

On the Hill

-Jon Severson, SDACTE President



On March 8th – 10th, Dodie Bemis, Coleen Keffeler, Annika Russell, and I attended the National Policy Seminar in Washington, DC. As the seminar kicked off, ACTE provided a first time attendee briefing session. This included an overview of the congressional process and what to expect during our Capitol Hill visit.

During the three-day event we attended the general sessions which included several panel discussions and keynote speakers such as Roberto Rodriquez, who is the Special Assistant to the President for Education;

Jane Oates, Assistant Secretary, Department of Labor Employment and Training Administration; and Brenda Dann-Messier, Assistant Secretary, U.S. Department of Education, Office of Vocational and Adult Education.

The four person panels expressed their opinions and entertained questions from the audience on several issues. The issues addressed the current political environment for future policy activity, the variety of funding sources including federal appropriations and earmarks, and the need for CTE programs to develop strong connections with business for economic development.

While on our Capital Hill visit, we were able to meet with South Dakota Congresswoman Stephine Herseth-Sandlin, Senator Tim Johnson's staff, and Senator John Thune. We shared with them several success stories relating to our classes and why it is so very important that they as lawmakers must support and increase Perkins funding. Christopher Brockhoft, the National President of FCCLA and a Winner High School senior, joined our delegation on Capital Hill as one of those success stories.

NPS: Exciting, informative event (student perspective)

***Christopher Brockhoft,
National FCCLA President***

The 2010 Association for Career and Technical Education (ACTE) National Policy Seminar proved to be an exciting and informative event for CTE stakeholders of all ages. Whether an educator or student was attending the ACTE Policy Seminar for the first time or perhaps the twentieth time for a veteran member, every individual in attendance absorbed valuable information that affects every citizen in the United States of America. Since ACTE is the main advocacy group for Career and Technical Education, the frontrunners proved to have data and statistics that were fresh to many eyes present at the seminar.



As National FCCLA President, I had the opportunity to demonstrate a Capitol Hill visit along with Trenton Brock, National FCCLA First Vice President, at the "Capitol Hill 101" portion of the 2010 ACTE event. This proved to be a fun way to show new attendees how to conduct themselves while meeting with representatives and senators. While on the Hill, four outstanding South Dakota Career and Technical Educators and I had the opportunity to meet with Senator Thune, Representative Herseth-Sandlin, and staff members from Senator Johnson's office. These visits proved to be quite effective as we provided insight toward South Dakota's Career and Technical Education growth and successes of our students and programmatic efforts.

Time was well spent while advocating on Capitol Hill, and I will personally never forget the relationships and friendships formed in such a short period; networking is truly the key to a successful CTE program.

We look forward to seeing you at the next ACTE event.

CTE for Core Credit . . . Finally!

Brad Bies, OCCTE Liaison

The change in graduation requirements brought several positive changes to the CTE world. Today I'd like to talk about the new option to get core content credit for CTE courses. There are a lot of good reasons why you might want to consider getting some CTE courses at your school approved for core credit. It increases the options (flexibility) for students to gain core content credit while aligning to student interest and career goals. It connects core content with real world experience while at the same time providing engaging, rigorous, and relevant education. CTE courses that align to core content standards are typically pathway courses. To take advantage of the opportunity, each district must have an approved CTE program and complete a state application process. Application includes: teacher certification, course syllabus; verification of standards based curriculum, and assessment of standards by methods including end-of-course exams, authentic assessment, and project-based learning or rubrics.

The department-recommended process for seeking course approval includes a detailed review of core content standards and CTE course curriculum - CTE courses must align to unpacked core content standards. A complete curriculum mapping or outlining of curriculum. Collaboration between the academic and CTE teacher to ensure all standards are met and the course is rigorous and relevant. Completion the state CTE for Core Content Application, and local approval of course. Approved programs participate in ongoing monitoring of course content.

Some examples may include (there are plenty more, too):

Principles of Engineering – Physics

Intro to Engineering Design – Physical Science

Fundamentals Animal Science – Biology

Agriculture Biotechnology – Genetics

To get started, schedule a meeting with your local curriculum director and contact your OCCTE cluster specialist for more information.



Brad Bies, Team Leader-Perkins/CTE, did an excellent job representing OCCTE and SDACTE as one of four panelists who addressed relationships between the state Career and Technical organizations and the state offices.

This occurred during the State Leadership Luncheon at the national ACTE conference in Nashville. Once again, SDACTE qualified as an ACTE Quality State Organization. This is the tenth consecutive year that SDACTE has been recognized as a quality association.

