

ACTE Region I
Annual Business Meeting

Kansas City Convention Center

December 10, 2005

MINUTES

The ACTE Region I Annual Business Meeting was called to order at 9:03 a.m. by ACTE Vice President, Margaret A. "Maggie" Hess.

Mitch Culbert led the assembly in the Pledge of Allegiance.

Region I President Hess welcomed the members and reminded them, that when traveling, be sure that batteries are installed in their alarm clocks. She restated her overall goal for Region I is to engage in a rebuilding process for the region. She has been spending time increasing her understanding of ACTE and assessing the strengths and weaknesses of our region. She advised all members that high school redesign and reform has become a rising national issue of importance and that ACTE has focused on developing a position for Career and Technical Education in that redesign and reform (see attachment) Region I members should act in concert to promote the position. Visit and surf the ACTE website in order to keep up to date. Membership recruitment in our Region is a concern and remains a priority.

Van Hughes, Region I Secretary advised attendees that Region I - Roll Call sign-in sheets for name (see attachment), state, and e-mail address were circulating about the room. Members should record their presence at this meeting.

Sierra Jenkins, President-Elect of National HOSA, extended on behalf of her CTSO fellow members, greetings and appreciation to career and technical educators and ACTE members in particular. She indicated that career and technical education has made a difference in her life. She stressed the importance of CTE and in workforce development. Her teachers and programs are leading her toward a health career in biology and chemistry with emphasis on pre-medicine. She is active in community service and intends to participate on various mission trips sponsored by her school. She closed her remarks with thanks to the members of ACTE for their hard work and dedication. The group applauded her remarks. She was accompanied by Reginald Coleman, President of National HOSA, and Teresa Williamson, Chairperson, HOSA Inc.

Candidates for ACTE President made brief platform statements:

Coleen Keffeler is a 21 year Family and Consumer Sciences classroom teacher / School-to-Careers Coordinator from South Dakota and former ACTE / McDonald's Teacher of the Year; she indicated that ACTE and CTE were second only to her family. She commented that many great successes of her students are captured with memorable photos. Her daughter is K-8 certified in language arts and her son is the only GSE student to have an error free resume. She pointed out that her involvement in South Dakota is small, but they are doing great things. Her goal is to drive people to fulfill their

potential. She is confident in her leadership skills and appealed to members to cast a ballot for her in the election for ACTE President.

Daniel Smith is an Education Supervisor for Adult and Career Education in the Minnesota Department of Education. He noted the importance of education reform and spoke of the rigor, relevance and relationships as presented by yesterday's General Session speaker, Tom Vander Ark. He pointed out: 1) the importance of good relationships between good teachers and their students, 2) the necessity of building partnership with business and the community, and 3) from the works by Margaret Wheatley, new ideas about the results generated from meeting... what matters when people come together... becoming "a part of" and not "apart from." He asked that members vote for him to promote a unified field for education reform.

ACTE President, Connie Smithson offered remarks from ACTE Leadership. They are working through reorganization issues on the Board. There is a constant focus and unrelenting effort to deliver services to the membership. She complimented the leadership and work of our Region President, Maggie Hess. There is much to do including reauthorization of Perkins, membership growth and retention, high school reform initiatives, reorganization, and more. All of us must continue to maintain the momentum. We are poised for great accomplishment and recognition.

ACTE President-Elect, Bob Scarborough deferred comment in order to move the meeting forward.

The December 11, 2004 Minutes of the Region I – Annual Business Meeting in Las Vegas were presented to the membership for approval. They had been reviewed and with minor correction by the Policy Committee at their meeting on Wednesday, December 7, 2005 with the recommendation to approve. Motion to approve by was made by Ernie Powers and second by Stewart Spittle...
...motion carried

Awards Chairperson, Ernie Powers announced that this presentation will be the last in a series that has spanned ten years under his leadership. The following Region One Awards were made:

State Associations' Award Recipients –

Advisory Committee Member of the Year

David Everly – West Virginia
WV University Hospitals
Monongalia County Tech Education Center

Business Education Partnership of the Year

Respiratory Program – West Virginia
Carver Career Center - CAMC

Outstanding Teacher in Community Service

D. Waid Lyons – Ohio

ACTE Award Recipients –

Legislator of the Year

Jon Amores – West Virginia
Robert Travaglini – Massachusetts
Salvatore DiMasi - Massachusetts

ACTE Outstanding Career and Technical Educator

Ann K. Jordan – Ohio

ACTE Outstanding New Career and Technical Educator

Lisa Sowinski – Ohio

ACTE Outstanding Teacher of the Year

Craig Donnell – Ohio

Region One Awards –

Scott Westbrook, - Humanitarian Award

Marcus Ashley – Massachusetts

Jim Hanneman Memorial Award

Ernie Powers – West Virginia

Maggie Hess reported that the ACTE Board of Directors are working on a number of initiatives. She mentioned four specifically: establishing a CTE Foundation; promoting ACTE's position on high school reform; developing a leadership initiative; and business partnerships. She also related Audit Committee information: a draft Record Retention policy was approved with amendments; a draft Whistleblower policy was approved; and a draft policy for Accounts Payable Check Clearing was approved.

Mitchell Culbert, Bylaws Committee member, reported that changes in membership categories will be presented at the Assembly of Delegates as well as reducing the number of members necessary to retain division status. Health Occupations Education Division is requesting that their name be changed to Health Science Technology Education division.

Communications Committee member, Maurice Henderson provided information related to: the Techniques Editorial calendar for 2006; writers are needed for a web-based clearing house and for a themes website to encourage writers to follow "threads;" and the involvement of the Committee to assist and work with ACTE headquarters in methods and ways to disseminate information.

CTE Support Fund Committee – No report.

Diversity Committee – No report.

Future Horizons Committee – No report.

Legislative Committee member, Allen Vaughan provided information regarding a process for prioritizing ACTE's legislative agenda. Level 1: Leadership role in Washington – Pressing and proactive - Involving active lobbying, grassroots mobilization, media efforts, research, testimony, ACTE letters, and updates to the field. Level 2: Proactive - Involving active lobbying, research, ACTE letters, and updates and alerts to the field. Level 3: Monitoring and reactive - Involving research and ACTE letters and alerts to the field. Level 4: Monitoring and reactive - Involving file maintenance, sign-on letters (generated by others), and possible legislative newsletter coverage. The entire process reflects the move to become more proactive than reactive. Periodic teleconferences will be planned.

Stewart Spittle reported for Membership Committee Chair, Polly Mingyar. Significant growth took place in the First Timers program. He reported there were over twice the number of people who

applied for the first time attendance stipend (about 140 in 2005 – up from 60 in 2004). Stewart also invited members to attend the National Policy Seminar, March 6-8, 2006.

New Ideas Committee – No report.

Nominating Committee member, Irene Ashley – (refer to platform statements above).

Professional Development Committee – No report.

Public Relations Committee – No report.

Research Committee – No report.

Resolutions Committee member Van Hughes reported that two resolutions will be presented to the Assembly of Delegates: 1. Continuous increased funding and support for the Carl D. Perkins Vocational and Technical Education Act; and 2. Resolution of appreciation to Kansas City.

Ron Cassidy asked, "How are we doing since last year's crisis?" He was reassured by ACTE Vice-President Maggie Hess that significant measures are being taken to secure the future of ACTE. Furthermore, Region I will be attending the NPS, contacting all Region affiliate states, and appointing new committee members from served states.

The 50/50 Legislative Support Fund drawing winner was Jeff Smith from Ohio, \$85.00.

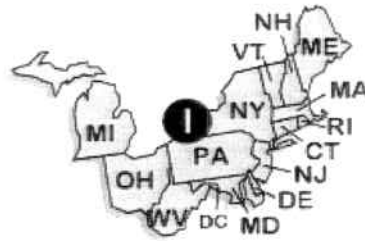
The Annual Business Meeting was adjourned at 10:55 a.m.

Van Hughes

A handwritten signature in black ink, appearing to read 'Jm / Hughes', with a long horizontal line extending to the right.

Secretary,
Region I

Region I



Roll Call of States Kansas City - *December 10, 2005*

Connecticut –

Delaware –

District of Columbia – Dwayne A. Jones

Federal Offices –

Maine – Yvonne Davis

Maryland – Anna Nemish, and Mary Nemish

Massachusetts - Irene Ashley, Marcus Ashley, Donald Ayer, Janis Gorlich, Marty Henry, Carol Olsen,
Laura Ross, Lynn Ryan, and Allen Vaughan

Michigan – Carlotta Simmons-May

New Jersey –

New York – Valerie Mallison

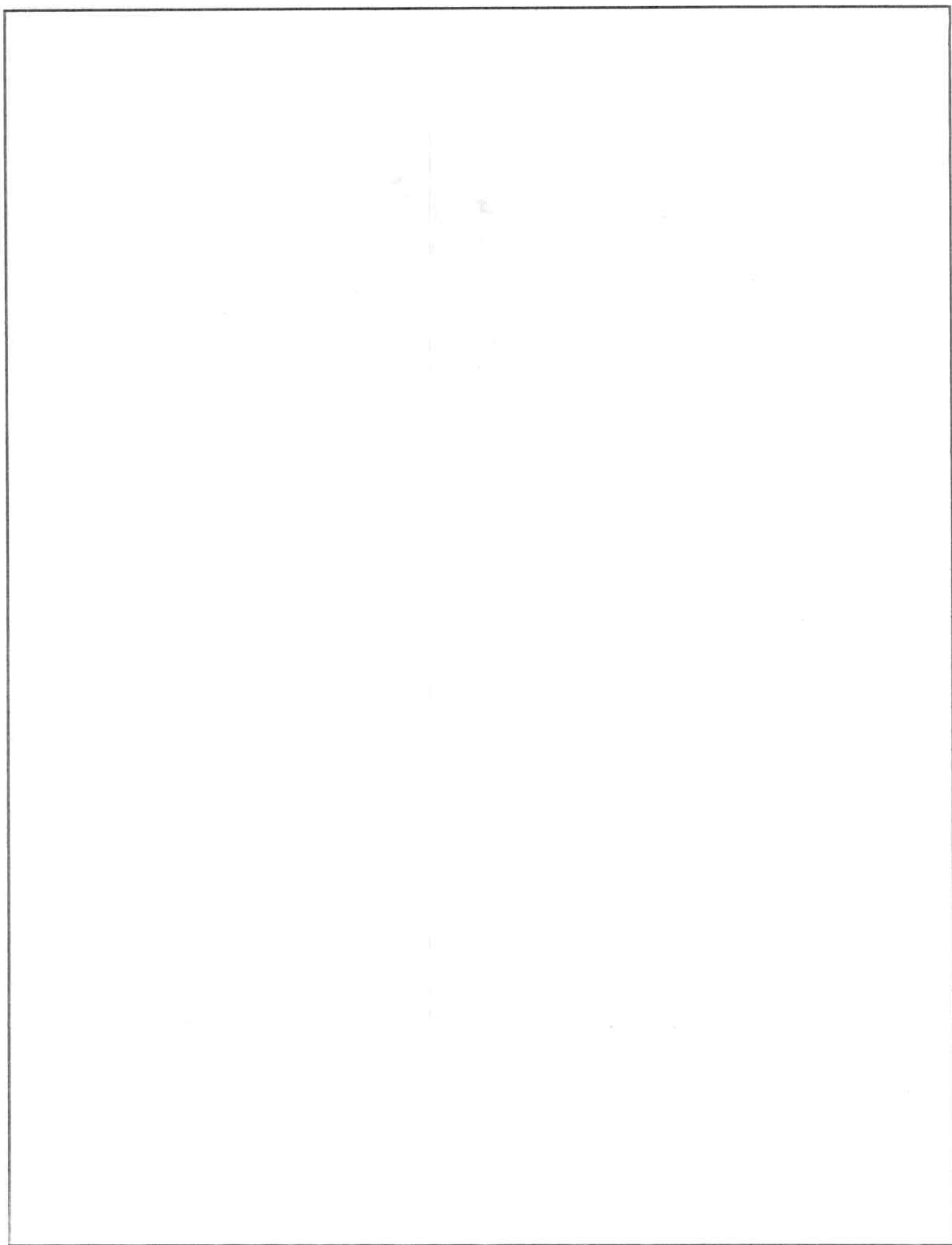
New Hampshire –

Ohio – Rebecca Beckstedt, Karen Bleeks, Ron Cassidy, Chuck Cornwell, Russ Crosthwaite, Mitch Culbert, Craig Donnell, Barb Funk, Gary Gebhart, Doug Haskell, Margaret Hess, Pam Hunt, Ann Jordan, Polly Mingyar, Nancy Pietras, Jon Quatman, Bob Scarborough, Jeff Smith, Harry Snyder, Bill Souder, Stewart Spittle, Sue Steele, John Villers, Michelle Walker, Kris Wasler, Robin White, and Tim Young

Pennsylvania – Van Hughes, and Cathy Thomas

Vermont –

West Virginia – Ernie Powers



THE ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION



REINVENTING

THE AMERICAN HIGH SCHOOL FOR THE 21ST CENTURY

A POSITION PAPER

JANUARY 2006

REINVENTING

THE AMERICAN HIGH SCHOOL FOR THE 21ST CENTURY

STRENGTHENING A NEW VISION FOR
THE AMERICAN HIGH SCHOOL
THROUGH THE EXPERIENCES AND RESOURCES
OF CAREER AND TECHNICAL EDUCATION

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
INTRODUCTION	4
PART 1. UNDERSTANDING THE CHALLENGE AND CURRENT EFFORTS IN HIGH SCHOOL REDESIGN	5
Multiple Challenges: Skills, Education and Competition.....	5
The Current Performance of U.S. High Schools.....	5
Making an Honest Appraisal	5
The Emerging Agenda for High School Redesign.....	6
PART 2. RECOMMENDATIONS FOR THE FUTURE.....	8
1. Career and College Readiness.....	8
2. Personalization in Planning and Decision-making.....	10
3. Personalization in Relationships	12
4. How Academic Content is Taught.....	13
5. Core Curriculum in an Interest-based Context.....	15
6. High Quality Teaching in all Content Areas	18
7. Re-entry and Completion.....	19
8. Connection of CTE and High School Redesign Efforts.....	20
9. Beyond “Seat-Time” and Narrowly Defined Knowledge and Skills.....	22
CONCLUSION	24
ACKNOWLEDGEMENTS	25
ENDNOTES	26

EXECUTIVE SUMMARY

THE ASSOCIATION FOR Career and Technical Education (ACTE), on behalf of career and technical education (CTE) professionals in the United States, advocates for clearly focusing American high schools on the goal of preparing EVERY student for full participation in a spectrum of college opportunities, meaningful work, career advancement, and active citizenship. We call upon leaders to make needed changes in school culture, instructional strategies and organizational priorities that will support this new purpose.

CTE is a major enterprise within the United States' P-16 education system. More than 95 percent of high school students take at least one CTE course during their high school career, and about one third of high school students take a concentration of three or more related CTE courses before they graduate. In addition to CTE courses offered within most of the nation's more than 16,000 typical high schools, there are approximately 1,000 regional career technology centers that offer more targeted and technology-intensive CTE programs preparing students, both young people and adults, for further education, and in some cases, for direct entry into the workforce. Further, a large number of high school reform strategies and new small schools employ interest-based programs, including CTE, as a way to increase student motivation and engagement.

Given the magnitude of the CTE enterprise, it is vital that CTE educators and leaders participate in the important discussion about how to redesign American high schools for the needs of the 21st century and bring CTE's resources and areas of expertise to that discussion.

In our discussions about high school redesign, we suggest a number of strengths and resources CTE can bring to the table for overall high school improvement. To provide clarity for the role of CTE, we suggest a three-fold purpose of career and technical education at the secondary school level. CTE should:

- **Support students in the acquisition of rigorous core knowledge, skills, habits and attitudes** needed for success in postsecondary education and the high-skilled workplace;
- **Engage students in specific career-related learning experiences that equip them to make well-informed decisions** about further education and training and employment opportunities; and,

- **Prepare students who may choose to enter the workforce directly after high school** with levels of skill and knowledge in a particular career area that will be valued in the marketplace.

In light of the current and future challenges facing our youth, the members of ACTE believe a new working model for high school is long overdue. We make the following recommendations to help guide the reinvention of the American high school:

RECOMMENDATION 1. Establish a Clear System Goal of Career and College Readiness for All Students

All students need a strong arsenal of reading, comprehension, reasoning, problem-solving and personal skills to be ready for the world of meaningful postsecondary education and training as well as entry into the high-skilled workplace. Standards should be aligned to the demands of career and college readiness, and all students should be challenged to enroll in a rigorous college and career readiness curriculum. Extra help, including structured transition services, should be provided to support this curriculum, and opportunities for additional advancement across broad areas should be provided. Traditional academic and CTE teachers must share the goal of preparing students for both further education and careers.

RECOMMENDATION 2. Create a Positive School Culture that Stresses Personalization in Planning and Decision-making

At a minimum, every student should be led through a process of academic and career awareness, exploration, and planning. This should include learning about the economy and career options, self-assessment for areas of interest; deeper exploration of how personal interests relate to career opportunities and gaining education and career decision-making skills; and knowledge and understanding of local, state, and national educational, occupational, and labor market opportunities, needs, and trends. Policies must be in place to ensure that ca-

reer development and postsecondary planning are core activities within the high school as part of a comprehensive guidance program. Each student, and his or her parents/guardians, should develop an individualized plan for graduation and beyond that will guide the high school experience.

RECOMMENDATION 3. Create a Positive School Culture that Stresses Personalization in Relationships

Schools remain one of the best opportunities for connecting youth and adults in positive ways, giving students the sense that they are valued and cared for, and reinforcing the message that whether they succeed or fail actually matters to someone. A system goal must be to help every youth become involved in structured activity that strengthens positive relationships with peers and adults and encourages the student's sense of confidence and belonging in school. These activities could include advisory periods, smaller learning communities, co-curricular interest-based activities—such as career and technical student organizations (CTSOs)—or other activities that provide a positive adult relationship.

RECOMMENDATION 4. Dramatically Improve How and Where Academic Content is Taught

Teachers and researchers must work together to identify strategies that show promise for helping all students attain proficiency in high-level courses. As each state refines and clarifies its standards for career and college readiness, it should recognize that “academic” skills can be acquired in a variety of settings, not just the traditional academic classroom. The achievement problem is not just one of low-level course-taking; it is also related to unfocused curriculum and instructional methods that are not reaching all students. Integration of academic competencies into CTE curricula and of real-world content and applied methods and examples into traditional academic classes can raise student achievement levels and increase understanding of rigorous concepts. Flexibility must be in place for delivering academic content across the curriculum.

RECOMMENDATION 5. Create Incentives for Students to Pursue the Core Curriculum in an Interest-based Context

From across the school reform spectrum, there is ample evidence that connecting rigorous academic expectations with the relevance of an interest-based curriculum can help connect students to learning in powerful ways. Interest-based areas can be organized around various broad themes, such as the fine arts, or more specific themes like biotechnology, pre-engineering, hospitality, and finance. There must be resources and policies in place to support the development, implementation, and review of these interest-based areas.

RECOMMENDATION 6. Support High Quality Teaching in all Content Areas

The No Child Left Behind Act creates mechanisms for assuring that every teacher in the academic core subjects is highly qualified, meaning the teacher holds a bachelor's degree or higher, grasps content at a deep level and can teach that content effectively. The crux of these standards, deep knowledge of content and skills in effective teaching methods, should apply to CTE teachers as well, including those entering the teaching profession through traditional teacher education programs and those transitioning into teaching from business and industry through alternative certification programs. CTE teachers should be able to demonstrate content mastery through a method appropriate to their areas of expertise, utilizing industry-based credentials or assessments aligned with career clusters where available. An expanded focus must be placed on professional development for all teachers in academic and technical integration and contextual teaching strategies.

RECOMMENDATION 7. Offer Flexible Learning Opportunities to Encourage Re-entry and Completion

True quality high school reform must include effective strategies to re-engage and reconnect young people who have failed or are in danger of failing to complete high school. These young people have been failed by the current high school system. With a national graduation rate of approximately 71 percent, millions of young people are out of school and grossly ill-equipped to compete in the 21st century workforce and economy. To re-

form high school without a strategy to re-engage these young people who have already dropped out would be to abandon them to, and accept the social costs associated with, bleak futures marked by reduced earning potential, poverty, crime, drug abuse, and early pregnancy. High schools must provide a continuum of flexible interest-based learning opportunities that utilize effective teaching methodologies and are responsive to students' varied needs and life circumstances.

RECOMMENDATION 8. Create System Incentives and Supports for Connection of CTE and High School Redesign Efforts

In many states and school districts, CTE leaders are providing the major impetus and resources for rethinking the instructional and organizational design of the traditional high school. However, in some locales, superintendents, school leaders and school reform advocates are reportedly overlooking the role of CTE in providing meaning, relevance, and experience in deeply contextualized learning of subject matter. This oversight will limit the effectiveness and impact of the high school redesign agenda. Policymakers at the federal, state and local levels should see academic and interest-based courses as complementary of one another, and create initiatives that support rich, interest-based programs to be built around a core of rigorous academic expectations.

RECOMMENDATION 9. Move Beyond "Seat-Time" and Narrowly Defined Knowledge and Skills

U.S. high schools operate on a well-established set of expectations for size, time of day and seasons of the year that programs and classes are offered, how instructional material is delivered and what constitutes success in terms of the students' knowledge and skills. In order for our education system to adopt the new goal of getting every student ready for careers and college, we suggest a shift in focus to the underlying principles for what students learn and how we teach it, including what knowledge and skills are measured, how students are asked to demonstrate their knowledge and skills and how school is offered for all young people, particularly for the many students who are currently disengaged and leaving, or have already left, the traditional high school.

Clearly, we believe that CTE courses and instructional

methodologies have a place in the high school environment, and that there should not be an artificial split between academic coursework and vocational studies, nor should exposure to CTE-type coursework be delayed until late in high school or college. Rather, we believe that all coursework, with clearly articulated standards and expectations, can help build within students the mix of skills, aptitudes and attitudes they will need for success after high school.

Designing American high schools around the needs of students in the present and the future requires honesty, courage, and a willingness to change familiar structures and practices in the best interests of our young people. Real change, made for the right reasons and toward the right mission, will yield dramatically better results and a more hopeful future for America's young people and for our national economic and cultural well-being.