Career Education: Turning Challenges into Opportunities
July 12, 2010
Summary of Meeting

Attendees:
Janet Barnes, Missouri Business Education Association
Oscar Carter, Missouri Council of Career and Technical Administrators
Shannon Englebrecht, Missouri Art Education Association
Michael English, Missouri Council on Economic Education
Vickie Fuller, Missouri Trade and Technical Association
Laura Hendley, Missouri Association for Career and Technical Education
Linda Lacy, Science Teachers of Missouri
Amy Lannin, Missouri Writing Project Network
Diane Logan-Parr, Missouri School Counselor Association
Walter Pollard, Technology Education Association of Missouri
Charlotte Stiens, Missouri Educators of Family and Consumer Sciences
Scott Stone, Missouri Vocational Agriculture Teachers Association
Jolene Sullivan-Howerton, Missouri Association for Career Services
Donna Vossen, Missouri Association for Career and Technical Education
Ron Webster, Missouri Special Needs Association
Stephanie Williams, Marketing and Cooperative Education Association
Jon Wilson, Missouri Vocational Agriculture Teachers Association

Gavin Allan, Cynthia Arendt, Diane Audsley, Shaun Bates, Cindy Bryant, Steve Coffman, Bill Gerling, Dennis Harden, Terry Heiman, Sharon Hoge, Leslie Kerns, Doug Miller Michael Muenks, Janice Rehak, and John Robbins, Department of Elementary and Secondary Education

Meeting Summary:
Dennis Harden, Coordinator of Career Education, Office of College and Career Readiness, welcomed everyone to the meeting. The purpose of the meeting was to review the strengths of Career Education and begin to lay the groundwork for Career Education's role in the Common Core Standards, College and Career Readiness, and improving accountability for all students.

Michael Muenks, Assistant Commissioner, Office of College and Career Readiness, presented information on the Common Core Standards. He indicated that the Common Core Standards were approved by the State Board of Education on June 15, 2010. Assessments designed around the Common Core Standards will be operational in Missouri during the 2013-14 school year. The 2010-11 school year will be a planning year with the 2011-12 school year being a preparatory year. There may be some early adoption during the 2012-13 school year.

Dr. Sharon Schattgen, OSEDA, University of Missouri, presented on Measuring Student Growth in Achievement. Sharon discussed the work of the "Missouri Model for Measuring Teacher/Leader Effects" Work Group which was convened in the Spring of 2010. The original workgroup consisted of 157 members representing public school teachers and administrators, educator-preparation programs, Coordinating Board of Early Childhood, RPDCs, DESE and other stakeholder groups. Stakeholder groups included representatives of professional associations (MNEA, MSTA, MAESP, MASSP, NCTM, MATE, MSBA, MASCD, MoCASE, MCCTA, MPTA, among others).   Sharon discussed several accountability/growth models that included: Status, Improvement, Cohort Progress and Growth

Analyses. Sharon ended her presentation with a discussion on value-added models. Additional information on Sharon's workgroup can be found at: http://www.dese.mo.gov/initiatives/effects.htm.

The Career Education Program Directors each presented on strengths and successes in their program areas. Some of the items highlighted were the Career and Technical Student Organizations, Technical Skill Assessments, professional development, curriculum projects, and other initiatives.

The afternoon was spent in small group discussions to consider the following questions:
1. What does College and Career Readiness mean to you in your role as an administrator or teacher?
2. How can we help all educators and stakeholders see the interrelationships between core and CTE courses in pursuit of college and career readiness for all students?
3. What are some areas with common or similar content in both core subjects and in CTE courses? What information would you need to help teachers and students use these connections to their advantage in student achievement and motivation?
4. You received a copy of the national vision for career and technical education and Delivering Career Education in Missouri. What strikes you as the most important components that we could immediately begin to focus on in Missouri? What are some strategies that we might use to incorporate the Common Core, Growth Models, etc.?
5. How do all educators work together to implement strategies to prepare all students for College and Career Readiness? Examples are: CTSOs, New Teacher Institute, Mentoring program, competitions, team teaching, HSTW, etc.
6. What other organizations, individuals, business and industry need to be represented on this committee?

Following the small group discussion, each group reported out on their discussion of these six questions (see attachment).

The meeting ended with several questions asked, with the most important of those being DESE's response to the reorganization and its effect on Career Education.
- Career education programs in the Department have not been eliminated and are not being eliminated. Career education programs will continue to be a significant function of the Department.
- As part of the overall reorganization, programs in the former Division of Career Education are now part of the Office of College and Career Readiness. This structure brings the Department's academic and career-oriented instructional programs together into a single office. The traditional career education programs (agriculture, business, family consumer sciences, etc.) are housed in the Office of College and Career Readiness. The names of these programs have not changed; no staffing has changed.
- It has been rumored that Missouri's federal funding for career education ("Perkins money") is being "siphoned off" in the Department's reorganization. This is false. Federal money for career education programming in Missouri is earmarked for specific purposes and closely monitored.   It is not being diverted to support Race to the Top activities or any other initiative.
- There have been allegations that the Department is attempting to undermine student organizations such as FFA, FCCLA, FBLA, etc. This is false. The career-oriented student organizations are an important part of effective career education programs in schools across Missouri, and they provide excellent opportunities for young people to develop leadership and job skills. These organizations are an important part of the total educational program in many

schools, and we respect those traditions. As part of the reorganization process, however, the Department is looking for ways to improve efficiency in staffing and operations. That could lead to changes in the future in the way we provide staff support for student organizations. Budget reductions compel us to look at all of our operations, but no changes have been made at this time in the staffing or operations of these student organizations.

- Career education programs have numerous strengths which we intend to acknowledge and build upon. For example, there is an excellent mentoring program in place for new teachers in career education subjects. We believe there are many opportunities to improve the teaching of "STEM" subjects (science, technology, engineering and mathematics) in the context of career education. Again, bringing our academic and career-oriented staff together in a closely-aligned structure will create new opportunities for us to share best practices.
- The goals of the Department's reorganization are simple: (1) Streamline the agency to align with the priorities of the State Board of Education; and (2) maintain essential services with a smaller budget and fewer employees. Although we are restructuring around key functions, at this time there have been no substantive changes in basic programs and services.

The next meeting will be held in late September/early October. A summary of the July 12, 2010 meeting and supporting documents will be emailed to all meeting attendees to be shared with their respective organizations.

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Summary of Small Group Discussion

1. **What does College and Career Readiness mean to you in your role as an administrator or teacher?**
    *   Meet standard to work toward goal for a career or college degree (2 year or 4 year)
    *   Knowledge, experience and success
    *   Soft skills
    *   Standards or competencies?
    *   Successful transition from one to another (High School to either career or postsecondary ed.)
    *   Not college or career readiness; college and career readiness. Students are prepared at a functional level.
    *   Collaboration time, horizontal and vertical alignment of core standards and professional development.
    *   The goal of education is ultimately to prepare students for careers. A career path should provide flexibility in when a student enters the career field. (Personal plan of study) [Multiple entry and exit points.]

2. **How can we help all educators and stakeholders see the interrelationships between core and CTE courses in pursuit of college and career readiness for all students?**
    *   Communication
    *   Common P.D. – Collaboration – PLCs
    *   More interaction
    *   Education about EAT online
    *   Determine prerequisites for CTE courses
    *   Honor prerequisites by counselors, teachers and administrators
    *   CTE shows practical application
    *   Rigor in content area
    *   Requires shift in mindset. It requires teachers to come together:
        *   Advisory committee (cross curricular and external sources)
        *   Graduation capstone requirements (cross curricular and inquiry based)
    *   Interdisciplinary framework philosophy from administration down (time for collaboration, professional development, etc.).

3. **What are some areas with common or similar content in both core subjects and in CTE courses? What information would you need to help teachers and students use these connections to their advantage in student achievement and motivation?**
    *   Communication between all content areas
    *   Career clusters have identified commonalities:
        *   Math and reading for comprehension, science, communication
        *   Key concepts
    *   Resources—time to work together
    *   Instrument to connect curriculum (alignment tool)

- Hold students to the same standards, rubrics, etc. from core to CTE.
- Collaboration time, horizontal and vertical alignment of core standards and professional development.

4. **You received a copy of the national vision for career and technical education and Delivering Career Education in Missouri. What strikes you as the most important components that we could immediately begin to focus on in Missouri? What are some strategies that we might use to incorporate the Common Core, Growth Models, etc.?**
   - Alignment of POS, middle school to postsecondary
   - Statewide standards for CTE courses
   - Crosswalk common core standards and look for gaps
   - Develop thematic projects for each grade level with cross-discipline area content tied to career paths (clusters). Projects should be relevant.
   - Train new teachers and current teachers about projects.

5. **How do all educators work together to implement strategies to prepare all students for College and Career Readiness? Examples are: CTSOs, New Teacher Institute, Mentoring program, competitions, team teaching, HSTW, etc.**
   - Professional Learning Communities
   - Professional Development Committees
   - Common planning time
   - Life-long learning (for teachers as well as students)
   - Cross-disciplinary planning and assessing
   - CTSOs, New Teacher Institute, mentoring programs, competitions, team teaching, HSTW, DESE state staff coordination and leadership.

6. **What other organizations, individuals, business and industry need to be represented on this committee?**
   - Economic development
   - Workforce development
   - Chamber of Commerce (Dave Lankford)
   - Specific industry partners
   - National CTSO directors
   - Secondary superintendents
   - Postsecondary – community college
   - RPDC directors
   - Special Education
   - Success stories
   - Thea Scott, RTI
   - MSTA/MNEA/AFT
   - Assistant Superintendent of secondary education in large school districts (curriculum director?)
   - Secondary school principals
   - Teacher education institutes
   - Boards of Education