary CTE programs as well as the crosswalk of approved programs and appropriate licensure is available at: <http://education.state.mn.us/MDE/SchSup/CareerEdAdmin/index.html>

So what about Career and Technical
Student Organizations?

How do they fit in this discussion?

Minnesota Statute 124D.34 establishes the Minnesota Foundation for Student Organizations and specifies:

- Membership
- Programs
- Powers and duties
- Staff
- Reporting requirements

Minnesota Statute 124D.355 defines Career and Technical Student Organizations to be an integral part of a career and technical education program and available to any student enrolled in a career and technical education program.

Any dues or other funds are to be used to support state and national activities and are subject to audit.

Minnesota Session Law 2012 K-12, HF 2949 Article 2, Section 19 specifies the funding distribution to be:

Subd. 16. **Student organizations.** For student organizations:

\$ 725,000 2012

\$ 725,000 2013

\$49,000 each year is for student organizations serving health occupations (HOSA).

\$46,000 each year is for student organizations serving service occupations (HERO).

\$106,000 each year is for student organizations serving trade and industry occupations (SkillsUSA, secondary and postsecondary).

\$101,000 each year is for student organizations serving business occupations (BPA, secondary and postsecondary).

\$158,000 each year is for student organizations serving agriculture occupations (FFA, PAS).

\$150,000 each year is for student organizations serving family and consumer science occupations (FCCLA).

\$115,000 each year is for student organizations serving marketing occupations (DECA, DECA Collegiate).

Any balance in the first year does not cancel but is available in the second year.

So clearly the Minnesota Foundation for Student Organizations exists in statute and has specific responsibilities.

As a Foundation Board, it is important that you fully identify your roles and responsibilities and the roles and responsibilities of staff of the Foundation and the individual student organizations, with the goal of providing effective, quality student organization opportunities for career and technical education students in the state.

Questions

