CAREER CURRICULUM DEVELOPMENT ASSOCIATION OF MICHIGAN

Minutes

March 11, 2015
9:00 a.m. – 2:30 p.m.

Capital Area Career Center, Room 206
611 Hagadorn Rd., Mason, MI 48854
517-244-1360

Members In Attendance: Michelle Radcliffe, David MacQuarrie, Tim Staffen, Margo Hazelman, Patty Adolfs, Ginger Mason, Lindsay McClain, Carol Clark, Tommy Cameron, Dorothy Farrell, Dan Draper, Halyna Bialczyk
Guest(s): Jason Evers

- **8:45-9:00 a.m. Member networking/refreshments**

- **Review/revisions of today's agenda, Michelle Radcliffe**

- **Standing Reports:**
    - Secretary's report, previous meeting minutes, Lindsay McClain – Moved for approval: Tim Staffen, Second: Tommy Cameron
    - Treasurer's report, Chris Eaton – Account total: ($12,424) and dues paid reported
    - Office of Career and Technical Education Update, Denise Teague and David MacQuarrie
        - Student Certification instead of required assessment – there is a process in place; this will be posted on the MDE website. The certification must meet the CIP code standards and meet Perkins standards for 2S1.
        - As part of the assessment approval process (for new assessments), they are also asking committee members to look at valid certification tests that could be used instead. (Fit the standards, valued by Post-Secondary, Valued by employers) It will take a year or two get into CTEIS. If they don't pass the certification, they would still take the state assessment.
        - August Assessment Report (raw data) should be checked (UIC matches, correct school, etc.). The report is available to the Fiscal Agency, not CEPD.

- **Old Business:**
    - CCDA Website, Patty Adolfs
        - Any corrections, updates
        - CCDA Feb. presentation (Literacy) is on the CCDA website under Resources.
        - Membership info has been updated
        - Math Alignments are current and posted
        - Need to add downloadable documents for the CIP section
    - Middle School Math Alignment, Michelle Radcliffe
        - April 1 - alignment – update
        - Set for Graphic Arts

- - - Education, Digital Multi, BMA, Construction – still need teachers. Carol will send out the invitation again.
  - o Professional Development Survey, Margo Hazelman
    - ▪ Results of survey discussion – 18 people responded to the survey, not all questions were answered by all people.
    - ▪ Common Career Technical Core, Academic Alignment/ELS are the highest requested areas for Professional Development
  - o Career Ed Conference update, Carol Clark
    - ▪ Feedback from presentation
  - o Career Ready Practices committee, Tim Staffen
    - ▪ The committee met in January and has presented a proposal regarding Career Ready Practices Support. (See the end of minutes for the proposal.)
    - ▪ The goal is to find a way to measure growth and teach soft skills.
    - ▪ Carol Clark shared a practice from her – Conover (http://www.conovercompany.com/education/workplace-readiness/)– video-based modules that teach career readiness practices. $5.00 per student for the basic package. There is a job-readiness section that can be added for $5.00 per student.
      - • Job seeking, job readiness, job keeping
  - o As a group – who is using what, how is it being used, and how effective is it in your area?

- **Lunch 11:30**

- **New Business:**
  - o Train the trainer PD –ELA to ELA lead teachers
    - ▪ Purpose: Train someone in each building/consortium on how to implement ELA strategies in a program. These people then go back to train others in their CEPD.
    - ▪ Can we try to team up with the MAC Tech group to offer training?
    - ▪ Should the focus be on the 1 literacy standards?
    - ▪ Can it be done as a 1-day training?
    - ▪ Proposal – Melissa Hyatt train trainers on strategies linked to literacy standards that are in CTE CPI's (10 literacy standards).
      - • Place: To Be Determined
      - • Date: Early (September/October) 2015 school year, day or week before CCDA meeting
      - • By May 2015, we should have school year schedules for next year
      - • Melissa – put together an agenda for approval at May meeting.
      - • CCDA advertise June 2015.
      - • Reminder in September, hold in October 2015.
  - o Academic Integration into Navigator committee Discussion
    - ▪ Meeting by Google Hangout
    - ▪ Purpose: to possibly integrate CCDA math alignment documents in navigator
    - ▪ Questions:
      - • What is the sustainability of our current process?
      - • What workload can we/are we willing to take on?
      - • What is the cost for CCDA?
    - ▪ Benefits for CCDA – might be easier to get CTE teachers released for something that is endorsed by OCTE.
    - ▪ Next steps for committee:

- Proposed by Tim Staffen, second by Patty Adolfs: Make contact with OCTE asking for a formal request in writing from Michelle Radcliffe that includes an outline of their needs and expectations. Email should go to Joanne Mahony cc Denise Teague.
  - o CEPD report – Halyna Bialczyk
    - Phi Delta Cappa has begun to address CTE for the first time
    - Teacher Certification – overloaded, 2 committees
      - Group 1 – Meeting the teacher shortage needs in CTE (short-term)
        - o Waiver with requirements
        - o Annual Authorization for those with teacher certification, but not recent & relevant experience to get Interim Occupational
        - o 400 hours of recent & relevant experience in the field, 4000 hours or more total experience. Does not have to be paid.
      - Group 2 – Looking for long-term solutions to teacher shortage
      - Professional Readiness Exam (PRE) waivers
        - o Propose an alternative for any person looking for teacher certification.
    - Prosperity Region – Workforce Talent – recommend each CEPD should be represented in their prosperity regional group
    - New Program Applications – expect them to be ready by the end of this week.
    - Promise (Kalamazoo) – early college has been approved. For details, you can contact Deb Miller.
    - 61B – early college funding, will help CTE because early/middle college must be through prosperity region, must be approved by Talent Development Career Counsel. Start-up grant. Must be career focused and aligned with career needs in the prosperity region.
      - Issue – 61A money has not been expanded. Funds 1/3 of programs.
      - Legislators have the misconception that 61B funding will help CTE funding.
    - June 15, 16, or 17 – special ed. transition workshop – will include a focus on CTE issues (IDEA and CTE students).
    - Assessments –
      - Accounting assessment – may call special focus group to review this assessment.
      - Looking for pilot programs for Construction and CAD.
    - Presentation of "5 minutes tops" – getting kids fired up about presenting their own ideas for career related products/ jobs (Entrepreneurship)
    - Showcase if April 22, 2015
  - o Completers & MMC – Tim Staffen asked: How do schools document the substitution of CTE courses in MMC? How can we tell if a student has successfully completed the CTE course? What do you do with students who pass (in district) the CTE course with less than a C, but do not qualify for the state assessment?
    - This credit does not have to be reflected on transcripts, and it has been recommended by Mike Flannegan, in a memo to superintendents and principals, that it be a separate checklist in a student's record.
    - A "pass" in CTEIS is the same as a 2.0 in CTEIS.

- **Best Practices:**
- **Move to adjourn:** Ginger Mason, Second: Tim Staffen – Meeting Adjourned 2:29 PM
  - o **Next meeting:** Wednesday May 13, 2015

Career Ready Practice Support Proposal
(Committee Report, led by Tim Staffen)

1/20/2015

It is believed that most organizations are doing something with the "tangible" elements of these standards. Examples are resumes, letters of introduction, interview skills, etc.

What is more elusive to many CTE programs are the "soft skills" and those attitudes listed as important by many of our industry partners in business and industry. This is largely due to the difficulty in effective teaching strategies, as well as quantifying in any scientifically significant way measures and assessments for these skills.

It is therefore our recommendation that the CCDA would best serve the educational community by providing support for CTE that concentrates on these soft skills. These are clearly a top priority for many companies that "Hire for attitude-train for skill."

We would propose the following:

1. That research be completed to identify (statewide) "business endorsed" soft skills. This can be accomplished through standard research methods but may also include reaching out to business and industry.
2. The data from item 1 will be used to create materials endorsed by business and industry that can be used by educators as leverage and rationale when addressing these skills with students.
3. Create a "toolkit" for CTE educators that provides:
   a. "Marketing" ideas that promote soft skills training in the classroom
   b. Planning, activity, and assessment ideas and resources for soft skills
   c. Training and workshops for teachers that help them develop "coaching" skills for the classroom.
   *Note: We acknowledge that some of the soft skills may be white middle class norms, and that not all students that take CTE courses are prepared to demonstrate them. We also realize that not all soft skills are interpreted the same way from one individual to another.
4.   Assist in creating a framework for creating and implementing and integrating soft skills curriculum into CTE programs.

An example framework:

- Students begin the school year by evaluating themselves on their soft skills competency. This could be accomplished with a survey instrument used as a "pre-test."
- From there, students would set goals based on what they learn or report about their own behavior, beliefs, attitudes.
- Teachers would create and employ strategies for coaching, monitoring, and evaluating the students' progress toward their goal (a "weigh-in" of sorts).
- Students would be coached as needed throughout the year, provided with specific feedback from their instructor.
- Students will end the school year by re-evaluating themselves on soft skills competency through a "post-test."