DEPARTMENT OF EDUCATION

MDE Updates, Program Approval, & New Stuff

Lindsey Brockberg and Tim Barrett



DEPARTMENT OF EDUCATION



AFNR Specific Updates

Personal Finance Requirements

- Working Group
- Public Feedback ended September 23rd

Credit Equivalency

• Career and Technical Education Credit Equivalencies (mn.gov)

MAELC Blueprint

Safety Training Resource Updated!



Safety Guidance 75 pages



Student Curriculum 380 pages



Teacher (Curriculum
333	pages

MDE > Districts, Schools and Educators > Career and Technical Education > Safety Guidance for CTE

Career and Technical Education

Programs and Support

Program Approval

Perkins V Legislation

Policy and Funding

Safety Guidance for CTE
 Career and Technical Education
 Teacher Licensing
 Data Reporting
 Advisory Committees and
 Partnerships
 Middle School CTE Resources
 New CTE Teachers



Scan QR Code for link to webpage

Safety Guidance for CTE

Safety plays a vital role in every Career and Technical Education (CTE) program. It is important to keep everyone safe in the CTE classroom and to properly prepare students with the best safety practices for when they enter the workforce.

The following resources can guide school districts in developing a culture of safety in their CTE programs and laboratories. Students, educators, administrators and industry professionals should consider use of these resources in developing and maintaining safe and effective, CTE environments and programs.

Minnesota Career and Technical Education (CTE) Safety Manual:

Guidance and sample documents related to career and technical education school laboratory and shop safety procedures.

Minnesota CTE Safety Student Curriculum - 7/10/24

Specific safety practices, instruction, and study guides for students about general safety, hand tools, and a range of typical tools/equipment found in career and technical education laboratories and on project sites.

Safety Brief: Class Sizes - 12/14/23 Guidance related to determining class size limits within Career and Technical Education (CTE) courses.

Safety Brief: Subs in the Lab - 12/14/23 Safety issues related to substitute teacher supervision of Career and Technical Education (CTE) lab equipment.

Safety Brief: Modifying Safety Tests - 12/13/23 Guidance related to modifying Career and Technical Education (CTE) lab equipment safety tests for students with individual education plans (IEP).

Safety Brief: Machine Guarding - 12/13/23 Guidance related to machine guarding in Career and Technical Education (CTE) labs.

Safety Brief: Business Education - 12/13/23 Safety issues related to delivery of Business Education Career and Technical Education (CTE) programs.

Safety Brief: Shared Spaces - 12/13/23 Safety issues related to sharing of Career and Technical Education (CTE) lab equipment and facilities.

https://education.mn.gov/MDE/dse/cte/safety/

https://education.mn.gov/MDE/dse/cte/prog/ind/



Safety is emphasized in all aspects of CTE program delivery.

Related MDE resources: Minnesota Career and Technical Education (CTE) Safety Manual

PELSB Stuff

- Have you renewed your license or your Out-of-Field Permissions (OFPs)?
- Up-to-date to access CTE Funding
- PELSB contact:
 - o https://mn.gov/pelsb
 - o pelsb@state.mn.us
 - o 651.539.4200

Program Code	Construction (171000)	Manufacturing (171710)	Transportation (170302)	Aviation (170400)	Communication Technology (171502)	Information Technology (171512)
	300100	300200	300700	300700	300000	300000
License	171000	171710	170301	170400	171500	171500
Codes	171016	171720	170302		171510	
		172300	170303		171515	
		172302			171900	
		172306				
		172350				

PELSB: who to contact

MINNESOTA PROFESSIONAL EDUCATOR

PELSB Quick Reference Guide for Charter Schools and Districts LICENSING AND STANDARDS BOARD

Category	Examples of Topics	PELSB Webpage	Contact Person	Email Address
Aspiring Educators	 Apply for a license Find a preparation program Licensure requirements 	https://mn.gov/pelsb/aspiring- educators/	Licensing Executives or Customer Service	pelsb@state.mn.us
Current Educators	 View Clock Hours and Renewal Trainings Renew license Apply for additional license 	https://mn.gov/pelsb/current- educators/	Licensing Executives or Customer Service	pelsb@state.mn.us
	• Licensure via Portfolio	https://mn.gov/pelsb/aspiring- educators/portfolio/	Stacy Jeffrey	stacy.a.jeffrey@state.mn.us
Pathways to Licensure	American Indian Educators	https://mn.gov/pelsb/index/a mineduc/	Tribal Nation	Requires resolution or letter of support from a Tribal Nation.
	Heritage Language Educators	https://mn.gov/pelsb/index/he ritagelangculture/	Grant Boulanger	grant.boulanger@state.mn.us
Licensure Renewal	 Mandatory Requirements Out-of-State Renewal Renewing an Expired License 	https://mn.gov/pelsb/current- educators/renew/	Keile LaMotte	Keile.Lamotte@state.mn.us
Licensure Compliance/ STAR report	 What license can do what assignments? STAR report Advice on how to fix a licensure violation 	https://mn.gov/pelsb/districts/ data-submissions/star/	Caren Custer	star.PELSB@state.mn.us
Special Permissions	 Out-of-Field Permission (OFP) Cross-Curricular Delivery Permission (CCDP) Related Services needed in teaching positions 	https://mn.gov/pelsb/districts/ permissions/	Jason Jensen	<u>special.permission.PELSB@state.</u> <u>mn.us</u>
Educator and Licensure Reports	 Teacher Supply and Demand Report Tiered Licensure Report Teacher Preparation Program Report Educator Employment Report Staff License Lookup 	<u>https://mn.gov/pelsb/board/re</u> ports/	Multiple PELSB Staff, dependent on specific data	pelsb@state.mn.us

September 2024

Middle School Frameworks

OF	EDUCATION	Search Search
About - Students and Fa	milies • Districts, Schools and Educators • Data Center • Office of the Inspector General	
Career and Technical Education Programs and Support	MDE > Districts, Schools and Educators > Career and Technical Education > Middle School CTE Resources Middle School CTE Resources	
Program Approval Pregram Approval Perkins V Legislation Policy and Funding Safety Guidance for CTE Career and Technical Education Teacher Licensing Data Reporting Advisory Committees and Partnerships ► Middle School CTE Resources New CTE Teachers Sontact lichelle Kamenov die.cte@state.mn.us is51-582-8434	 A variety of resources from national organizations offer a number of best practices in providing career development for students in middle grades, including Advance CTE, the Association for Career and Technical Education (ACTE), the National Career Development Association, and the American School Counselor Association. Across these resources, a number of common best practices for providing career development to students in middle grades are shared. These best practices include: Equitable access to at least one year-long course related to career development, including flexible scheduling for students and access to programming regardless of a student's achievement level. Courses and activities anchored in careers, including an opportunity to explore a wide breadth of careers across all <u>16 Career</u> <u>clusters</u>, and classroom activities that help students make connections between potential careers and the skills and preparation necessary for those careers. Standards-based courses and activities which integrate academic, technical and employability skills across multiple career clusters. Experiential learning which engages students in a mix of school-based and work-based experiences and hands-on, real-world activities. Integration of career development across the full K-12 system where all students and families engage in regular academic and career planning. Enjolver engagement, including multiple short-term interactions with business and community members. A focus on student growth, including multiple ways for students to demonstrate what they have learning through the participation in Career and Technical Student Organizations, projects, and assessments. 	Midle school career exploration to the chool and the school
	Minnesota Middle School Frameworks Field-Specific CTE Courses (Business, Trade and Industry) - 6/10/24 This document contains suggested indicators and benchmarks for core middle school Business, and Trade and Industry, CTE courses. Common CTE Meduler (Businesr, Tode and Industry) - 6/10/24	Related MDE resources: Minnesota Personal Learning Plans (PLP) Information
	This document contains instructional modules that could be incorporated into any middle school CTE Business or Trade and Industry course.	Related offsite resources:

• Two types of modules:

General

- Program-specific
- Used by all middle

school CTE teachers

https://education.mn.gov/MDE/dse/cte/ms/

areer Exploration and Assessme

CDL Resource



• Obtaining a MN CDL

• CDL requirements

Resources

Consumer vs Professional Grade

Consumer

- Light to moderate use
- Lacks advanced functionalities
- No industry-specific safety and performance
- No specialized industry application
- Limited customization

Professional Grade

- Withstands heavy use
- Reflects current industry technology
- Meets safety, performance, & regulatory standards
- Relevant to specific field of study
- Scalable to different levels of training

Consumer vs Professional Grade Cont.

Consumer

- Limited customization
- Basic customer service
- Lack advanced safety protections
- Low cost, used for light or individual use
- Limited warranties & fewer repair options

Professional Grade

- Manufacturer support & training
- Best safety features
- Higher cost & durability
- Parts available & extended warranties

Career and Technical Education

Programs and Support

Program Approval

▶ Perkins V Legislation

Policy and Funding

Safety Guidance for CTE

Career and Technical Education Teacher Licensing

Data Reporting

Advisory Committees and

Partnerships

Middle School CTE Resources

New CTE Teachers

Contact

Michelle Kamenov mde.cte@state.mn.us 651-582-8434



Scan QR Code for link to webpage

Perkins V Legislation

The *Strengthening Career and Technical Education for the 21st Century Act of 2018*, also known as *Perkins V*, was designed to improve and expand high-quality Career and Technical Education (CTE) programs that meet both student and employer needs. It maintains a strong focus on academic rigor in CTE programs, while also emphasizing development of technical skills and employability skills that prepare students to be career and college ready after graduation. Perkins V promotes stronger connections between secondary and postsecondary education through greater emphasis on Programs of Study (POS), and stronger connections between education and industry through greater emphasis on work-based learning (WBL) experiences and industry-recognized credentials.

Implementation of Perkins V ensures that career and technical education programs are an integral part of a well-rounded secondary education, meeting the needs of students and educational systems as part of Minnesota's "Every Student Succeeds Act" (ESSA) plan. Learn more about Minnesota's ESSA plan.

Minnesota uses the consortium model of secondary and postsecondary partnerships to facilitate allocation of Perkins V federal grant funds intended to spur innovation and support programs of study aligned with high-skill, high-wage, or in-demand occupations or industries. In order to access Perkins grant funds, local school districts must have <u>approved CTE programs</u> taught by appropriatelylicensed CTE teachers. As part of the development of consortia Perkins plans, each consortia conducts a Comprehensive Local Needs Assessment (CLNA) which guides the development of their two-year consortia plans and priorities. <u>Access the CLNA Reporting</u> <u>Framework</u>. Teachers and administrators seeking assistance with compliance issues related to Perkins V implementation are encouraged to contact their consortium leaders.

Resources provided below will provide information and guidance for understanding the Perkins V legislation and its implications.

Consumer versus Professional Grade Equipment - 8/5/24

Explanation of the differences between consumer grade and professional grade equipment to assist teachers and administrators with selection of tools and equipment for Career and Technical Education (CTE) programs.

Secondary Equipment, Curriculum and Approved Uses of Perkins V Funds - 8/29/22

Information about procedures for equipment acquisition, curriculum and other Career and Technical Education (CTE) student support activities with secondary Perkins funding.

Secondary Perkins Equipment/Curriculum Request Form - 7/25/22

Form used by Perkins Consortia to submit requests for use of Perkins funds for allowable equipment and curriculum resources.

Perkins Equipment Request Form Completion Tips - 6/24/22

Handout to assist Perkins Consortia Leaders with proper completion of the Equipment/Curriculum Request Form.

General Guidance for Perkins V Local Uses of Funds - 7/28/21 Description of criteria for approved and unallowable uses of Perkins V funds.

https://education.mn.gov/MDE/dse/cte/perk/



Career Technical Education Classes Provide Hands-On Learning Experiences

Related offsite resources:

/innesota State - Career Technical ducation
1innesota State - Perkins Consortia esources (map, handbook, more)
1innesota State Plan – Federal erkins Grant
.S. Department of Education

Ongoing & Potential Projects



- Student-Built Structures
- T&I Basics
- More Students in T&I

MDE Trade & Industry Page Resources

Contact

Tim Barrett mde.cte@state.mn.us 651-582-8677



Scan QR Code for link to webpage

- Manufacturing accounts for the largest share of the state's gross domestic product (14 percent), and employs 324,000 workers.
- The transportation and warehousing sector employs 105,670 people—up 25 percent since 2010.
- In 2019, 144,575 workers were employed in the construction sector. Construction is projected to grow 8.9 percent by 2026.
- Informational Technology (IT) companies operate statewide across all industries and Minnesota is a growing hub for data centers, financial technology (fintech), and the Internet of Things (IoT).

Professional Development:

<u>Trade and Industry Professional Development Calendar</u> - 8/30/23 Calendar of professional development opportunities for teachers of Trade and Industry programs.

+ Career Exploration

Frameworks and Standards
 Program Approval and Equipment Requests

+ Trade and Industry Newsletter Archive

https://education.mn.gov/MDE/dse/cte/prog/ind/

Minnesota Career and Technical Education (CTE) Safety Manual Career and Technical Education Teacher Licensing Related offsite resources: Department of Employment and Economic Development (DEED) Data Center Department of Labor & Industry--Construction and Skilled Trades Career Counseling Resources International Technology and **Engineering Education Association** (ITEEA) Midwest Teachers of Transportation and Industrial Areas (MTTIA) Minnesota Department of Employment and Economic Development (DEED)--Job Skills Transfer Assessment Tool (JOBSTAT) Minnesota Technology and **Engineering Educators Association** (MTEEA)

Project Lead the Way

SkillsUSA Minnesota

MDE Resources Specific to Agriculture, Food and Natural Resources

- <u>Agriculture, Food and Natural Resources (mn.gov)</u>
 - My contact information
 - Updates
 - Helpful links safety manual, partners, frameworks,
 - and more.

 The Present Presence Working Group has put their guidances recommendations together, and the deal of the guidances is now enabled for put worker and leadmark starting on September 22, 2024, and totaling on September 22, 2024. The Involved plan will be workshe laker this but.
 Here to Previde Needback on the Counterce:

 Network the 2024 Presence Present Counterce of the Section of th

Office of the Inspector General

- The Agriculture, Food, and Natural Resource (AFNR) Career Cluster provides students with opportunities for leadership, personal grow and career success. Instruction is delivered through:
- Classroom/Jaberatory instruction (rigorous contextual learning: academic skills).
 Supervised agricultural experiments programs (relevant work-based learning: technical skills).
 Fifs or student condensity activities (relationship development through a Career and Technical Student Organization; social/heademship aktills).
- Agricultural Education programs are proparing the next generation of problem-solvers, leaders, and agriculturalist through relevant, engaging corriculum and real-life experiences. It includes the science, business, and technology of plant and arimal production and environmential and related resources systems management.
- Work involves planning, managing, performing tasks and conserving resources in these areas:
- Agricultural production, plant and landscaping services, and related professional and technical services.
 Mining and extraction operations.
- Natural resources, environmental services.
 Agribusiness and related technical systems.
- ontact ndsey Brockberg

areer and Technical Education

Programs and Support
 Programs of Study
 Asriculture Food and Natural

Business, Marketing and

Information Technology

Trade and Industry

CTE Work-Based Learning

areer and Technical Edu

Middle School CTE Res

New CTE Teachers

51-582-8203

PD link

Did you know

DEPARTMENT OF EDUCATION

Students and Families - Districts, Schools and Educators - Data Center -

Agriculture, Food and Natural Resources

- Minnesota's agricultural industry is the second largest employer and economic sector in Minnesota.
 Every agricultural production job supports an additional 1.5 jobs in all economic sectors.
- Every agricultural production job supports an additional 1.5 jobs
 More than 80 percent of all agriculture jobs are off the farm.
 - From 2012-2015, the U.S. common generated 54,400 agriculture-related jobs for students with baccalaureate or higher in food, renewable energy, and environmental speciaties. Only 53,500 graduates will be available to fill these positions.
 - Todag, less than 2 percent of the U.S. population is engaged in production agriculture, providing food for the entire world. Th
 world spopulation is expected to double by 2050, and the same amount of land used today will need to supply food for this
 growing number of people.

Minnesota Career and Technical Education Resources

Agriculture, Food, and Natural Resources Frameworks

The agriculture, food and natural resources (AFNR) Career Cluster Context Standards provide agricultural educators with a high-quakty, rigorous set of standards to guide what students should know and be able to do after completing a program of study in each of the AFNR career pathways. Strong, relevant AFNR Career and Technical Education (CTE) programs that are informed by industry and education studentifications one way en care more workforces needs one wall in the future.

(00) Agriculturu, Fond, and Natural Resources Frameworks Introduction
 (01) AMR Classer-Welle Frameworks - Industry Standards
 (02) AMR Classer-Welle Frameworks - Landershy Standards
 (02) AMR Classer-Welle Frameworks - Supervised Agricultural Experience
 (04) Animal Systems Frameworks
 (05) Flant Systems Frameworks
 (05) Flant Systems Frameworks
 (05) Flant Systems Frameworks
 (07) Prover, Structural and Exclusional Systems Frameworks

Minematica Association of Agricultural Education (MAAE) Minematic TA Association Minematica TA Association Minematica TA Association Minematica ANII Trackets Job Operangs Trackets Education in Agricultural Education at Sociatives Minematica Education at Sociatives Minematica Education and Agricultural Education and Agricultural Education of the University of Minematica Twin Class Teacher Education in Agricultural Education of the University of Minematica Twin Class Teacher Factors on agricultural Education of the University of Minematica Combinemy of

redit Equivalency

Education (CTE) Safety Manua

58E Guidance for Schoo

Related offsite resources

Minnesota Agricultural Educat Learlershin Courcil (MAELC)

ulture, Food, and Natural Resources Professional Development Calendar - 9/11/24 idar of professional development opportunities for teachers of Agriculture, Food, and Natural Resou

DEPARTMENT OF EDUCATION

Programs of Study & Program Approval

MDE Programs vs. Programs of Study





Relationship Between Programs and Programs of Study

Program Approval



https://www.minnstate.edu/system/cte/programs/index.html

Strengthening Career and Technical Education for the 21st Century: Perkins V



- We are in Perkins V now
- CLNA Comprehensive Local Needs Assessment
- New Performance measures



Focus of Statewide Work—Aligning to Workforce Needs

- Analyze Comprehensive Local Needs Assessment (CLNA)
 - What are the local/regional workforce needs?
 - Do our programs offer courses/pathways to meet those needs?
- Utilize RealTime Talent Research Data
 - Regional workforce trend reports
 - o <u>http://www.realtimetalent.org/research-2/cte-pathways/</u>
- Talk to your Advisory Committee!

Program Approval

5 Elements of Program Approval:*

- 1. Program Design
 - Student Leadership Development
 - Career Exploration & Experiential Learning
 - Safety Practices, Training, and Assessment
- 2. Appropriately-licensed CTE Teacher
- 3. Two or more non-duplicative courses in each program
- 4. Advisory Committee
- 5. <u>Acknowledgement of Statement of Assurances</u>



*Compliance based on statute

Program Approval Resources

AFNR

https://www.mnffa.org/teacher-resources



TEACHER RESOURCES

Minnesota FFA Weekly Update Emails

Agricultural, Food, & Natural Resources Education 101:

- <u>Three Components of School-Based Ag, Food, & Nat. Resources Edu. (AFNR)</u>
- AFNR 101 and FAQ
- <u>Ag Teacher's Manual</u>
- 2021 AFNR Fact Sheet

MDE Trainings and Recommended Resources: Program Approval

- MDE AFNR Program Approval Webinar and Resources
- AFNR Approved Course List, "Table C" (2021)

AFNR Standards

- Minnesota AFNR Frameworks (State AFNR Standards and Laws)
- National Quality Program Standards (NQPS)

Academic Standards, Graduation Credit Equivalency, and College Credits

the second se

Trade & Industry

Google folder:

https://drive.google.com/drive/u/0/folders/1Uk

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P-file: Data Derives from Program Approval

Carl D. Perkins (P-file) Record Layout 2023

Data Elements	Length	Position	Valid Data	Notes
School Year	2	1-2	Numeric	2020-21 = (FY) "21" in the first two positions of the code
School District	4	3-6	Numeric	District number from the MDE-Org "District/School" list
District Type	2	7-8	Numeric	District Type from the MDE-Org "Organizational Type" list
School Number	3	9-11	Numeric	School number from MDE-Org "District/School" list
MARSS ID Number	13	12-24	Numeric	K-12 Minnesota Automated Reporting Student System (MARSS) Student ID
Program Code	6	25-30	Numeric	Six-digit program code from Table C on Program Approval webpage (Column C)
Course Code		31-32	Numeric	Two-digit course code from Table C on Program Approval webpage (Column D)
Course Length in		22.27	Numorio	Total number of course minutes for the term in which it was taken (e.g., trimester,
Minutes	5	55-57	Numeric	semester, quarter, block, skinny, or year).
Grade Received	1	38	P or N	Proficient/Not Proficient
Single Parent	1	39	Y or N	Self-report
Out of Workforce*	1	40	Y or N	[*Change from FY20] Does not apply to secondary students, no entry will default to N.
Technical Skill Assessment*	1	41	Y or N	[*Change from FY20] Technical Skill Assessment data are no longer part of the Perkins V accountability system. This data element will remain in place. Districts are still able to report these data if they choose to do so, however, Minnesota Department of Education (MDE) will not be producing any reports.
TSA Proficiency*	1	42	P or N	[*Change from FY20] Same as above
Last Name	40	43-82	Alpha	
First Name	40	83-122	Alpha	
Middle Name	40	123-162	Alpha	
Suffix	04	163-166	Alpha	
Gender	01	167	M or F	
Date of Birth	08	138-175	Nue	YYYMMDD

Data Record Example

Funding Connected to Program Approval



Funding Options for CTE

Perkins V – Federal Funding

- Requested through Perkins consortium
- Equipment/Professional Development

CTE Levy Funding – State Funding

- 35% reimbursement for eligible expenditures
 - Teacher Salaries
 - Instructional CTE Supplies

Compliance vs Continuous Improvement

- State requires compliance to minimum standards
- Elements can also help districts address continuous improvement
 - Existing and new courses align with local workforce needs data
 - Course sequences encourage concentrators in career pathways
 - Strong instructional practices, objectives aligned with

Frameworks



DEPARTMENT OF EDUCATION

Secondary Program Continuous Improvement Rubric

From the Minnesota State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education

Overview

Minnesota has developed a rubric to be used by school districts in conjunction with local continuous improvement efforts for their secondary Career and Technical Education (CTE) programs. This rubric is intended for use as part of annual, ongoing continuous improvement efforts of each secondary CTE program to identify program strengths as well as areas of potential improvement in the development of quality programs of study (POS). Continuous improvement is a collaborative effort which should involve many program stakeholders and review of a variety of materials to identify the current state of performance in each of the rubric components.

Purpose of Reflection on Continuous Improvement

Annual use of this rubric is intended to provide several benefits in the improvement of CTE programs toward developing quality CTE programs of study.

- Pick a meaningful place to start and set reasonable expectations for improving your program.
- Identify and articulate priorities for setting short-term and long-term goals.
- Identify professional development needs.
- Clearly articulate to stakeholders the current status of your secondary CTE program, components you
 would like to strengthen, and resources needed.
- · Highlight collaboration and engagement opportunities.

Process

The Continuous Improvement Rubric is a tool that is to be used internally by school districts to provide context to the strengths and opportunities of their MDE-approved secondary CTE programs.

- A review should be conducted annually using this rubric to identify and influence improvements made to secondary CTE programs.
- Local CTE leaders should complete the rubric with input from a wide range of stakeholders (program faculty, teachers, staff, administrators).
- Results from this process should shape how local CTE leaders identify planning and budgeting priorities for CTE program of study improvement.

Program Rubric

• Tool for annual, ongoing

continuous improvement

- 11 elements to assess
- 3 Levels of Development
 - Exemplary
 - Quality
 - Emerging

https://education.mn.gov/MDE/dse/cte/data/prog/

Home About - Studen	its and Families - Licensing - Districts, Schools and Educators - Data Center - COVID-19	
	MDE > Districts, Schools and Educators > Career and Technical Education > Program Approval	
Career and Technical Education		Search Search
Programs and Support	Program Approval	
Service-Learning	Districts, Cooperatives, and Charter Schools need to submit a Program Approval Form to the Minnesota Department of Education	
Program Approval	(MDE) if they are:	
Perkins V Legislation	Applying for a new program,	S 12/11
Policy and Funding	 Making updates to an existing program, such as course additions or revisions, or 	4 7
Career and Technical Education	A district within a Perkins V consortium that is up for five-year program renewal.	1 And
Teacher Licensing	The programs and courses listed within your district's Program Approval Database are the programs and courses that you will	
Data Reporting	report to MDE in your P-file (Perkins data submission). Find more information about program approvals and your data submission below.	
Advisory Committees and	Building Effective Advisory Committees - 4/22/22	
Partnerships	Guidance on effective CTE advisory committees, which are a required component of CTE program approval.	
New CTE Teachers	Program Approval Checklist and Timeline - 3/17/23	
Contact	Overview of the CTE program approval process. Document includes specific preparation suggestions as well as a sample district timeline.	
mde.cte.program.approval	Program Approval Database - 4/5/23	
651-582-8333	This Career and Technical Education (CTE) file displays programs approved under Minnesota Rule 3505.	
1	Program Approval Form - 3/21/23	
	Complete this Program Approval application form as part of the five-year approved program review cycle or if your district is seeking	
	approval for a new program.	Ensures Quality Programs For
4	Program Approval Revision/Amendment Form - 4/4/23	
	Complete the Amendment form any time there is a teacher and course change to an existing state-approved CTE program. Amendments	Sign up for email alerts
	are processed inroughout the year, nowever, course amendments will only be publicly updated to the Program Approval Database annually each Spring.	Related MDE resources:
2		Data Submission
	Table C - 4/5/23	

List of all Career and Technical Education Programs, Courses, and Teacher Licensure requirements for Minnesota's program approval and data collection.

All completed application materials should be submitted to the MDE Program Approval mailbox

(do NOT send directly to the Program Specialist!)

mde.cte.program.approval@state.mn.us



Trade and Industry

Program Approval Guide

(Click on the topic below to take you to the beginning of that section)

Table of Contents

TAB 1 - COVER PAGE
TAB 2 – PROGRAM DESIGN
TAB 3 - TEACHER INFORMATION
TAB 4 - DISTRICT CTE COURSES
TAB 5 – Trade & Industry ADVISORY COMMITTEE
EVIDENCE 1 – SYLLABI AND STANDARDS
EVIDENCE 2 - SAFETY IN LABORATORY AND SHOP SETTING
EVIDENCE 3 – STUDENT LEADERSHIP
EVIDENCE 4 - CAREER EXPLORATION
EVIDENCE 5 - WORK-BASED LEARNING (OPTIONAL)

Questions? Tim Barrett Trade and Industry Specialist <u>tim.barrett@state.mn.us</u> 651-582-8677

Updated 3-24

Program Approval Guide

Provide step-by-step instructions

- Go through each tab of spreadsheet
- Includes sample form examples
- Chart of program codes and corresponding teacher licenses
- Alternative evidence examples



Scan QR Code to reach folder

New courses or teachers can be added anytime

New programs can be added any year

Advisory Committees

5 Elements of Program Approval:*

- 1. Program Design
 - Student Leadership Development
 - Career Exploration & Experiential Learning
 - Safety Practices, Training, and Assessment
- 2. Appropriately-licensed CTE Teacher
- 3. Two or more non-duplicative courses in each program
- 4. Advisory Committee
- 5. <u>Acknowledgement of Statement of Assurances</u>

*Compliance based on statute

Advisory Committee Members - Where do I find them?

People you already know –

- School staff
- Vendors or to current partners
- Committee referrals
- Parents/Former students
- Personal contacts









DRIVE THE DIFFERENCE





Minnesota Technology Association

- Career outreach groups
- Chamber of Commerce
- Trade Associations
- Post-secondary partners









NCAT

cons





HOUSING FIRST

ΜΙΝΝΕΣΟΤΑ



They have connections they can share with you



Putting It All Together

Career Program Advisory Committee Handbook

- Advisory Committee Basics
- Recruiting Members
- Managing Your Advisory Committee
- Goal Setting and Planning



Career Program Advisory Committee Handbook

A guide for improving the overall quality of career pathways through the use of effective advisory committees



https://www.minnstate.edu/system/cte/consortium_resources/documents/Minnesota-State-Career-Advisory-Handbook-June-2020-web.pdf

Student Leadership & Career Exploration

5 Elements of Program Approval:*

- 1. Program Design
 - Student Leadership Development
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 - Safety Practices, Training, and Assessment
- 2. Appropriately-licensed CTE Teacher
- 3. Two or more non-duplicative courses in each program
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- 5. <u>Acknowledgement of Statement of Assurances</u>

*Compliance based on statute
What is the difference?

Student Leadership

- Student-directed experiences
- Builds employability skills
 - Problem solving
 - Critical thinking
 - Communication skills
 - Teamwork
 - Research skills
 - Creativity
 - Innovation

Career Exploration/Experiential Learning

- Learn about potential career pathways
- Network with industry professionals
- Understand work culture/environment
- Discover interests and abilities
- Determine strategic plan for professional goals

Types of Student Leadership Options

CTSO: (Career and Technical Student Organization)





Other Organizations:

- FIRST/VEX Robotics
- Supermileage
- Engineering Challenges
- Drone Racing
- Solar Regatta
- Etc.

Other Methods:

- Student-led assistance or training
- Rotating team leaders/foreperson
- Class Mentoring
- In-school skill competitions
- Community projects

Stages of Career Exploration

Career Exploration Process

- Step 1: Engage in Self-Assessment
- Step 2: Evaluate Majors and Careers
- Step 3: Research Careers
- Step 4: Gain Experience

Industry Engagement & Career Exploration



 More formal structures can develop from an initial intern program

DEPARTMENT OF EDUCATION

Trade and Industry

Reference Documents

(Click on the topic below to take you to the beginning of that section)

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Questions?

Tim Barrett Trade and Industry Specialist <u>tim.barrett@state.mn.us</u> 651-582-8677

Updated 3-24

Program Approval Elements

- Additional information about elements
 - Student Leadership
 - Career Exploration
 - Safety Instruction and Assessment
 - Advisory Committees/Industry Engagement
 - Course Syllabi
 - Suggested elements
 - Syllabus samples
- Compliance vs Continuous Improvement

10-minute Break





DEPARTMENT OF EDUCATION

Frameworks and Evidence

What are "Frameworks"?

- "Standards" for elective areas!
- Guides to develop new courses or modify existing ones
- Standards
 - Performance Indicators
 - Benchmarks
 - Learning Targets



Trade & Industry Frameworks



Transportation Careers Trade and Industry Frameworks		Communications Technology Careers Trade and Industry Frameworks
DEPARTMENT OF EDUCATION Mineesia Department of Education mde.cte@state.mn.us		DEPARTMENT OF EDUCATION Minnesola Department of Education mide-cheficitate mruss
Transportation Careers 2022	Communications Technology Careers	2022

Trade & Industry Framework Supports



MDE Resources Specific to Agriculture, Food and Natural Resources

- <u>Agriculture, Food and Natural Resources (mn.gov)</u>
 - My contact information
 - Updates
 - Helpful links safety manual, partners, frameworks,



OF	EDUCATION	Search Sear
About - Students and Fan	nilies - Districts, Schools and Educators - Data Center - Office of the Inspector General	
Career and Technical Education	MIC > Datatch, Schedu and Education > Carver and Technical Education > Programs and Support > Agriculture, Food and Natural Resources Agriculture, Food and Natural Resources	
Programs of Study	Il Indate: February 20241 Beraonal Finance Working Group	1000 358 - SIL
Agriculture, Food and Natural Resources Business, Marketing and Information Technology	In support of the personal finance legislation passed in the 2023 legislative session, MOC put out an application for a Pennaral Finance. Working Group. The working papea will be reasonable for developing patience to support duritist and schools in implementing the personal finance graduation requirement. The working group will include ascial studies, mark, business education, family and constance ficience, and againstance. Jord and natural sumcess teachers, nevers high school graduatice, current Momenta school administrature, and	50
Family and Consumer Science	pre-service program faculty. Dates for the working group can be found in the Fersonal Finance Working Group Assumptions.	
Health Science	The working group members are listed in the 2024 Personal Finance Working Group Member document.	
Service Occupations	Program Overview	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Trade and Industry	The Agriculture. Food, and Natural Resource (AFNR) Career Cluster provides students with opportunities for leadership, personal growth	
CTE Work-Based Learning	and career success. Instruction is delivered through:	
Program Approval	1. Classroom/Jaboratory instruction (rigorous contextual learning; academic skills).	
Perkins V Legislation	2. Supervised agricultural experience programs (relevant work-based learning; technical skills).	
Policy and Funding	 FFA or student leadership activities (relationship development through a Career and Technical Student Organization; registron development in the student of th	2 Margaria
Safety Guidance for CTE	secury readers mp sking).	A second
Career and Technical Education Teacher Licensing	Agricultural bacation programs are preparing the next generation of problem-solvers, leaders, and agriculturalists through relevant, engaging curriculum and real-life experiences. It includes the science, business, and technology of plant and animal production and environmental and natural resources systems management.	Agriculture Programs Build Environmental Uteracy
Data Reporting	Work involves planning, managing, performing tasks and conserving resources in these areas:	Related MDE resources:
Advisory Committees and Pasteomhim	Assistant and under and background content and related conferminal and technical ansistant	Corner and Technical Education
Partnersnips Middle School CTE Resources	 Agricultural production, plant and landscaping services, and related professional and technical services. Mining and extraction operations. 	Credit Equivalency
Nindole School Cre Resources	Natural resources, environmental services.	Minnesota Career and Technic
New Creations	 Agribusiness and related technical systems. 	Education (CTE) Safety Manual
ntact		SBE Guidance for Schools
dsey Brockberg	Did you know?	Related efficies and and
LTITLUS	• Minnesstrük agrioutural indicuty's für exceed lengest, employer and excensionic xector's Minnesstrük. Eners agricultural production ip jourgo som an aditional 1 (5) pion in all excension i excension. Morer buin 80 percensi of all agriculture jobs are of the farm. Firms 2010-2015, the U.S. excension percentale 54,400 angriculture-related jobs for students with baccalauroste or higher degrees in food, renewable energy, and environmental agriculture-related jobs for students, with baccalauroste or higher degrees in food, renewable energy, and environmental agriculture-related jobs for students, with haccalauroste or higher degrees in food, renewable energy, and environmental agriculture-related production agriculture, providing mode for the entire workf. Todag, less than 2 percents of the U.S. population is engaged in production agriculture, providing mode for the entire workf. In graving mumet of people.	Department of Employment an Economic Development (DEED Center Minnesota Agricultural Educati Leadenship Council (MAELC) Minnesota Association of Agric
		Educators (MAAE)
	Minnesota Career and fechnical Education Resources	Minnesota FFA Association
	Agriculture, Food, and Natural Resources Frameworks	Minnesota Teach Ag Ed
	The agriculture, food and natural resources (AFNR) Career Cluster Content Standards provide agricultural educators with a high-quality, rigorous set of standards to guide what students should know and be able to do after completing a program of study in each of the AFNR	Minnesota AFNR Teacher Job Openings
	career pathways, strong, mewant Ashru Career and sectional adsuciols (CTE) programs that are informed by industry and education stakeholders are one way we can ense to workforce needs now and in the future. (00) Agriculture, Food, and Natural Resources Frameworks Introduction	Teacher Education in Agricultu Education at Southwest Minne State University
	(01) AFMR Chater-Wide Frameworks - Industry Randrads (02) AFMR Chater-Wide Frameworks - Industry Randrads (03) AFMR Chater-Wide Frameworks (04) Animal Systems Frameworks (04) Animal Systems Frameworks (05) Plant-System Frameworks	Teacher Education in Agricultu Education at the University of Minnesota - Twin Cities Teacher Education in Agricultu
	100 Natural Resource and Crevioumental Service Spatients Frameworks 107 Prever, Structural and Technical Systems Transversion 108 Applications Systems Frameworks 109 Faced Products and Proceeding Systems Frameworks	Education at the University of Minnesota - Crookston

Employability and Health & Safety Skills

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."



Health and Safe Environments: Safety Practices Lesson Plan Components

Category	Component	Included in Lesson Plan: Yes or No?	Notes
Culture of Safety	Safety Responsibility		
A shared perception, belief, value, and attitude that combine to create a commitment to safety and an effort to minimize harm.	Students take actions to ensure the safety of self and others, in accordance with established personal and jobsite safety practices.		
	Preventative Action Students anticipate and prevent work-related injuries and illnesses.		

Trade and Industry

Progression of Standards



Career Exploration





Scan QR Code for link to webpage

Frameworks and Standards

Minnesota Trade and Industry Frameworks

Frameworks provide teachers in these career fields with high-quality, rigorous indicators and benchmarks to identify what students should know and be able to do after completing a program of study in any of the Trade and Industry pathways. MDE Specialist Tim Barrett is the key contact for accessing information and training on the use of these Framework tools.

Program Area Frameworks

The purpose of this Framework is to provide educators and administrators with a guide for curriculum development, assessments, program development and program approvals.

- <u>Trade and Industry Construction Framework</u>
- Trade and Industry Manufacturing Framework
- Trade and Industry Transportation Framework
- Trade and Industry Communications Technology Framework
- Trade and Industry Foundations Framework

Trade and Industry Support Documents

The following resources were developed to assist with using the Trade and Industry Frameworks and ensuring the embedding of vital skills and instruction into every program area.

- Introduction to Frameworks
- Employability Skills Lesson Planning
- Health and Safety Lesson Planning

National Industry Standards

Here are links to different national standards concerning various Trade and Industry program areas. Many of these are tied to credentials that students can obtain or at least start learning on their way to certification:

- <u>ASE (Automotive Service Excellence) Foundation</u>
- <u>AWS (American Welding Association)</u>
- CSTA (Computer Science Teachers Association)

https://education.mn.gov/MDE/dse/cte/prog/ind/

Construction and Skilled Trades **Career Counseling Resources** International Technology and **Engineering Education Association** (ITEEA) Midwest Teachers of Transportation and Industrial Areas (MTTIA) Minnesota Department of **Employment and Economic** Development (DEED)--Job Skills Transfer Assessment Tool (JOBSTAT) Minnesota Technology and **Engineering Educators Association** (MTEEA) Project Lead the Way SkillsUSA Minnesota St. Cloud State University Department of Technology Education Trades Hub

DEPARTMENT OF EDUCATION

What is the Ideal Syllabus?

Syllabus vs Evidence

Syllabus Elements:

- 1. Course Description
- 2. Standards Addressed
- 3. Course Outline
- 4. Safety Instruction!
- 5. Student Leadership
- Career
 Exploration/Experiential
 Learning

Other Evidence:

- 1. SkillsUSA Chapter Guide/POW (Program of Work)
- 2. Meeting Agendas
- 3. Safety Handbook/Tests
- 4. Articulation agreements

Why do I need a syllabus?

A well written syllabus sets the tone for the class!

- Good to share with state...
- But more important to share with -
 - Students and Parents
 - School Administration
 - Industry Partners and Community

What do we want to share with the world?





How do we want to present our program?





Is there a more effective way to do it?



What should I include in a syllabus?



What do I put in?

What do I leave out?

Sample Syllabus Format

Trade & Industry Sample Syllabus

Course Title:		
Program Code:	Course Code:	
Course Registration Number (optional item, use for local enrollment catalog number):		
Grade Level:	Prerequisites:	
Articulated Agreements, and/or Dual Credit Opportunities:		

Note: It's important to list this on the syllabus because even though it may not currently qualify for articulation or dual credit it can start the conversation to lead to such opportunities. Perhaps an administrator or instructor didn't even know this was an option for example.

Technical Skill Assessment:

Note: Again, another important item to list as it may not be required, but can lead to discussion among stakeholders and industry partners.

Course Description:

- This format is only an example
- Suggested fields reflect MDE

interest for Program Approval

- Areas of review
- Evidence for program/course
- Districts can use any format

General Information

- Use title listed in district catalogue
- Connect to MDE program/course codes
- List other elements included in district catalogue

Trade & Industry Sample Syllabus

Course Title:			
Program Code:		Course Code:	
Course Registration Number (optional item, use for local enrollment catalog number):			
Grade Level:		Prerequisites:]

Additional Information

Postsecondary credits

- Articulate credit
- Concurrent credit

Technical Skill Assessment and/or Industry Credential

Examples:

- OSHA 10
- ASE (Automotive Service Excellence)
- CompTIA IT Fundamentals

Articulated Agreements, and/or Dual Credit Opportunities:

Note: It's important to list this on the syllabus because even though it may not currently qualify for articulation or dual credit it can start the conversation to lead to such opportunities. Perhaps an administrator or instructor didn't even know this was an option for example.

Technical Skill Assessment:

Note: Again, another important item to list as it may not be required, but can lead to discussion among stakeholders and industry partners.

General course description and standards

Course Description:

Note: Course descriptions are typically done in paragraph form and give a broad overview of the course. It's important to include career pathway information, experiential learning opportunities and relevant career planning information. Career exploration is a required component of work experience career seminar courses.

CTE Frameworks, Local or National Standards, Benchmarks:

Course Description

- Table C & Frameworks
- Adapt to your actual course
- Don't forget career exploration!

CTE Frameworks

- Check MN T&I Frameworks
- Consider National Standards
- List only what is important & relevant

Questions about what to list

Do I need to list all the standards in an area?



Questions about what to list

Do I need to list Benchmarks & Learning Targets?



How do I determine which standards?



Which standards?

Which benchmarks?

How do I include frameworks into syllabi?

List major standards from general CTE areas:

- employability skills
- health & safety
- career exploration

How do I include frameworks into syllabi?

List major standards from foundational areas:

- engineering/STEM
- industrial technology
- basic program skills

How do I include frameworks into syllabi?

List major standards for more advanced technical skill:

+ Career Exploration

Frameworks and Standards

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- <u>AWS (American Welding Association)</u>
- CSTA (Computer Science Teachers Association)

MN Trade & Industry Frameworks for Communications Technology

Performance Indicator/Standard			
Measures/Benchmarks	Learning Targets		
HS.03 Demonstrate Digital Citizenship			
HS.03.03 Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices	3.3.2 Understand and utilize digital etiquette in online interactions		
HS.04 Observe and follow proper safety procedures			
HS.04.05 Uses equipment and tools safely. Completes safety training on pertinent equipment and applies safe operating procedures	4.5.5 Demonstrate the proper techniques when using tools and equipment		
CE.01 Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.			
CE.01.04 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.	1.4.1 Assess various career options including training costs, starting and average pay, and advancement opportunities.		
PH.01 Understand the history, evolution, and current trends of photography.			
$\ensuremath{PH.01.01}$ Investigate the role and development of photography in past and present cultures and current trends	1.1.2 Describe the significance of influential historical photographers		
PH.03 Understand the elements and principles of design and composition			
PH.03.01 Identify and apply the elements of design	3.1.3 Incorporate color, line, shape, texture, space, and value in photographs		
PH.03.02 Identify and apply the principles of design	3.2.3 Indorporate principles of balance, contrast, rhythm, repetition, movement, variety, emphasis, and unity in photographs		
PH.03.03 Identify and apply the guidelines for composition	3.3.3 Incorporate guidelines for composition (e.g., simplicity, rule of thirds, point of view, focal point, proportion/scale, and framing)		
PH.05 Implement digital workflow processes			
PH.05.02 Demonstrate editing techniques	 5.2.1 Utilize selection tools and layer masks to manipulate specific parts of an image 5.2.3 Utilize use of layers in photo-editing software 5.2.5 Apply image adjustments (e.g., levels, curves, contrast) 		
PH.06 Demonstrate competence in presentation techniques and portfolio development			
PH.06.01 Demonstrate knowledge in displaying printed images	6.1.2 Select work and present appropriately in an exhibition		

Sample Syllabus Standards

- HS.01 Maintain a healthy and safe environment
- HS.02 Foster personal safety
- HS.04 Observe and follow proper safety procedures
- CE.01 Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans
- CB.01 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry
- CB.03 Apply fundamental design techniques
- CB.04 Perform general construction skills
- CB.05 Identify material properties and hardware
- CB.06 Demonstrate proper building and repair processes for all types of structures
- CB 11 Demonstrate career exploration and business skills

Student Leadership





Student Leadership:

Note: Career and Technical Student Organizations (CTSOs) or alternative leadership activities play an important role in helping to develop student leaders. Listing them in the syllabus helps students, parents and stakeholders know of these unique opportunities for student growth. They should align with information on the Program Approval form.





YOUTH DRONE SPORTS CHAMPIONSHIPS



SuperMileage

Service Learning/ Afterschool Clubs



Course outline or schedule

Course Outline, Specific Goals and/or Outcomes for Learners:

Note: This is one of the most important of the syllabus. It's an opportunity to list learner outcomes in more detail and specificity. The course outline can be especially helpful to new instructors as it provides the overview needed to develop individual lesson plans. A timeline should be added to the outline to help with planning purposes and to help keep the class flowing in a timely manner.

• General plan of the course

- Structure information in logical order
- Tied to learning goals
- Breaks down into subtopics
- Guide for progression
- Helps students know
 - What the course is about
 - Where it is going
 - Why the course is taught
 - What is required

Safety Instruction and Assessment

Minnesota Career and Technical Education (CTE) General Laboratory/Shop Safety Resource: Student Materials



Safety Instruction for Lab/Shop:

DEPARTMENT OF EDUCATION **Note:** Safety is paramount in CTE courses that require the use of tools and machines. Best practices involve instructor discussion and demonstration followed by the student passing a written test as well as demonstrating for the instructor, proper tool/machine setup and use. It's important for the instructor to keep accurate records and to maintain copies of written safety tests on all students for as long as deemed appropriate by the school's insurance carrier. If the student is involved in any work-based learning or related work experience activities there needs to be shared responsibility between the instructor and the employer to make sure all child labor laws are being followed and enforced.

Safety Elements

Clearly describe safety instruction and assessment:

For example, students need to -

- Pass safety tests 100% before using equipment
- Demonstrating safe practices to instructor before use
- Any other items that help in fully understanding the safety practices & instruction.
MDE > Districts, Schools and Educators > Career and Technical Education > Safety Guidance for CTE

Career and Technical Education

Programs and Support

Program Approval

Perkins V Legislation

Policy and Funding

Safety Guidance for CTE
 Career and Technical Education
 Teacher Licensing
 Data Reporting
 Advisory Committees and
 Partnerships
 Middle School CTE Resources
 New CTE Teachers



Scan QR Code for link to webpage

Safety Guidance for CTE

Safety plays a vital role in every Career and Technical Education (CTE) program. It is important to keep everyone safe in the CTE classroom and to properly prepare students with the best safety practices for when they enter the workforce.

The following resources can guide school districts in developing a culture of safety in their CTE programs and laboratories. Students, educators, administrators and industry professionals should consider use of these resources in developing and maintaining safe and effective, CTE environments and programs.

Minnesota Career and Technical Education (CTE) Safety Manual:

Guidance and sample documents related to career and technical education school laboratory and shop safety procedures.

Minnesota CTE Safety Student Curriculum - 7/10/24

Specific safety practices, instruction, and study guides for students about general safety, hand tools, and a range of typical tools/equipment found in career and technical education laboratories and on project sites.

Safety Brief: Class Sizes - 12/14/23 Guidance related to determining class size limits within Career and Technical Education (CTE) courses.

Safety Brief: Subs in the Lab - 12/14/23 Safety issues related to substitute teacher supervision of Career and Technical Education (CTE) lab equipment.

Safety Brief: Modifying Safety Tests - 12/13/23 Guidance related to modifying Career and Technical Education (CTE) lab equipment safety tests for students with individual education plans (IEP).

Safety Brief: Machine Guarding - 12/13/23 Guidance related to machine guarding in Career and Technical Education (CTE) labs.

Safety Brief: Business Education - 12/13/23 Safety issues related to delivery of Business Education Career and Technical Education (CTE) programs.

Safety Brief: Shared Spaces - 12/13/23 Safety issues related to sharing of Career and Technical Education (CTE) lab equipment and facilities.

https://education.mn.gov/MDE/dse/cte/safety/

https://education.mn.gov/MDE/dse/cte/prog/ind/



Safety is emphasized in all aspects of CTE program delivery.

Related MDE resources: Minnesota Career and Technical Education (CTE) Safety Manual

Instructional Materials

Traditional resources: Textbooks, reference books, etc.

Graphic and interactive materials: Charts, graphs, maps, multimedia, etc.

Presentation items: Lecture notes, etc.

Tests and assessments: Standardized tests, group projects, etc.

Instructional Materials:

Note: Listing the date of publication for instructional materials is helpful as most schools use a curriculum review cycle and this can help insure instructional materials are current.

District syllabus vs. special program approval syllabus?



Should I create a separate "MDE" syllabus?

PELSB and MDE

- PELSB in charge of & makes decisions related to teacher licensure
 - MDE does NOT

MINNESOTA

PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD

- MDE provide information & guidance
- However, always confirm with PELSB!



Licensing Terminology

- Terms no longer used...
- "Vocational license" replaced with "CTE License"
- "Variances" replaced with "Out-of-Field Permissions" and Tiered licenses

"Certifications" – replaced with "license" and "endorsement"

DEPARTMENT OF EDUCATION

Trade and Industry

License Information

(Click on the topic below to take you to the beginning of that section)

Contents
Trade & Industry License Decision Tree
Tiered Licensure in Minnesota (EdMN)
Trade & Industry Program and License Codes
Licensure via Portfolio
CTE license
CTE in Secondary Schools - Frequently Asked Questions

Questions? Tim Barrett Trade and Industry Specialist <u>Timothy.barrett@state.mn.us</u> 651-582-8677

Updated 4-21

License Resources

- Provide various license information
 - T&I Decision Tree
 - Tiered License Chart
 - Chart of program codes and corresponding teacher licenses
 - Portfolio options
 - CTE License FAQ

DOES NOT REPLACE OFFICIAL INFORMATION

Funding CTE Teacher Licensing

Inventory of Funded Programs

https://education.mn.gov/MDE/dse/cte/lic/

- Created by MDE, OHE, & PELSB
- List of funded programs
 - Support and diversify CTE educator workforce
 - Living document edited & revised as appropriate

Updated 12/10/19

DEPARTMENT OF EDUCATION

Diversifying the Teacher Workforce: Inventory of Funded Programs

Introduction

Educational research is clear that the most important school-based factor on student achievement is the effectiveness of the teacher (followed closely by the effectiveness of the school principal). Research also tells us that all students benefit from a racially diverse teaching workforce, and that students of color and American Indian students benefit even more. For example, in a <u>Learning Policy Institute research brief</u> published April 2018, Desiree Carver-Thomas summarizes the benefits of having teachers of color and American Indian teachers, including:

- Students of color experience boosts to academic performance, including reading and math test scores, graduation rates, and increased aspirations to attend college.
- Students of color experience socio-emotional and nonacademic benefits such as fewer unexcused absences, lower likelihoods of chronic absenteeism and suspension.
- Students of color and white students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged.

In Minnesota, only 4 percent of our teacher workforce identify as a teacher of color or American Indian teacher (TOCAIT) whereas 34 percent of our students identify as students of color or American Indian students. As a state, we are working to increase and diversify the teacher workforce while supporting and retaining the teachers we have.

This document is a summary of available funded programs that could be leveraged to diversify the teacher workforce at local levels. Some programs are explicitly about diversifying the teacher workforce (e.g., Grow Your Own grants); whereas other programs include teacher workforce efforts as an allowable activity (e.g., Federal Title IIa). Readers will also find links to more information about the programs as well as contact information for the state agencies responsible for administration and support of these efforts.

We encourage local leaders to explore these funded programs as part of a broader conversation to diversify local educators as well as to support and retain the educators you have.

https://education.mn.gov/MDE/dse/cte/progApp/

About - Students and Fan	nilies - Districts, Schools and Educators - Data Center - Office of the Inspector General	
	MDE > Districts, Schools and Educators > Career and Technical Education > Program Approval	
Career and Technical Education		
Programs and Support	Program Approval	
Program Approval	Districts, Cooperatives and Charter Schools need to submit an application for Program Approval to the Minnesota Department of	
Perkins V Legislation	Education (MDE) if they are:	
Policy and Funding	Applying for a new program, or	S 32/4
Safety Guidance for CTE	A district within a Perkins V consortium that is up for five-year program renewal, or	4 7
Career and Technical Education	 Making updates to an existing program, such as teacher or course additions or revisions (Amending an approved program). 	S A A
Teacher Licensing	The programs and courses identified for each district within the Program Approval Database are the programs and courses that districts	
Data Reporting	report to MDE in their P-file (Perkins data submission). Find more information about program approvals and your data submission below.	
Advisory Committees and	Building Effective Advisory Committees - 4/22/22	
Partnerships	Guidance on effective CTE advisory committees, which are a required component of CTE program approval.	
Middle School CTE Resources	Program Approval Application Form - 3/8/24	
New CTE Teachers	Complete this Program Approval application form as part of the five-year approved program review cycle or if your district is seeking	
	approval for a new program.	
Contact	Program Approval Checklist and Timeline - 3/12/24	
mde.cte.program.approval@state.mn.us	Overview of the CTE program approval process. Document includes specific preparation suggestions as well as a sample district timeline.	
651-582-8333	Program Approval Database - 5/16/24	
	This Career and Technical Education (CTE) file displays programs approved under Minnesota Rule 3505.	The MDE Program Approval Process
	Program Assessed Devision (Assessed as at Form 7/10/04	Students
	Complete an Amendment form any time there is a teacher and course change to an existing state-approved CTF program. Amendments	Related MDE resources:
	are processed throughout the year, however, course amendments will only be publicly updated to the Program Approval Database	Data Submission
	annually each Spring.	
2	Table C - 5/9/24	

List of all Career and Technical Education Programs, Courses, and Teacher Licensure requirements for Minnesota's program approval and data collection.

REVISED Table C

UFARS Code	CTE Program Code/Pathway Title	Program Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway	Minnesota Common Course Number
	TRADE AND INDUSTRY														
	CONSTRUCTION CAREERS														
361	Engineering/STEM	171000	01	Engineering Essentials	Engineering Essential courses provide stud	For this prog	ram, one of	the followi	ng licenses	F	14.0101	04	15	4.21	21001
			02	Introduction to Engineering Design	Engineering Design courses offer students	is required:	300100	171000	171016	F	14.0101	04	15	4.21	21006
			03	Principles of Engineering	Principles of Engineering courses provide s	5				F	14.0101	04	15	4.21	21007
			04	Digital Electronics	Digital Electronics courses teach students					F	14.0101	04	15	4.21	21008
			05	Computer Integrated Manufacturing	Computer Integrated Manufacturing cour	r				F	14.0101	04	15	4.21	21010
			06	Engineering Design & Development	Engineering Design and Development cou					F	14.0101	04	15	4.21	21007
			07	Environmental Sustainability	Environmental Sustainability courses help					F	14.0101	04	15	4.21	21024
			08	Civil Engineering & Architecture	Civil Engineering and Architecture courses	5				F	14.0101	04	15	4.21	21012
361	Industrial Technology	171000	10	Introduction to Industrial Technology	Introduction to Industrial Technology cour	r				F	15.0000	04	13	4.22	21003
			11	Emerging Technologies	Emerging Technologies courses expose stu	J				F	15.0000	04	13	4.22	21053
			12	Technology Innovation & Assessment	Technology Innovation and Assessment co)				F	15.0000	04	13	4.22	21054
361	ConstructionBasic	171000	20	Building Repair & Maintenance	Building Repair & Maintenance courses pr	r				F	46.0000	04	02	4.23	17010
			21	Carpentry	Carpentry courses provide information rel					F	46.0000	04	02	4.23	17003
			22	Drafting	Drafting—General courses introduce stud					F	15.1307	04	02	4.23	21102
			23	CAD	Frequently offered as an intermediary ste					F	15.1307	04	02	4.23	21107
			24	Architectural Drafting	Drafting—Architectural courses introduce					F	15.1307	04	02	4.23	21103
			25	Career Investigation	Construction Careers Exploration courses	e				F	46.0000	04	02	4.23	17001
361	ConstructionResidential	171000	30	Residential Construction	Residential Construction courses provide s					F	46.0000	04	02	4.24	17002
			31	Framing Carpentry & Exteriors	Framing Carpentry and Exteriors courses	:				F	46.0201	04	02	4.24	17004
			32	Residential Masonry	Residential Masonry courses enable stude					F	46.0101	04	02	4.24	17008
			33	Residential Wiring	Residential Wiring courses apply the know	1				F	46.0301	04	02	4.24	17103
			34	Residential Plumbing	Residential Plumbing courses provide stud					F	46.0502	04	02	4.24	17058
			35	Residential HVAC	These courses synthesize basic and					F	47.0201	04	02	4.24	17056
361	ConstructionCommercial	171000	40	Commercial Construction	Commercial Construction courses focus on)				F	46.0000	04	02	4.25	17002
	T&I_Construction T&I_Manufactu	uring T&	&I_Trans	portation T&I_Communicat	ions (+	1				-					

Licenses on Table C

UFARS Code	CTE Program Code/Pathway Title	Program Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway	Minnesota Common Course Number
_	IRADE AND INDUSTRY	_					_	_	_			_	_		
361	Engineering /STEM	171000	01	Engineering Essentials	Engineering Essential courses provide stur	For this proc	li and	the fellowi	na linenna	F	14 0101	04	15	4 21	21001
501		1/1000	02	Introduction to Engineering Design	Engineering Design courses offer students	is required.	300100	171000	171016	F	14.0101	04	15	4.21	21001
			03	Principles of Engineering	Principles of Engineering courses provide	is required.	500100	1/1000	1/1010	F	14.0101	04	15	4.21	21000
			04	Digital Electronics	Digital Electronics courses teach students					F	14.0101	04	15	4.21	21008
			05	Computer Integrated Manufacturing	Computer Integrated Manufacturing cou	r				F	14.0101	04	15	4.21	21010
			06	Engineering Design & Development	Engineering Design and Development cou					F	14.0101	04	15	4.21	21007
			07	Environmental Sustainability	Environmental Sustainability courses help					F	14.0101	04	15	4.21	21024
			08	Civil Engineering & Architecture	Civil Engineering and Architecture courses	5				F	14.0101	04	15	4.21	21012
361	Industrial Technology	171000	10	Introduction to Industrial Technology	Introduction to Industrial Technology cou	r				F	15.0000	04	13	4.22	21003
			11	Emerging Technologies	Emerging Technologies courses expose stu	J				F	15.0000	04	13	4.22	21053
			12	Technology Innovation & Assessment	Technology Innovation and Assessment co)				F	15.0000	04	13	4.22	21054
361	ConstructionBasic	171000	20	Building Repair & Maintenance	Building Repair & Maintenance courses p	r				F	46.0000	04	02	4.23	17010
			21	Carpentry	Carpentry courses provide information rel					F	46.0000	04	02	4.23	17003
			22	Drafting	Drafting—General courses introduce stud					F	15.1307	04	02	4.23	21102
			23	CAD	Frequently offered as an intermediary ste					F	15.1307	04	02	4.23	21107
			24	Architectural Drafting	Drafting—Architectural courses introduce					F	15.1307	04	02	4.23	21103
			25	Career Investigation	Construction Careers Exploration courses	6				F	46.0000	04	02	4.23	17001
361	ConstructionResidential	171000	30	Residential Construction	Residential Construction courses provide s					F	46.0000	04	02	4.24	17002
			31	Framing Carpentry & Exteriors	Framing Carpentry and Exteriors courses					F	46.0201	04	02	4.24	17004
			32	Residential Masonry	Residential Masonry courses enable stude					F	46.0101	04	02	4.24	17008
			33	Residential Wiring	Residential Wiring courses apply the know	/				F	46.0301	04	02	4.24	17103
			34	Residential Plumbing	Residential Plumbing courses provide stud					F	46.0502	04	02	4.24	17058
			35	Residential HVAC	These courses synthesize basic and					F	47.0201	04	02	4.24	17056
361	ConstructionCommercial	171000	40	Commercial Construction	Commercial Construction courses focus or	1				F	46.0000	04	02	4.25	17002
	T&I_Construction T&I_Manufactu	uring Ta	&I_Trans	portation T&I_Communicati	ons (+)										

Course Descriptions on Table C

24	Welding courses enable students to gain knowledge of the physical and chemical properties, uses, and applications of various metals. Students gain skills in various processes used to join and cut metals, such as oxyacetylene welding and cutting, plasma cutting, shielded metal arc welding (SMAW or stick), gas metal arc welding (GMAW or MIG), and tungsten inert gas welding (TIG). They gain experience in identifying, selecting, and using appropriate techniques. Other various tools and machines needed in the welding shop will be learned, demonstrated and used as well. Such skills could be mastered by allowing them to practice their welding skills on coupons and small projects. Students may begin to read and interpret blueprints in order to identify, select, and use appropriate techniques. These courses may prepare students to pass relevant industry certifications.														
A	A B C D E F G H I J K L M N O P												P		
UFARS Code	CTE Program Code/Pathway Titl	Program e Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway	Minnesota Comr Course Num
	TRADE AND INDUSTRY														
	MANUFACTURING CAREERS														
361	Engineering/STEM	171710	01	Engineering Essentials	Engineering Essential courses pro	For this prog	ram, one of	the following	licenses	F	14.0101	04	15	4.12	210
			02	Introduction to Engineering Design	Engineering Design courses offer	is required:	300200	172300	172302	F	14.0101	04	15	4.12	210
			03	Principles of Engineering	Principles of Engineering courses			172306		F	14.0101	04	15	4.12	210
			04	Digital Electronics	Digital Electronics courses teach	9				+	14.0101	04	15	4.12	210
			05	Computer Integrated Manufacturing	Computer Integrated Manufactu					F	14.0101	04	15	4.12	210
			05	Engineering Design & Development	Engineering Design and Develop	1				F	14.0101	04	15	4.12	210
			07	Civil Engineering & Architecture	Civil Engineering and Architectur					F	14.0101	04	15	4.12	21
-			00	civil Engineering & Architecture	Civil Engineering and Architectur	4				г	14.0101	04	15	4.12	
361	Industrial Technology	171710	10	Introduction to Industrial Technology	Introduction to Industrial Techno					F	15.0000	04	13	4.13	21(
001	industrial recimology		11	Emerging Technologies	Emerging Technologies courses e					F	15.0000	04	13	4.13	210
			12	Technology Innovation & Assessment	Technology Innovation and Asses	9				F	15.0000	04	13	4.13	21(
				57											
361	ManufacturingBasic	171710	20	Product Development	Product Development courses pr	d					15.0612	04	13	4.14	13:
			21	Production Systems	Production Systems courses provi	i					15.0612	04	13	4.14	13
			22	Drafting	Drafting—General courses introd	ł					15.1307	04	13	4.14	21:
			23	CAD	Frequently offered as an interme	4					15.1307	04	13	4.14	21:
			24	Mechanical Drafting	Drafting—Technical/Mechanical						15.1307	04	13	4.14	21:
			25	Career Investigation	Exploration of Manufacturing Oc	c					15.0612	04	13	4.14	13(
361	ManufacturingWelding	171710	30	Basic Welding	Welding courses enable students	<u> </u>				F	48.0508	04	13	4.15	13
			31	Intermediate Welding	Intermediate welding courses en	á				F	48.0508	04	13	4.15	13:

Course Descriptions on Table C

24	 Image: Image: Ima														
A	В	С	D	E	F	G	Н	I	J	K	L	М	N	0	P 🔺
UFARS Code	CTE Program Code/Pathway Title	Program Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway	Minnesota Comm Course Num
	TRADE AND INDUSTRY														
	MANUFACTURING CAREERS								1						
361	Engineering/STEM	171710	01	Engineering Essentials	Engineering Essential courses pro	For this prov	, one of	the following	licenses	F	14.0101	04	15	4.12	210
			02	Introduction to Engineering Design	Engineering Design courts offer	is require	200	172300	172302	F	14.0101	04	15	4.12	210
			03	Digital Electronics	Electronics cou			172500		F	14.0101	04	15	4.12	210
			04	Computer Integrated Manufacturing	agrater					F	14.0101	04	15	4.12	210
			06	Engineering Design & Development	Entr	·				F	14.0101	04	15	4.12	21
			07	Environmental Sustainability		ust co	bv			F	14.0101	04	15	4.12	210
			08	Civil Engineering & Architecture						F	14.0101	04	15	4.12	21(
					descri	ntion	_								
361	Industrial Technology	171710	10	Introduction to Industrial Technology	deseri	Puon				F	15.0000	04	13	4.13	21(
			11	Emerging Technologies	le adant	to vo	ur			F	15.0000	04	13	4.13	21(
			12	Technology Innovation & Assessment	Ter					F	15.0000	04	13	4.13	210
					COL	ircol									
361	ManufacturingBasic	171710	20	Product Development							15.0612	04	13	4.14	13:
<u> </u>			21	Production Systems	Production §	A					15.0612	04	13	4.14	13:
			22	Drafting	Drafting-						15.1307	04	13	4.14	21:
			23	CAD	Frequently ed as e						15.1307	04	13	4.14	21:
			24	Mechanical Drafting	Dratting-Technical/N /al						15.1307	04	13	4.14	21
			25	Career Investigation	Exploration of Manufac						15.0612	04	13	4.14	130
261	Manufacturing - Wolding	171710	20	Pasic Welding	Welding courses enable					E	48.0509	04	12	4.15	12
301		1/1/10	31	Intermediate Welding	Intermediate welding courses enables					F	48.0508	04	13	4.15	13.

Program Approval Database

1	Consortium 🔹	District# 👻	Туре 🔄	District Name	Course Title	Program 🛛 🕶	Course 💌	Next Reviev 👻
5082	South Central	0077	01	Mankato	Wheels & Walls	170302	21	2024-25
5083	South Central	0077	01	Mankato	Automotive Technology	170302	30	2024-25
5084	South Central	0077	01	Mankato	Power Mechanics	170302	50	2024-25
5085	South Central	0077	01	Mankato	Power, Energy, & Transportation	170302	51	2024-25
5086	South Central	0077	01	Mankato	PLTW: Civil Engineering & Architecture	171000	08	2024-25
5087	South Central	0077	01	Mankato	Construction	171000	30	2024-25
5088	South Central	0077	01	Mankato	Woodworking	171000	50	2024-25
5089	South Central	0077	01	Mankato	Cabinetmaking	171000	53	2024-25
5090	South Central	0077	01	Mankato	PLTW: Intro to Engineering & Design	171502	02	2024-25
5091	South Central	0077	01	Mankato	PLTW: Principles of Engineering	171502	03	2024-25
5092	South Central	0077	01	Mankato	PLTW: Computer Integrated Manufacturing	171502	05	2024-25
5093	South Central	0077	01	Mankato	PLTW: Engineering Design & Development	171502	06	2024-25
5094	South Central	0077	01	Mankato	PLTW: Civil Engineering & Architecture	171502	08	2024-25
5095	South Central	0077	01	Mankato	Mechatronics	171502	85	2024-25
5096	South Central	0077	01	Mankato	Robotics	171502	87	2024-25
5097	South Central	0077	01	Mankato	PLTW: Computer Science	171512	23	2024-25
5098	South Central	0077	01	Mankato	Game-IT	171512	30	2024-25
5099	South Central	0077	01	Mankato	PLTW: Intro to Engineering & Design	171710	02	2024-25
5100	South Central	0077	01	Mankato	PLTW: Principles of Engineering	171710	03	2024-25
5101	South Central	0077	01	Mankato	PLTW: Computer Integrated Manufacturing	171710	05	2024-25
5102	South Central	0077	01	Mankato	PLTW: Engineering Design & Development	171710	06	2024-25
5103	South Central	0077	01	Mankato	Welding & Fabrication 1	171710	30	2024-25
5104	South Central	0077	01	Mankato	Welding & Fabrication 2	171710	31	2024-25
5105	South Central	0077	01	Mankato	Mechatronics	171710	62	2024-25
	FY23_PA da	atabase	FY23_Sumr	mary FY23 Conso	rtium Summary (+)			





Thank You

Lindsey Brockberg

MDE AFNR Specialist

Lindsey.Brockberg@state.mn.us

651-582-8203

Tim Barrett

MDE Trade and Industry Specialist

Tim.Barrett@state.mn.us

651-582-8677

