



ACTE Academic Integration Section Meeting

December 4th, 2020

1. Please add your name and email to the chat!

Attendees:

- Susan Leon
- Dr. Laura Jaime
- Kara Dellisanti
- Mike Metikosh
- Dick Jones
- Jill Ranucci
- Eric Frauwith
- Otis Pierce

2. Welcome and Introductions

- a. Name
- b. School District, Role
- c. One thing that you have LOVED about having to quarantine/pandemic life

3. Why did you join this section?

- a. Perkins coordination/academic integration
 - i. Local needs assessments: what is the impact of academic issues to CTE? How are we making the connections between academics and applied skills in their CTE classes? Seeing and showing connections to their future
 - ii. Getting students out of poverty/working poor and developing skill sets. -Otis Pierce

- b. How does this section CTE impact students?
- c. Why CTE? “We answer the question: When are we ever going to use this again?”- Eric Frauwirth
 - i. Part time CTE centers/CTEDs when we only have students for a piece of their day. The struggle is if we are going to incorporate academics, it might not be the same across home high school districts. If we do not embed, it could affect students because they need more time (credits). “Pitch is the same as slope”
 1. State approval process in NY so you can supplement academics through CTE classes. Each local school can submit how they are going to handle the academics. This varies from programs. How can we improve this process? The local HS are involved in the approval process as well. -Dick Jones
 2. Philosophical disconnect between academic teachers/CTE teachers
- d. @ Admin Keynote presentation- speaker talked about how he turned around a CTE school. He talked about combining the CTE skills and academic skills and that is what turned around the school. Find recording.
- e. In Arizona, there are several programs that are approved through the state. The governing board in the individual school districts have to approve it. We want to also make sure our own CTE teachers feel empowered to embed math and English and that they have an impact on their students. -Dr. Laura Jaime
- f. Teachers were dual certified so they could offer credit to students in various courses (i.e. math and engineering). In Texas, they did away with business and math & math and agriculture. They were not teaching math, they did not have the content knowledge to teach the standards in depth. A construction teacher she has is also math

certified and does a quality job. “Steal the content area teachers for CTE”-Jill Ranucci

4. Brainstorm Section Goal Ideas

- a. Sharing best practices
 - i. How does CTE work closely, and with quality, with academic teachers?
 - ii. Bringing like minded people together to discuss the collaborations they have done
- b. This group can be a liaison between other national organizations (i.e. national math or English conferences/groups)
- c. Utilize PTLW (other organizations) to discuss best practices?
 - i. Other STEM organizations? Computer science/IT/Culinary Arts
- d. Supporting current CTE teachers in academic best practices (Kara and Mike)
 - i. How do we take the academic instruction deeper?
 - ii. PACTA/Career Tech PA
 1. Math T-Charts that link the math examples with CTE Courses

5. What is next?

- a. Section Survey
 - i. Volunteers with tasks?
 - ii. Recruiting people to build content/that want to do PDs virtually
 - iii. Penn State has an Integration of Academic conference website
- b. Professional Development Events?
- c. Resources/Build ACTE Site