

2015-16 Fall Meeting Minutes

Friday, November 13, 2015

Tennessee Department of Education, 12th Floor Southeast Conference Room

8:45 a.m. Light Breakfast and Networking

Attendance: Dean Blevins, Nicole Cobb, Carlos Hammonds, Terri Messer, Arlette Robinson, Verna Ruffin, Tim Spires, Chelsea Parker

Absent: Erik Carter, Adren Crawford, Allan Daisley, Stephen Miller, Andy Nash, Charles Rains

Guests: Jay Bozman, Nick Hansen

9:00 a.m. **Welcome**
Dean Blevins, Vice Chair

Approval of the minutes from winter 2015 meeting. Motion: Ruffin, Second: Cobb. Approved.

Appointment of new member announced: Charles Rains

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

Data Quality Institute: State Reporting Models for CTE – Reviewed slides from Data Quality Institute: “Making Career Readiness Count,” available here: <http://cte.ed.gov/accountability/2015-dqi>

Public Forum Planning: Morning presentations from Community Colleges and Tennessee Colleges of Applied Technology will be followed by lunch with CTE Directors.

Special Topic:

Ruffin: Expressed concern that there is not a strong enough connection between the priorities of the TCCTE and Directors of Schools. The council agreed to identify, promote, and organize opportunities for CTE Directors and Directors of Schools to learn and plan together. Directors of schools need to be advocates for CTE, this is a shift in mindset. The TCCTE agreed pursue opportunities to assist in connecting these key stakeholders. Ideas discussed included: (1) LEAD Conference reception or breakfast to include a short presentation and networking and/or planning time. (2) CTE presentation by the TCCTE and/or CTE at the statewide Superintendent Study Council meeting to present on the priorities of the council, inviting them to bring CTE Directors to the table. (3) Identify other opportunities for reinforcing this connection as multiple options are needed. (4) Include these strategies in our updated multi-year strategic plan as the TCCTE has the responsibility to connect these dots for Directors of Schools and other key stakeholders.

Next meeting topics requested: (1) ACT changes to reporting, specifically related to WorkKeys; (2) Strategies for getting the council in front of Directors of Schools, principals, and counselors; (3) Career Readiness Indicators; (4) Career readiness diploma best practice from Hamblen County.

Special Topic:

2015-16 Fall Meeting Minutes

Blevins: Career readiness certificate (CRC) is a valued indicator of career readiness. Dual enrollment for CRC is a direction we're moving and we believe it will also raise ACT scores. Can the students also get high school credit for participating in dual enrollment CRC? If going through CRC will raise your ACT score and WorkKeys score, then everyone would benefit from taking it. [Send to Casey](#)

Messer: There are some pilot programs out there already where we could look at the correlations between CRC scores and ACT scores.

Robinson: Another good example is the work ethic diploma developed in Hamblen County. It includes multiple indicators of success and is a best practice that should be shared.

Spire: Some states already promote CRC for all students, but WorkKeys also equals career readiness and industry is looking for this.

Ruffin: This is a huge shift that needs to happen in the mindsets of principals.

Cobb: If principal evaluations reinforce the need for ACT for all, then this incentivizes all strategies that raise ACT scores for all students, included CRC, if that proves to be correlated. This is the score that matters for all districts.

Ruffin: ACT can be one measure, but multiple measures do matter. There are other indicators, right now ACT is key to evaluation, so there is a major emphasis on it. However, that is not the only piece that matters. Multiple measures are absolutely necessary.

9:30 a.m. **Strategic Planning Session**

Small Group Discussions of Workforce Demand

Robinson: When it comes to WBL, a little is better than nothing, so we have to continue to move forward in support of expansion of all types of WBL.

Key Questions identified include: (1) What is the status of the tax incentives? Are these happening anywhere else? Is this a discussion topic for the legislative visits? (2) Where are apprenticeships expanding? What are the opportunities for moving this model into high school? (3) How can we get our advocates and our naysayers together to work through how to make WBL happen?

Possible Board Actions include: (1) Facilitating co-planning between districts and industries and creating/hosting an opportunity for industry to share and discuss WBL possibilities, guidelines and accessibilities with districts. (2) Identifying and promoting "Champions" for the cause. (3) Promoting examples of how to make these opportunities happen; there are more opportunities and structures for how to make WBL happen than people think. (4) Tennessee Department of Labor and Workforce Development has a new website, not easy to navigate, but we could encourage training sessions for CTE Directors regarding how to navigate it. (Tennessee Job Outlook, all CTE Directors and colleges need to know how to use and access this data.) This data also needs to filter down into middle schools. (5) Promote to companies how to connect the Tennessee Department of Labor and Workforce Development website with their job needs. Big companies submit requests to highlight job openings, small companies should do this as well.

10:30 a.m. **Workforce Data and CTE Enrollment Discussion**

Full Group Discussion

2015-16 Fall Meeting Minutes

Messer: This feeds into our previous discussion. We need to be looking 10 years out, and focusing on how longer term data is getting filtered out to CTE Directors and used by the council. We need to be thinking longer term, it's really the pathways piece that connects the data with program alignment.

Spires: The mission of this council is to be proactive, not reactive. How we push this out is important. There is a real need to be more proactive in terms of promoting longer term trends.

Messer: Is the data getting to the most appropriate change agents? We can continue to push for career readiness for all students, but there are funding implications and administrative supports that must be on board to make this happen.

Robinson: We also need a really good definition of career readiness and whether or not it is the same as college ready?

Cobb: I recommend that we promote the use of one report to show the jobs data in a coordinated way and how they align with secondary and postsecondary programs. If we don't use the same data for secondary and postsecondary levels, the program alignment won't necessarily work.

11:30 a.m. Lunch Break

12:00 p.m. **Pathways Tennessee Update**
Nick Hansen, Program Director
Jay Bozman, Program Manager

- Overview of Pathways TN
- Workforce alignment trends
- Q&A

Hansen: Everyone on this council is connected in some way to a Pathways region. Pathways is built around the Economic and Community Development-defined regions and building middle school through postsecondary education-workforce pathways. Each region creates a strategic plan, which drives the work as opposed to letting shorter term grants driving the work in communities.

Spires: The CORE offices do not align to the Economic and Community Development regions or the LWIA regions. The more data can be reported on consistent areas, the more effectively these agencies will be able to report and use data. As a pathway, health science is well built out and they do already have WBL. Other areas may be a higher priority.

Messer: IT should be a higher priority area as there is more of a gap. It's very difficult to get high school students in IT out there and continuing on into postsecondary and careers in IT. The steps need to be more clearly laid out for students as they are in health science.

Robinson: This has been important in health science programs. Your most successful nurses have started as a CNA and have worked their way through and see all steps. Going straight to a 4-year program is not as good from an industry perspective. You can now get the CNA at the age of 16 in TN.

Hansen: The Southwest TN region has created findapathway.com, which is an awesome website model for showing the steps to students. Once it goes live, we will share the link and there is also a PSA video that will be shared out from SE in follow-up to this conversation. Economic and Community Development also does an annual LEAP report that provides short-term, long-term growth areas, and then top jobs by Economic and Community

2015-16 Fall Meeting Minutes

Development regions. Preferred data source for LEAP grants, will be released later today and shared out to the council.

1:15 p.m. **Myths vs. Facts WBL Discussion**
Chelsea Parker and Nick Hansen
Review and Discuss

Messer: This needs to be endorsed and promoted by industry. Steve Hawkins at TOSHA needs to be involved. Doesn't need to be Department of Education branded to land with our target audience.

Robinson: A co-branded document would allow this to land with multiple stakeholders.

Spire: Industry partners don't think the TDOE understands their industry. It's a perception issue. If it is the DOLWD or TNECD, this will be better received. Part of the sell needs to be the qualifications of the student, but if we don't first start with the liability, the conversation will not get that far.

Ruffin: The bottom line is there is a product that industry is not getting and they're not going to get it from a textbook. If they are willing to work with us to be more proactive, then they could actually address the pipeline issue. We have to be creative about how we do this in a high school setting.

Hansen: We have everyone at the table at the Pathways meetings. We need joint adoption by all our stakeholder groups for Pathways Tennessee to endorse and promote this document.

1:45 p.m. Break

2:00 p.m. **ACT Data Discussion: Understanding the Discrepancy between Career Clusters**
Review and Discuss

The council discussed the importance of the ACT and industry's focus on WorkKeys. The council requested a follow-up presentation/discussion on the changes to the ACT in reporting a WorkKeys score on students' reports.

3:00 p.m. **Adjourn**

