

2015-16 Winter Meeting Minutes

Monday, February 8, 2016

Millennium Maxwell House Nashville, Grand Ballroom Central

8:45 a.m. Light Breakfast and Networking

Attendance: Steve Miller, Tim Spires, Nicole Cobb, Adren Crawford, Terri Messer, Andy Nash, Allan Daisley, Carlos Hammonds, Arlette Robinson, Charles Rains, Verna Ruffin

Regrets: Dean Blevins, Eric Carter

9:03 a.m. **Welcome**

Appointment of New Member

- Charles Rains, Labor, IBEW 10th district

Adren Crawford, Chair

- Fall 2015 Minutes, Motion: Daisley, Second: Cobb, Approved.

9:10 a.m. **Director's Update**

Chelsea Parker

CTE Promising Practices: tn.gov/education/topic/promising-practices-in-ccr

Robinson, Promising Practice from Bradley County: Many startup businesses fail within the first year. The goal for the "Shark Tank" business simulation and business plan development for Entrepreneurship course was to help students learn from professionals about how to make their business plans viable. Mentoring is a component of this class. Students present on their topic and they get graded by business and industry partners to get feedback. Students earned dual credit for this course. Students get a business plan template and they work all semester to pull together all details and financials. Students were in the third level capstone marketing class. Real connections were built with industry by bringing businesses into the classroom throughout the process, rather than one-off speaking opportunities. Soft skills were one of the most important outcomes – creativity, work ethics, career knowledge and navigation skills.

Miller: This helps with student confidence. Many students don't have a plan, but this project gives them clear steps and confidence in their abilities.

Daisley: Is there a link between organizations and how they built out this project?

Robinson: The teacher really included outside organizations to walk students through the process "Company Lab" and the Small Business Incubator.

Messer: This is interesting because Jackson state is working with University of Memphis and Jackson schools and The Co to help students walk through this same process.

WBL Champions: The TDOE has launched a WBL Champions group to address barriers to entry into advanced manufacturing WBL experiences for minors. Tim Spires is a member of this group.

Spires: We're working to push industries to get involved and participate. This is a huge opportunity for companies to see and learn about the opportunities that are out there.

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Miller: The big risk is HR, everyone is paranoid about the risk that is involved. How are you breaking down the barriers? Our insurance may allow it, we're not completely sure.

Parker: In collaboration with TDOE, TDLWD, and TECD, we've looked closely at this. Primarily the barriers are company policies, not laws or state policies. Insurance companies often advise against it, but there are also risks associated with waiting to hire. Not shaping the workforce at a time when so many are getting ready to retire is also risky.

Robinson: The relationship building on the front end is one of the most important pieces. You can build up the confidence of the partner if you show that these are not just any young person, they are skilled and have spent hours in a lab setting prior to placement. This is a lower-risk placement when the vetting is done properly.

Spires: If it is done right in advanced manufacturing, the students have already had OSHA 10-hr, so they're more qualified than hiring recent graduates who are 18.

Robinson: If you get the chance to go to see this in person at Southwire in GA, it's a very powerful and inspiring experience. I've been twice and I've brought him up to visit us once.

Messer: How many of these students became viable employees? That will be a key question to ask.

Spires: The difference is the kids at Southwire are not the cream of the crop like we're doing in TN. They're at risk of dropping out, they're low income, and they're a harder population to serve than we're trying to serve in TN. By serving students who are motivated and who have advanced skills, it is less risky.

Budget: Budget presented included budgeted dollars for FY15, FY16, and actual costs YTD FY16. Inflexible funds (salary) were not included as they are not available for council use.

9:40 a.m. **2015-16 Talking Points shared and Reviewed**

10:00 a.m. **Early Postsecondary CTE Discussion**
Patrice Watson, Program Director, TDOE

Watson: The handouts include a snapshot of Early Postsecondary. Tennessee is doing a great job graduating high school, but few are completing a postsecondary degree. We have a significant number of students who do graduate, but they make minimum wage and are not earning enough to survive. Another barrier is culture, we must support all students. Another barrier is students graduating unprepared to be successful at the postsecondary level. Another barrier is vertical alignment, students are losing credits or are not able to use all their credits at the postsecondary level. Statewide dual credit are college-level courses taught in high school that include a challenge exam.

There are still some growth opportunities in spite of all our progress. We want to develop more statewide dual enrollment/dual credit opportunities so we have a full portfolio of options that meets the needs of all students. Right now, we're moving in the right direction and continue to monitor implementation. Keeping up with the industry trends is most important for student success beyond high school.

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Messer: Many of our Community Colleges also provide robust challenge exams and CTE. Many local agreements exist to allow for dual enrollment/dual credit.

Cobb: There is a challenge getting the score on the student's report card. We want to decide what to put on the student's report at the local level. Requiring the reporting is a bad thing for our kids because students who fail, are NOT getting accepted into postsecondary opportunities. It's actively hurting them. We want them to try to take these courses and fail because research says that kids persist if they have tried taking this level course. Colleges and parents are not responding positively.

10:30 a.m. **Prepare for Secondary CTE Discussion**
Survey Results Discussion

Crawford: How do CTE Directors build relationships with the community?

Robinson: In our district, we used the grant to hire a position to build relationships. Districts who don't have that capacity struggle more to do this. Some network with alumni, chambers of commerce, parents' businesses, or simply companies who are nearby, but we don't always know who is out there or who to call.

Hammonds: CTE hasn't always been a priority at the state and in districts.

Spies: If the business community is behind CTE and see this as the priority, it is much easier.

Miller: From our first meeting, there has been a big shift in familiarity with CTE and FFA. When we started meeting with the Governor, he didn't know what FFA was, now there is a lot of support for it. For the past 50 years we have seen too much of a focus on four-year college-going culture. I think we're making progress on the image, but we're not there yet. There is still a disconnect where counselors are concerned.

Rains: We have an apprenticeship program. For 85 positions, there were 800 applications. None of these young people learned about the opportunity from a guidance counselor.

Nash: Getting our CTE programs connected with Rotary and Chambers is a huge opportunity. The business community doesn't know what CTE is and how to engage. TCATS don't have the capacity, they're running multiple shifts, but there's still a waiting list.

Spies: Getting counselors out into industry is a best practice to help them understand the industry.

Messer: We need to get the other teachers out into industry, not just CTE teachers, but counselors, English teachers, music teachers, the others who have a lot of influence with kids.

Ruffin: Counselors are not meeting national standards. We need updated career guidance counselors, but there has not been an emphasis on protecting the role of the counselor in recent years. We have to take something off their plate to allow them to do the job that they were intended to do.

Spies: We need to celebrate industry certification and our skilled students too.

Robinson: We need to grow our programs to better continue to grow the economy.

Ruffin: We have to get out of compliance mode. A CTE director that is pulled too many directions doesn't ensure that you have the follow-through to make it successful.

Cobb: Counselors must have a masters in high school counseling, but they don't get intentional exposure to industry environments. I'm torn where that PD needs to live. Career and academic advising is a third of counselors' responsibilities when they do get to spend full time on it. In our district it is a priority, but it's not consistently happening across the district.

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Ruffin: It's unrealistic to assume that 1 counselor to 500 kids is effective. It is a collaborative effort. School culture has to support that more than just that one counselor is influencing students' choices. It's not just one counselor having those conversations, but that other teachers are also getting the right exploration options. CTE teachers play a huge role in this. English teachers need to support the importance of technical writing.

Cobb: If core education teachers could help support this, then it would increase our capacity to serve the kids.

11:15 a.m. **Prepare for Postsecondary CTE Discussion:** Council reviews Discussion Sheets

11:45 a.m. Break

12:00 p.m. **TCCTE Public Forum Discussion: Secondary CTE**
Roundtable Discussion with Secondary CTE Directors

1:30 p.m. Break

2:00 p.m. **Changes to ACT Reporting**
Jerre Maynor, Director of Student Readiness, TDOE

Maynor: The state legislature requires that students all be given a college entrance-level exam. In Tennessee the ACT is the preferred option because all states and schools accept and recognize it. ACT is not content specific. It's a test of skills, which has far broader implications than just entrance to 4-year institutions of higher education. WorkKeys is developed by the same company and it is intended to help predict how prepared students are for a job or work based on how they score. A WorkKeys score of 5 means that students are ready for 93% of jobs. ACT score does also directly relate to a student's career readiness. There is a gap in understanding why the ACT matters for all students. Chambers, Tennessee Department of Labor and Workforce Development, all groups need to understand why this matters for all students. It can attest to a student's career readiness in the same way that a WorkKeys test does, without causing the student or the district to pay for an extra exam.

Spires: Hiring is based on competencies. This testing attests those competencies.

Miller: This is a real plus because it will incentivize more students to take ACT seriously. Some kids in the past haven't seen the point, but now they have a reason to try on this.

Robinson: Could we offer the cost of this NCRC for concentrators as a carrot at the end of the test? Employers recognize the NCRC. This is a local decision if student sit for an extra exam to get it.

Cobb: It would be good if we could test a cohort as opposed to a grade level so we don't miss anyone.

2:30 p.m. **TCCTE Public Forum Discussion: Postsecondary CTE**
Roundtable Discussion with Postsecondary CTE Representatives
Michael Tinsley, Perkins Grant Coordinator
Chelle Travis, Assistant Vice Chancellor for Student Services

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Tinsley: Community College enrollment in CTE is up as a result of Tennessee Promise. Retention from first semester to second semester is up from around 50% to around 80%. Students who start in our programs and continue is significantly up.

Travis: There are 27 TCATs statewide, no further than 50 miles from any TN residents. We've had opportunities to work with TN Promise and TN Reconnect as they were developed and as a result we have seen tremendous growth. Fall enrollment numbers were up about 25% over last fall. Retention has also been high. Each trimester, we get a new TN Promise group, so it's ongoing. Next we're focused on capacity building with new campuses and additional staff to meet the increased demand. Marketing is a big component of this program's success.

Parker: One of our key questions has been around capacity at the postsecondary level due to TN Promise. Can you expand on what that capacity building will continue to look like?

Travis: This question primarily relates to TCATs as opposed to Community Colleges. Capacity building is in the Governor's budget to support the process. Those grants will be administered out of his office through THEC. We would be able to use those fields to open and expand programs in high demand industry areas. Six diesel programs are opening across the state to meet demand. We're also opening new evening programs and on the high school campuses to help with the sharing of existing equipment at high schools.

Robinson: When you pursue partnerships and share equipment, who bears the brunt of those costs for the additional wear and tear on high school equipment?

Travis: Usually in partnerships, we have an agreement that allows us to pay to compensate for additional wear and tear on equipment. If there are specific areas where this is not the case, we want to be aware of that so we can adequately address those wants and concerns.

Nash: One of the biggest challenges at secondary level is finding qualified candidates. Is there an opportunity to connect recent graduates with secondary schools to assist with teacher recruitment?

Travis: Many of our graduates are interested in teaching, but they often need to go back and get some additional steps to be ready to teach at the secondary level.

Tinsley: This is the same with the Community Colleges.

Robinson: It came up at our table, there are different requirements, more teachers can teach at TCAT level, but they don't meet the secondary requirements. General consensus is that this came up in most table conversations.

Travis: If there are specific issues with specific programs, we'd love to have follow-up conversations and be at the table to solve these challenges.

Tinsley: One solution is bringing them to the postsecondary to take the class because then it does count towards secondary and you can serve more students.

Spires: TCATs are very responsive to industry needs and they're a great model.

Travis: We will now have both TCAT and community colleges on one information management system. This is going to allow us to collect and track better data. Statewide data reporting is going to be vastly improved. Once this is complete, we will be able to contribute to the national clearinghouse. All applications will be able to be done online and streamline the application and data reporting. This will assist in the process as we track students and the success of our programs.

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Parker: This will allow for more seamless data tracking into the P-20 data system to enable long term outcomes analysis.

Miller: Too many counselors don't know about the TCAT programs and the CTE postsecondary steps that make sense.

Travis: Counselors conference used to be sponsored by CTE. Presentations were offered at that conference. The focus of the conference has shifted and they're overviews instead of deep dive conversations. Counselors don't have time to see students, getting that exposure is still a challenge. Take away the testing responsibilities and put more emphasis on career counseling. Hiring testing coordinators to free up counselors would make a huge difference. Hiring career counselors to dedicate time is also a strong practice.

Daisley: Our group during the CTE Director discussion talked about several ideas – Dedicated CTE counselors or a dedicated CTE conference for counselors would be so helpful. Counselor externships would also help.

Cobb: Every counselor is trained K-12. Most don't have an education background and it's more expensive than taking an administrative Masters. Plus if you go into admin, you can make more money and effect change. Those who pursue counseling are generally there because they really want to make that kind of impact.

Parker: How do you market your programs to secondary students and their parents?

Tinsley: Usually local campuses work through existing relationships. Parent nights and TN Promise marketing is helping us to have these conversations with students and parents. Those relationships are resulting in a huge influx of parent questions to help them better understand. Each individual campus does their own marketing.

Travis: TCATs get nothing for marketing; we never have received dedicated funding for this. TN Promise has resulted in a lot more marketing around this topic and many more people have been learning about TCAT opportunities. We also do parent nights and counselor breakfasts to introduce them to the TCAT. We tend to bring this information to current CTE students, but not earlier. There are opportunities to grow here.

3:30 p.m.

Adjourn

