

**Maryland Career and Technology Administrators  
Fall Meeting, Baltimore Museum of Industry  
Education Building, Liberty Room  
October 23, 2013, 8:30 a.m. – 1:30 p.m.**

**MINUTES**

**Attendees:**

Debbie Albert, Anne Arundel County  
Bryan Ashby, MCTA President, Wicomico County  
Pam Clay, MCTA Vice President, Talbot County  
Sue Garrett, Treasurer, Harford County  
DeAngela Hill, Montgomery County  
Nicole Parr, Kent County  
Kristine Pearl, Frederick County  
George Phillips, Washington County  
Pam Smith, Prince George's County  
Diane Stulz, Worcester County  
Tina Thomas, Queen Anne's County  
Leila Walker, Baltimore County  
Mark Wilding, Calvert County  
Charlene Bonham, MCTA Exec. Director

**President Bryan Ashby opened the meeting at 9:10 a.m.**

**Feedback on September 2013 DCCR Meeting with CTE Directors:**

Bryan asked for feedback on the September CTE Directors' meeting with the Division of Career and College Readiness (DCCR) staff from MSDE. Tina Thomas noted her appreciation that the DCCR September 2013 meeting was a full day; since CTE personnel travel long distances it is more efficient to have a full day agenda. It would be helpful if DCCR held a work session during these meetings, with CTE Directors interacting with DCCR staff and each other on pertinent topics. CTE Directors expressed concern that DCCR staff does not respond to questions from the CTE Directors at the DCCR meetings. There is a December meeting for CTE Directors in Washington County with DCCR staff, which is expected to be from 9:00 a.m. to 1:00 p.m. Bryan asked the CTE Directors for topics of interest for the December meeting, which he will pass on to DCCR staff, in order to have an active discussion in December. Bryan will put the agenda for the December meeting on his list of talking points with Katharine Oliver as a follow up to today's MCTA meeting. If the December meeting in Washington Count is indeed a half day, George Phillips volunteered to host CTE Directors in an afternoon meeting after the DCCR meeting is finished.

**Introductions:** Bryan asked the participants, from 13 school systems, to introduce themselves.

**2013 Summer CTE/Common Core Cross-match Workshops Follow-Up:**

Bryan gave an overview of the Summer, 2013 curriculum work to chart correlations between CTE and Common Core curricula. He complimented the professional work all the teachers completed in creating the three

curriculum cross-matches in Biomedical Science, Allied Health, and Teacher Academy of Maryland. Pam Clay gave examples of how the teachers who developed the cross-match are now using it in Biomedical Science. She had four teachers involved and those teachers now say they see how they fit in the delivery of Common Core curricula, and how their specific curricular program correlates with the Common Core. These Talbot County teachers are now putting cross-match components of language arts and mathematics in their daily lesson plans. Pam noted that this knowledge and skill has resulted in teachers feeling better about themselves as educators.

Bryan noted that the teachers in Wicomico County, who worked on the Allied Health cross-match, enlarged the pages of the cross-match documents and hung up in their classrooms.

**Discussion** on next steps relative to CTE/Common Core Cross-matches:

- Sue Garrett raised pertinent questions for discussion: Should MCTA elevate the first three programs to be cross-matched to the next level of relevance and rigor? Or, should MCTA focus on getting all CTE programs of study to the summer 2013 level of the three original programs?
- Bryan said MCTA could build some capacity and understanding through a plan for a training session with Nancy Null for the next CTE/Common Core cross-matches. Perhaps the development of the next set of cross-matches could be done regionally.
- Mark Wilding stressed the importance of MCTA considering addressing traditionally less rigorous programs through cross-walks. Teachers in these programs may not have a strong background in language arts and mathematics that enable them to teach Common Core correlations with CTE content. Teachers in these programs need more instructional support that the cross-matches could provide. Nicole Parr followed up on this discussion with information on classes at CCBC that prepared the automotive technology teacher in Kent County to teach writing and reading standards in his classes.
- Mark said construction trades would be a good program with which to start.
- It was noted that the DCCR worked with staff at Stevenson University to develop a cross-match document for the Academy of Health Professions, which has not been released yet.
- Participants agreed that the Core technology curriculum would be another important area for which a cross-match should be developed because of its relevance to several programs.
- The participants discussed highly-enrolled CTE programs as a possible criterion for cross-matches because of the number of students they reach. Highest enrollment varies by school system, but the following programs were put forth: American Culinary Federation, Prostart, Interactive Media, Project Lead the Way-PreEngineering, Early Childhood Education, Criminal Justice, Business, Cosmetology, and Construction.

**Decision and Action:** Bryan will discuss the following five programs with DCCR staff to see if that Division has a plan for developing cross-matches for any of these: PLTW Pre-Engineering, Early Childhood, Construction Technology, Prostart, and American Culinary Federation. After determining if there are state or national plans to develop cross-matches for any of these five programs, **Bryan proposes to conduct an email vote among Maryland CTE Directors for those programs that are of top priority.** This information will be used to determine if there will be teacher workshops for CTE/Common Core cross-matches at the Thursday, March 13, 2013 MCTA meeting and to develop the agenda for the MCTA Summer Professional Development Institute, July 21 -23, 2014 at the Clarion Hotel in Ocean City.

## **Division of Career and College Readiness Priorities and MCTA Priorities for 2013-14 Follow Up:**

*(Note, the MCTA participants at the 2013 Summer PD Institute agreed that MCTA would adopt DCCR's priorities one and two, as listed below. MCTA identified a different priority three.)*

**DCCR Priority One** – Governor O'Malley's March 2013 *Plan for Improving Student Achievement, and School, College, and Career Readiness by 25% in Maryland by the End of 2015*.

**MCTA Priority One** – MCTA will collaborate with DCCR staff to support the Governor's Goal II. For local school systems to meet these new initiatives additional state funds will be needed to open new CTE programs and expand enrollment in current CTE programs.

The discussion for this priority centered on industry certification for CTE programs.

### **Discussion:**

- Diane Stulz recommended that CTE Directors, as they consider adding new industry certifications, focus on certifications that have meaning for both employers and students.
- Bryan gave examples of several programs that do not yet have an industry certificate approved through DCCR, which, if added, would support the governor's priorities to increase graduating students with certifications.
- Sue recommended focusing first on increasing enrollment in programs with certifications already in place in order to increase a school system's number of certifications; then, focus on increasing student access to new certifications.
- George Phillips gave examples of some certification challenges relative to the assessments for certification in two program areas: The professional horticulturalist test is written for college majors; it is not an entry level test. The accounting test is meant for accounting majors in college; this is not an entry level test.

**DCCR Priority Two** – Support CTE Directors' Efforts in Writing Student Learning Objectives

**MCTA Priority Two** – MCTA will continue to focus on CTE/Common Core State Standards Cross-matches and Relevant Student Learning Objectives for CTE Program Courses

### **Writing Student Learning Objectives (SLO):**

Participants shared information on activity taking place in their school systems relative to writing Student Learning Objectives. The teachers who participated in developing the CTE/Common Core cross-matches in Summer, 2013 workshops are confident in writing SLOs that address the cross-match relationship. The MCTA participants at the meeting agreed that they, personally, do not need any professional development on writing SLOs.

**DCCR Priority Three** – Disciplinary Literacy

The CTE Directors discussed activity that has occurred/needs to occur relative to the DCCR's Priority Three: *Disciplinary Literacy*.

The MCTA participants noted a few specific examples of sessions on Disciplinary Literacy being conducted in the state. Kent, Anne Arundel, Talbot, Caroline, and Dorchester County school systems have focused on disciplinary literacy. The challenge facing the CTE Directors is: Can your students digest the technical literacy required in some of the CTE curricula, such as technical terminology? Katharine Oliver, Assistant State Superintendent for DCCR, conducted a presentation on Disciplinary Literacy this year and her presentation was well-received.

**Decision and Action:** The MCTA participants recommended that Kathy be invited to give her one hour presentation on Disciplinary Literacy to the CTE Directors. **Bryan will ask Kathy** to do her presentation for the CTE Directors at one of the DCCR's upcoming meetings.

### MCTA Priority Three – Perkins Certification Assessments and Data Collection

**Discussion** on this topic opened with the impact of the Governor's Plan for Improving Student Achievement and Senate Bill 740 on CTE programs. Debbie Albert recommended **dual enrollment as an important topic** for study at the 2014 MCTA Summer Professional Development Institute. In the case of Anne Arundel PS, students get **transcripted credit** from Anne Arundel CC for some programs. Further discussion resulted in this recommendation for the Summer Institute agenda: Invite a panel of CC presidents and/or vice presidents to present their perspectives on dual enrollment with local school systems. The topic of the panel could be, for example, **"How has your CC made connections for students and families to understand the ongoing alignment between high school CTE programs and CCs?"**

Diane said some of the **challenges** with offering/holding dual enrollment courses include: Many Worcester PS high school courses are designed for students looking to go to a four year college, and some Community College courses are geared for students who are not yet at the college academic level. Tina Thomas noted that Queen Anne Board of Education lawyers have determined that the school system cannot deny a student the opportunity to take any course. Regarding the panel discussion, Kristine Pearl said it would be valuable for her to invite the Dean from Frederick CC to hear the panel discussion about dual enrollment.

**Decision and Action:** Further discussion led to Bryan's suggestion that perhaps DCCR could hold a one hour conversation on dual enrollment between all CC Deans and CTE Directors at the DCCR December 4, 2013 meeting at Washington County PS. **Bryan will follow up with Kathy Oliver** on arranging for this discussion.

Governor's Plan: Different school systems interpret the Governor's Goal I differently. Some school systems are using students' success rate on Advanced Placement courses as a measure, for example. CTE is not seen, universally, as fitting into supporting data for the Governor's Plan in some systems.

**Decision and Action:** Bryan would like DCCR to address what it takes to make CTE part of the Governor's priorities. When he meets with Kathy Oliver he will ask that Assistant Superintendents from local school systems hear at MSDE meetings that CTE needs to be a part of the Governor's data collection at the local area, and that local CTE Director/Supervisors need to be included in local meetings on the Governor's target achievements.

George referenced that the president of Hagerstown CC has a background in "middle college" and that HCC opened a new STEM education building. High school students are now going to the CC for coursework they used to get through CTE because it is guaranteed college credit. Leila asked if anyone had the "diploma to degree"

program where a high school student graduates from high school with a degree. Prince George's and Montgomery PS have a middle college program with degrees awarded to high school students. There is a question as to whether these course credits transfer to any college in Maryland, but not all colleges. Bryan noted the confusion among Maryland's educators relative to these topics, which needs to be cleared up. Bryan asked how many of the MCTA participants' school systems have senior level students who only attend CTE high schools in the morning. The response was mixed. He is looking at sending CTE students in the morning to the CTE HS and then having them bussed to the CC in the afternoon. Nicole Parr said Kent County has senior courses in the morning session and then students can go to work or college in the afternoon.

CTE Directors do not have enough information on SB740 and Bryan has asked Kathy Oliver to continue to provide updated information to CTE Directors. The Governor has met with Kathy regarding the targets set. Tina said because of SB740 and the Partnership for Assessment of Readiness for College and Careers (PAARC) assessments, students in CTE may be taking transition courses because they do not meet PAARC assessment requirements. In this case, students may not be able to take CTE classes that require coursework over several years. As examples:

- Bryan's school system is looking to have students certified by junior year. Students can come back in senior year for credit beyond the 540 hours required.
- Washington County has reduced the number of credits students can take in one year, at 6 credits maximum. Currently students can only get one CTE credit per year in Washington County. Project Lead the Way-Engineering has restrictions on how Washington County can offer their content, such as the sequence of courses and offering IED for technology education credit.
- Mark Wilding asked about the credit count that is required for PLTW; how will this be done under new requirements?
- Tina referenced Kentucky's transition courses, listed on its website.
- How are students going to complete CTE programs, given the 4-6 credit requirements, based on new PAARC requirements? Bryan says this can work well in Wicomico because CTE drives the course scheduling, for 920 students. Three high schools schedule together. MSDE, through the monitoring visit, helped Wicomico PS to see that they needed to tighten up the schedule. They eliminated study halls, for example.
- Bryan asked what happens if a school system does not meet its MSDE targets for improvement under the Perkins ACT in three years. The response is that CTE Directors have to respond to questions in the Bridge to Excellence filing, regarding next steps for improvement. Tina spoke to how CTE Directors could raise their data for the participation and completion by nontraditional students. Queen Anne's PS's nontraditional data improved by up to 44%. CTE staff and teachers increased their informational and personal outreach to students and families regarding enrollment in courses non-traditional by gender.
- Bryan asked about concerns regarding technical assessments scores. George said there is a disconnect between what is being taught and what is being assessed. He added that a better way of reporting the data is needed. Bryan said CTE Directors do not always get their final data on assessments by April 30, when they need the data. Pam added that costs are an issue for technical assessments. She said the cost of assessments for the Adobe Suite is \$4300 per school.

**Lunch – Noon to 12:35 p.m.** (Participants each pay for their lunches.)

### **Afternoon MCTA Business Meeting**

**Maryland Center for CTE Studies:** Updates on activities/progress at MCCTES.

**Dr. Thomas Miller**, MCCTES Director, presented information on CTE workshop and course participation through the MCCTES since Fall 2012. (See scanned MCCTES document, distributed in a separate email.)

Sue asked how MCCTES staff could coordinate with CTE supervisors to provide a workshop for local school systems on their coordinated coursework offerings.

**Decision and Action:** Sue will follow up with Tom Miller and Tom Loveland to set up a local workshop with teachers to hear about offerings at MCCTES.

**University of Maryland Eastern Shore:** Updates on the full services offered at the MCCTES for the M.Ed. as well as the PTE, T & I, WBL, and APC coursework. (See email for handout.)

**Dr. Thomas Loveland**, Coordinator of Graduate Studies, Department of Technology, University of Maryland Eastern Shore. (See scanned UMES documents distributed, in a separate email. Two UMES brochures were distributed via email to all CTE Directors prior to the emailed Minutes.)

Tom Loveland said UMES is offering Professional Technical Education courses in Hagerstown to help school systems to avoid paying University of Phoenix's higher costs. Tom has worked on making the MCCTES offerings more full-service programs, including general secondary courses and technical education courses, WBL courses, and the Master's program. Tom provided a folder with information and brochures. UMES is now offering additional sections of the Differentiated Learning course because of the demand of the new PTE certification. HR directors in local school systems are driving the request for more coursework; he worked with three of the four HR directors in Western Maryland and in Prince Frederick, to offer accessible coursework to CTE teachers. UMES CTE courses are offered at the Higher Ed Center in Easton with the assistance of Debbie Urry. Tom wants to get the word out about this coursework to teachers, through CTE Curriculum Office personnel. Currently, Human Resources staff at MSDE are providing information to Human Resource staff in local school systems. Enrollments in UMES CTE Courses are up because of this. The handouts show courses in a hybrid format, where they meet the first time, and then do online coursework.

George asked if teachers need training to fix their own equipment in tech ed and technical programs. Debbie Albert said that teachers have asked for help with fixing their equipment and her teacher specialist is doing this in-house, through webinars/calling vendors. Tom Miller said perhaps they could serve these needs by adding them to the current safety workshops.

Currently the UMES Master's program has the lowest tuition in the state. If teachers live outside of Maryland but teach in Maryland, they pay in-state tuition rates.

### **Treasurer's Report, Susan Garrett**

As of October 23, 2013: The MCTA has \$14,921.82 in CDs with the Cecil/Howard Bank, and \$9,747.61 in the PNC checking account. The MCTA's total assets are \$25,398.40. (See Balance Sheet attachment in a separate email.) Sue walked the MCTA participants through a summary of school systems paying MCTA dues for the 2013-14

school year. She noted the 100% discounted dues for one year for school systems with brand new CTE Directors. As of October 23, 2013, seventeen school systems have either paid the dues or are eligible for the 100% discount.

**Executive Director's Report, Charlene Bonham**

Charlene has prepared two MCTA retirement gifts for mailing to Joanie Titus and Betsy Brown, both of whom retired in June 2013. She referenced a letter of thanks to Mike Shealey for his long service to the MCCTES, beginning in 1993 when he brought together school system staff from Baltimore City and Baltimore County and the Director of the Baltimore Museum of Industry to discuss a plan for the MCCTES. Bryan Ashby will present MCTA's gift to Mike and express our thanks.

Charlene proposed consideration of a change of location for the MCTA fall and spring meetings, at one of two accessible community colleges in the Baltimore region: The Catonsville Campus of The Community College of Baltimore County or Howard Community College. She noted that these community colleges have catering services to handle morning coffee and lunch service and dependable heating/cooling capacity, and are located near Interstate Routes. However, the colleges would charge a room rental fee. MCTA participants recommended considering holding these two meetings at various CTE high schools around the state.

**Decision:** Since Charlene had already scheduled the Thursday, March 13, 2014 MCTA Spring meeting at the Baltimore Museum of Industry, she recommended that MCTA meet at the BMI on that day, when further discussion could be held on assigning new meeting locations for the 2014-15 school year.

**President's Report: Bryan Ashby**

In addition to items Bryan referenced throughout the meeting, he also emphasized the value of MCTA participants continuing to participate in an annual joint meeting of CTE Principals and CTE Directors, to be held in the spring semester at a CTE high school. He will make contact with the CTE principals' group and encourages all CTE Directors to attend.

**Action:** The MCTA participants asked Charlene to email an updated electronic file of all CTE Directors' contact information to all CTE Directors.

**Reminder:** The 2014 MCTA Summer Professional Development Institute will be held at the Clarion Fontainebleau Resort Hotel in Ocean City on July 21-23, 2014. **Please save the date!**

President Bryan Ashby adjourned the meeting at 1:25 p.m.

Minutes submitted by Charlene Bonham via email on November 1, 2013