

DESE Ad Hoc CTE Funding Committee Meeting #1 Notes  
December 8, 2015

- Purposes**
- Review and revise the manner in which state CTE salary funding is distributed to school districts and institutions of higher education.
  - Launch DESE's state initiative to revise its Career Education Funding reimbursement procedures:
    - Introduce DESE Ad Hoc CTE Funding Committee members to DESE's goals in revising its state-allocated Career Education funding formula.
    - Garner input from the committee members to broaden Missouri's CTE vision and goals.
    - Garner input from committee members to align the new funding procedures to the needs of districts and postsecondary institutions operating CTE programs across Missouri.
    - Develop a Missouri CTE framework and vision.
- Expected Outputs and Outcomes**
- Greater understanding of DESE's commitment to revise its state Career Education funding procedures
  - Greater understanding of the alignment between Missouri's broader college and career readiness initiatives with Missouri's initiatives
  - Create a CTE and college and career readiness framework and vision
  - Stakeholder commitment to the committee's purposes and goals

### Welcome and introductions

- DESE was looking forward to garnering participant guidance and oversight for the work of the group: stay open, collaborative, and inclusive.

### DESE Ad Hoc CTE Funding Committee Overview

- Ad Hoc committee is to review and revise the manner in which funds are distributed to career education programs in Missouri
- New funding formula takes effect 2017-2018 school year
- Proposal for new funding procedures to be finalized by next fall
- Series of six meetings, both in-person and virtual to cover
  - Alignment of CTE with CCRS programs and initiatives
  - Labor market analysis
  - Developing a framework for the funding formula
  - Developing a communication plan
  - Planning for continuous improvement

### Overview of College and Career Readiness and Success Programs and Initiatives

- Missouri's Definition of College and Career Readiness

- See slide for specific text of the definition
- Career Education
  - 66% of all high school students participate in the ~460 career education programs statewide
  - Career education has multiple funding sources: Federal (~\$21m), State (~\$50m) and Local (~\$162m). This committee's work will impact state funds.
  - State funds for career education come from the State General Revenue pot. There seems to be strong support from the legislature for keeping these GR CTE funds a part of the state budget.
  - Discussion about funding and breakdown of state funds (slide 26)

#### Overview of Missouri School Improvement Program (MSIP)

- School accreditation system and includes three components: resource, process and performance standards
- MSIP awards points to schools that meet specific MSIP measures
- Current version is MSIP-V, since 2013; DESE will update to version VI soon
- Performance standard 3, indicators 1-3 relate to career education and college and career readiness overall
- Indicator 4 in performance standard 3 includes bonus points for local educational agencies that enter into local partnerships where students will enroll in career education programs, participate in internships/apprenticeships and earn industry recognized credentials

#### Overview of Top 10 by 20

- Top 10 x 20 Plan has four goals; two goals can relate to career education:
  - Goal 1 - all students will graduate college and career ready
  - Goal 3 - Missouri will prepare, develop and support effective teachers

#### **Group Activity: Unpacking Missouri CCRS Initiatives in a CTE Context**

Discuss what the common criteria and quality indicators for career education look like in practice and discuss their alignment to Top 10 x20, MSIP and Missouri's definition of college and career readiness. Groups answer the following questions, "What do these common criteria and quality indicators look like in ideal practice? What is the degree to which these criteria and indicators are reflected, in word or in practice to Missouri's CCRS programs and initiatives? One small group is assigned one common criteria and quality indicators set and asked to record their responses on a piece of flip chart.

#### Transcript of small group flip charts

##### **Programs of study**

Quality indicator 1 - Articulation, dual credit, program of study alignment → program level

Quality indicator 2 - Embedded academic content; content is sometimes duplicated from high school to postsecondary education

Quality indicator 3 - Parents not as informed as they should be; Missouri Connections, how effectively implemented?; Don't forget the teachers!; Personal plans of study need to be utilized!

Quality indicator 4 - Some industries → valid; others → compliance; are industry-recognized credentials really recognized?

### Curriculum

Quality indicator 1 - could vary widely among schools/districts, some may be focused on compliance versus real accountability; Top 10 X 20 strategy 3, action 1 extensively reflected; CCRS definition, slanted to college and not necessarily career ready; MSIP process standard instruction is extensively reflected

Quality indicator 2 - Advisory committee, program review and accreditation; Top 10 x 20, strategy 6, action 1; CCRS definition, minimally reflected; MSIP, instruction 9, bullet 1

Quality indicator 3 - Dual credit and articulation; Top 10 x 20, not mentioned; CCRS definition, minimally reflected; MSIP Performance standard 3, indicators 3 and 4

### Instruction

	Top 10 x 20	CCRS Definition	MSIP-V
Quality indicator 1	Extensive	Minimal	Minimal
Quality indicator 2	Extensive	Extensive	Minimal
Quality indicator 3	Extensive	No	Minimal
Quality indicator 4	Extensive	Minimal	Extensive
Quality indicator 5	Extensive	Minimal	Extensive
Quality indicator 6	Extensive	Minimal	Minimal
Quality indicator 7	Minimal	Extensive	No
Quality indicator 8	Minimal	Extensive	No

### Assessment

Quality indicator 1 - Mandated at the secondary level by teacher evaluation system; Top 10 x 20, extensive; CCRS definition, minimal; MSIP, extensive, use of formative (summative more implied)

Quality indicator 2 - Mandated by teacher evaluation system (measure of growth); Top 10 x 20, minimal; CCRS definition no explicit connection/minimal; why it matters - In Top 10 x 20 and MSIP there is greater accountability through use of specific metrics. The CCRS definition offers no measure of effective CTE

Quality indicator 3 - Wide spectrum of validity and quality across programs; diverse opinion of added value by employers; they value knowledge and skills, not always certificate;

### Career and Technical Student Organizations (CTSOs)

Quality indicator 1 - annual process to determine year's activities determined by sponsor and students; Top 10 x 20, minimal; CCRS definition, none; MSIP, extensive

Quality indicator 2 - Programs strive to meet all of these; Top 10 x 20, minimal; CCRS definition, none; MSIP, minimal

Quality indicator 3 - Some programs much stronger than others; Top 10 x 20, none; CCRS definition, none; MSIP, extensive

Quality indicator 4 - Many have large participation on paper and less in practice; Top 10 x 20, none; CCRS definition, none; MSIP, none

Quality indicator 5 - Voluntary review by state and/or national organizations to determine if standards and criteria are met; Top 10 x 20, none; CCRS definition, none; MSIP, extensive

### Program Management and Planning

Criteria/Indicator	Top 10 x 20	CCRS Definition	MSIP
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Quality indicator 1	Minimal	None	None
Quality indicator 2	Minimal	None	None
Quality indicator 3	None	None	None
Quality indicator 4	Extensive	None	None

#### Activity 1, group discussion themes

- Post-secondary education not clearly reflected in Top 10 x 20, MSIP and CCRS definition; this needs to be included to ensure alignment of secondary and postsecondary education
- CCRS definition is too narrow, both in subject matter (English and math), employability skills and in lack of reflection of career readiness concepts and metrics; it means there is no one guiding document for college and career readiness and success; incomplete definition also means that programs and guidance systems don't integrate college and career readiness; career education does not feel like a priority in the definition
- Reasons to better articulate and define career readiness in these initiatives:
  - Need to define work-force training so that programs can prepare students to be work ready out of high school.
  - Need to integrate guidance programs into the academic process so students know their options after high school.
  - CTE of today is not the same as the one of decades ago. CTE includes subjects like biomedical engineering and computer coding and some of these occupations offer a living wage right out of high school. Need to convey that to a broader audience to get buy-in for CTE's value.
  - Articulate specific employability skills that cross all sectors and all employment levels that are needed and valued by employers
  - Helps to operationalize accountability indicators more clearly; clarifies what the goals are and how those are measured
- MSIP has indicators on career education, but those indicators are not specific enough, for example, terms like "participation" are not defined; MSIP indicators are process standards, which LEAs are not held accountable for and are not a part of accreditation

#### Group Activity - Developing a Framework - Building a Shared Vision for CTE in Missouri

##### Developing Statements of Alignment

Same groups develop statements for each common criteria and quality indicator set to answer the following question, "When there is perfect alignment between the criteria and indicators with the CCRS initiatives (Top 10 x 20, CCRS definition, MSIP) what does it look like?" Groups convened in the same groups from the previous activity and are assigned the same criteria and indicators and capture their thoughts on a flip chart.

Transcript of small group flip charts:

##### Programs of Study

Top 10 x 20

Quality indicator 1 - All CTE programs will have a comprehensive program of study, including dual credit, industry recognized credentials and postsecondary education opportunities

Quality indicator 2 - Nothing written

Quality indicator 3 - All students will complete a program of study utilizing the Missouri Connections program

Quality indicator 4 - All students will earn an industry recognized credential and/or D.C. (?)

### Curriculum

(Statements focus on definition of CCRS)

Regularly adjust curriculum so that it aligns with industry standards

Infuse leadership content

Curriculum should be rigorous to reduce the need for remediation at the postsecondary level

Provide opportunities with a consistent model for students to earn college credit, internship experiences or both

### Instruction

	Top 10 x 20	CCRS Definition	MSIP-V
Quality indicator 1		Include daily curriculum diary in first sentence	Add to 2 <sup>nd</sup> bullet of process standards: "curriculum within lesson plans for..." Last bullet: "An effective R-B classroom instruction technologies and data system"
Quality indicator 2			
Quality indicator 3		Add effective implementation of R-B classroom; management to first sentence	
Quality indicator 4		Program improvement standard with stakeholders	Extensive
Quality indicator 5		Use stakeholder resources effectively	Extensive
Quality indicator 6		Add: Appropriate technology materials utilize curriculum and instruction	Equipment and instruction need to support process
Quality indicator 7	Goal 1, strategy 3: Provide access to high quality work-based learning opportunities and internships with business and industry		See language in Top 10 x 20 for this indicator
Quality indicator 8	As above		See language in Top 10 x 20 for this indicator

**Assessment**

Quality indicator 1 - (for CCRS definition) Adjustment of instructional practices in 21<sup>st</sup> century learning skills will be guided by assessment practices

Quality indicator 2 - (for Top 10 x 20) Instruction will be driven by data regarding the mastery of competencies (SLO/ELO); (for CCRS definition) Information management system exists to identify student growth toward mastery of 21<sup>st</sup> century learning skills and competencies which should enable successful entry into continuous education and careers

**CTSOs**

No chart written

**Program Management and Planning**

Criteria/Indicator	Top 10 x 20	CCRS Definition	MSIP
Quality indicator 1		Needs a re-write	
Quality indicator 2		Needs a re-write	Support CTE in development of diverse interests and needs

There was no share out vision statements were collected and will be used in the coming year

**Recap of the day**

Purpose of today was to identify how and where Missouri’s career education is aligned with major CCRS initiatives and programs.

**Next steps**

- +/-delta for final reflections
- notes will be compiled and sent to committee members
- tentative date for Virtual 2 hour Meeting #2: February 25-26