

2015 Winter Meeting Minutes

Friday, September 18, 2015 (Rescheduled from February 17, 2015)
Jackson State Community College, McWherter Center, Room 226

8:45 a.m. Light Breakfast and Networking

Attendance: Dean Blevins, Adren Crawford, Allan Daisley, Guy Derryberry, Carlos Hammonds, Terri Messer, Andy Nash, Arlette Robinson, Verna Ruffin, Chelsea Parker

Absent: Erik Carter, Nicole Cobb, Stephen Miller, Tim Spires

Guests: Leigh Bagwell, Casey Haugner Wrenn, Heather Justice, Bobby Sanborn

9:00 a.m. **Welcome**
Adren Crawford, Chair

Approval of the minutes from Spring 2015 meeting. Motion: Derryberry, Second: Daisley. Approved.

Introduction of New Members: Carlos Hammonds, Private Sector, and Verna D. Ruffin, Secondary Education

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

- Pathways TN Summit

Parker: The Pathways TN Summit provided good exposure and was a branding opportunity for the council. Arlette Robinson and Tim Spires were in attendance.

- Workers Compensation and WBL

Parker: There is a broader need for communicating the myths vs. facts to businesses. Would carry more weight with the DOLWD and the TCCTE. Companies will opt out all the way, but if we can set the record straight, that would be helpful. Bradley County brings the parents onsite with the students to see the environment, which created a good dialogue and increased buy-in.

Messer: Proposed working with the DOLWD to promote this myths vs. facts documentation.

- Pathways Tennessee WBL Task Force Update

Parker: A task force has been created by the Pathways Tennessee State Planning Team to address barriers to WBL and promote improved communications.

9:20 a.m. **TCAT Update Discussion**

Blevins: In the TCAT system, there is a course by course articulation as opposed to a block 30-hour credits. At the recent board meeting a decision was made that was not a step forward. TBR system schools will allow transfer of credits, but will not be recognizing block credits for certifications.

Messer: Allowing block credits as a student entered was determined to be against the rules. Previously, we issued a 30-hour block of credits for general technology based on a qualifying

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certificate. If a student had a welding certificate, they'd get this credit. At some campuses, there are not equivalent instructors, which is why the accrediting agency (SACS) didn't allow it. It's not a step forward in terms of regional pathways development.

Robinson: The implications for this decision roll down into secondary.

Blevins: As a council we could make a recommendation to the board that we continue to work on a pathways approach.

Messer: There is no alignment between "equivalent" programs. Not all industrial maintenance programs cover the same thing, which contributes to this problem.

Blevins: This is due to our customization to meet the needs of business. We may need to go to a "core curriculum" so there is a common base, then customization after a certain point.

Robinson: This is important for secondary schools to know that we're adequately preparing students.

Messer: There are so many differences between Community Colleges and TCATs from logistics to content that this is a real challenge.

Blevins: TCAT alignment will be program by program and will be a multi-year undertaking. There are easier areas to align off the bat, like healthcare. The council endorsing the pathways planning approach would add validity to what James King is working to accomplish.

Daisley: Do we go as far as to prioritize the areas to start with?

Blevins: We could draft a letter to support common curriculum alignment between TCATs, this is a huge 2-3 year process. The next step would be to push this down to high schools for further alignment.

Nash: This almost needs to be a top-down approach.

Messer: The challenge is balancing this with the mission of meeting local workforce needs and customization. We also have SACS requirements to show mastery, the certifications were not an adequate assessment of mastery.

Derryberry: GM is experiencing a shortage of 50 electricians. Of 300 applicants, they narrowed it to 150. Only 75 showed up for the preliminary test and only half passed. At the end, only 5 were deemed qualified to be electricians. This shows there is a problem in the training. They think they're ready, but we find that they are not. The certificate doesn't mean that they're really ready.

Messer: Employers must be able to evaluate readiness. There's a gap between the theory and the hands-on application.

Robinson: How often are people tested in the workplace and is it hands-on or written?

Crawford: There is a test before a welder goes onto a federal job, primarily a skills-based test, not theory or written.

Derryberry: The written tests are not accurate in assessing skills. The test should help with handling a particular scenario, because that's what matters when you're on the floor.

Daisley: The number of people who have A+ certification and a 4 year degree, who cannot work through scenarios or apply their theory to practice. In a professional capacity, you have to follow processes to make sure that you're able to address a challenge. Experience is a more valuable indicator of success.

Crawford: This is consistent with building trades as well.

Blevins: Our welders get so many experience hours, they perform well in skills settings, but they may not interview well. There is a balance needed for people to get and keep jobs.

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Messer: Companies don't just want skills, they also want communication and scenario-based skills. Reading comprehension, for example.

Robinson: The reading comprehension part of the ACT does get to that. There exists a correlation between the ACT and work keys, but it's not widely advertised because they want people to pay for work keys.

Daisley: To go one step further than reading comprehension, it's also problem solving.

Derryberry: Industry used to train their own. Then they downsized and outsourced and lost sight of training their own. Maybe we need to get back to the idea that companies have a role in training their own. Now they want the government to provide it for them and that may not be the right fix.

Robinson: By the time we get them out of our programs, they need earlier access to the workplace to see what is required. If we don't do more with experience through internships and the like, then we don't transition them well. This has been a hugely effective strategy for Bradley County.

Derryberry: We need to be studying the European models more closely. They don't have the same shortages. Their businesses are more engaged in the training process.

Ruffin: It's going to take a very early start to make sure that readiness is more than just textbook skills. This will take a shift for employers to see that they have a role in training, it will take postsecondary recognizing that the classroom teaching approach is valuable, and it will take secondary schools laying a more firm foundation. By keeping students in the classroom, we cannot bridge that gap. They cannot connect book knowledge with the real-world scenarios because they have never had the opportunity to try it. The next phase is starting earlier with hands-on experience. It's an investment in the future. It will also boost student awareness and confidence in what they can do. Until we thrust students into a real scenario, we won't really know what they can do.

Blevins: This council needs to promote "craft committees" across industry, secondary, and postsecondary stakeholders to align.

Derryberry: Could we identify some dollars to study these European models? To see it or bring someone over to hear from them? Hearing from someone successful would help us see where success can be replicated. I recommend we identify dollars to bring someone over and make recommendations to the legislature. Ruffin and Daisley agree with this suggestion.

Daisley: We need a culture shift to value trades and hold them in higher esteem.

Messer: We need resources dedicated to career counseling to make all of this successful.

Daisley: Nobody can know all the options that are out there, but you can bring in experts to provide more exposure to students early on.

Derryberry: Parents also need to see the opportunities and the value of these career options.

10:40 a.m. **Strategic Planning Session**

Small Group Discussions of Counseling and Rigorous CTE

12:30 p.m. **TDOE Strategic Plan and Counseling Update**

Casey Haugner Wrenn, Executive Director, Office of Student Readiness and Early Postsecondary

Leigh Bagwell, Director of School Counseling, Office of Student Readiness and Early Postsecondary

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- TDOE Strategic Planning Process
- Introduction of Coordinator of Student Counseling Position
- Vision for Tennessee Counseling
- Response to Recommendations and Commendations
- Discussion

Wrenn: The Office of Student Readiness and Early Postsecondary is new and aims to look holistically at student readiness and how we measure it.

Tennessee has seen great growth and the bar for success has been raised by Governor Haslam and the Drive to 55. One recommendation in the BR related directly to longitudinal data. Slides provided a direct response to this and show the first available cohort data for the high school cohort of freshmen who started as freshmen in high school in 2007.

The TDOE's strategic goals were presented that represent these higher expectations: two of these are specific to high school and include that the average ACT score in TN is 21 and that the majority of HS graduates go on to earn a postsecondary certificate or degree.

Robinson: Are resources like CollegeforTN.org being used across the board and how do we know if we're being successful?

Wrenn: We just received data on the use of CollegeforTN.org and we're seeing that students in GearUP counties are creating logins and using this resource more consistently. We're tracking use of this tool and how does that correlate to local programs. We just got a GRANT to continue growing our longitudinal data tracking and reporting.

Robinson: What does the accountability for counselors look like?

Wrenn: We're looking at policies with the state board to support a more robust set of requirements for earlier and more frequent planning and services. A great recommendation could be that this includes some form of accountability for these new requirements to ensure that this meets the needs of students in TN. One way we're addressing this is by creating the new position of Director of School Counseling to create and support a vision for quality counseling services. The TDOE and Commissioner McQueen heard your recommendation loud and clear and dedicated the resources to make this happen.

Bagwell: The district in Rutherford County made the commitment to dedicate counselors and keep them from being testing coordinators. In MNPS, they overhauled expectations for counselors and we saw huge gains in our metrics and in our culture. The state has made it clear that the Department has a renewed commitment to success in Counseling and she agreed to move to be a part of it.

The bulk of counseling best practices should revolve around three strands: academic development, postsecondary/career development, and personal/social development. With a foundation of accountability, we can see major gains here.

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Robinson: We are concerned that counseling has become very academically focused and doesn't address career prep or social skills.

Bagwell: I agree and that is consistent with what counselors have expressed and experienced. Administrators also need to better understand what counselors should be and do. Transformational Goals for Counseling were presented and are included in the attached slides. There are national and state standards for counseling, but we're not meeting them and they're not up to date. TN is going to update these standards so they are meaningful here in TN and take into account input from all key stakeholders including industry. The state board is already on board with this process.

Robinson: There is a huge gap between what counselors know about industry and their ability to coach students through that process. I recommend you include Economic and Community Development in your advisory boards. Bagwell agrees.

Derryberry: I agree with this recommendation and would like to request that you come back and share your obstacles and how we as a board can support you. We see the need to address perception issues around CTE.

Messer: Today's CTE is on par with STEM programs. As you're going, please keep this in mind.

Ruffin: Please share this information with Superintendents as this is a huge part of the needed paradigm shift. We need their buy in to move this forward. We commend your work and see it as critical.

1:15 p.m.

Federal Perkins Monitoring

Bobby Sanborn, Executive Director, Divisional Support and Accountability

- Overview of upcoming Perkins monitoring visit
- Discussion of Perkins funding implications, 2014 Biennial Report Appendix A
- TDOE Challenges and Strengths

Sanborn: Perkins funding has remained largely flat for the past 20 years. Annually, congress distributes \$1.1 billion in Perkins each year. Tennessee gets about 2% of this. Sanborn responded to Appendix A of the Biennial Report and provided data included in the attached presentation. Tennessee was last monitored by the federal government in 2005. More information related to legislation and policy updates as well as CTE reports and publications can be found at cte.ed.gov. There are three main areas of Perkins: administration (5%), Leadership (10%), and Local Flow-Through (85%). A breakdown of strengths and challenges are also provided in the slides provided.

1:45 p.m.

Break

2:00 p.m.

CTE Data Discussion

Heather Justice, Executive Director, Career & Technical Education

- Discussion of CTE data availability and vision for TDOE data
- Commentary on 2014 Biennial Report Appendices C, D, and E
- CTE teacher evaluation data
- Discussion of key indicators of CTE success

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The department is focused on how it is measuring success of CTE and the included slides provide this data. It correlates to Appendices C, D, and E of the 2014 Biennial Report. Discussion ensued related to how data is captured, what data has been provided to CTE Directors, and the training that has been provided to CTE Directors in how to effectively use available data.

2:45 p.m. **Wrap-up**

The council discussed their reactions to the presentations and the members were pleasantly surprised at the update on counseling. The reality is that counselors spend too much time testing. This will require a change that either (a) dedicates a career counselor or (b) creates a separate testing process to relieve this burden. The concern is how we impact every student with the plan and implement a consistent plan across the state.

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



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The Tennessee Council for Career and Technical Education will:

- Evaluate the delivery of career and technical education programs of study and services to secondary and postsecondary students to meet statewide workforce demands and determine whether the services meet the workforce development needs.
- Provide oversight for the improvement process of career and technical education skills and knowledge to meet state and global workforce development trends.
- Provide assistance in the development of active and effective craft, local, and regional career and technical advisory councils.
- Advocate for the growth and development of Career and Technical Education to the governor, legislators, secondary and postsecondary educators, business and industry, private sector, students, and parents.

Upcoming meeting dates are posted on TCCTE website: <https://tn.gov/education/topic/tccte>

2015-16 Schedule:

Sept. 18, 2015 – Rescheduled Winter Meeting in Jackson, TN
Nov. 13, 2015 – Fall Meeting in Nashville, TN
Feb. 8, 2016 – Winter Meeting and Public Forum in Nashville, TN
Feb. 9, 2016 – Legislative Breakfast in Nashville, TN
Apr. 14, 2016 – Spring Meeting in Clarksville, TN

Tentative 2016-17 Schedule:

July 13, 2016 – Public Forum in Nashville, TN
Aug. 26, 2016 – Release of 2016 Biennial Report
Oct. 10, 2016 – Fall Meeting (location TBD)
Feb. 13, 2017 – Winter Meeting in Nashville, TN
Apr. 22, 2017 – Spring Meeting (Bradley County, TN)