Maryland Career and Technology Administrators
Spring Meeting, Baltimore Museum of Industry
Education Building, Liberty Room
March 13, 2014, 8:30 a.m. – 2:00 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
Marjorie Lohnes, Carroll County
Kristine Pearl, Frederick County
George Phillips, Washington County
Diane Stulz, Worcester County
Tina Thomas, Queen Anne’s County
Charlene Bonham, MCTA Exec. Director

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

Agenda: Follow-up/Feedback: December 4, 2013 and February 5, 2014 meetings with the Division of Career and College Readiness (DCCR)

DCCR Meeting dates: The discussion opened with a question about whether DCCR will continue to hold meetings in various locations throughout the state. It was noted that this has been the pattern for three years, and it is expected that this pattern will continue. Tina requested that Bryan remind DCCR colleagues to check master calendars for all school systems when they plan the annual calendar of meetings with the CTE Directors, as this year’s original DCCR spring meeting date conflicted with at least 3 school systems’ spring break. (Due to snow cancellations and make-up school days this year, there was no conflict in dates.)

Hagerstown DCCR 2013 Meeting: Follow-up discussion on this meeting centered on the Governor’s priority for dual enrollment initiatives in Maryland. Participants discussed the lack of consistency between information provided by DCCR staff and information shared by community college presidents regarding this topic.

Re implementation of the dual enrollment initiative: Five reports have to be done by education agencies on a yearly basis on dual enrollment initiatives. Tina said education personnel are asking that the phrase college and/or career readiness be used in the law, as the current language does not include the word “career.” Tina commented that a transition course should be added; an English course should be embedded in the remediation. It was suggested that the state should be looking at different evaluative tests besides just the PARCC. Technical skills should be tested separately, as technical skills are not planned for inclusion in the PARCC assessment. One solution is to embed technical skills into other assessments. One of the greatest challenges is that a final PARCC assessment does not exist, so it
cannot be assessed at this time. Sue noted that every child would need something different in technical skills from his/her peers. Bryan said some counties would like to move toward using a multi-day assessment, but not enough is known about this yet. Diane commented that a disconnect exists between every college preparatory test and student success in college. Marjorie agreed that these tests—the SAT and ACT—have been found not to correlate with success in college. ACT assesses content and is a more viable assessment because of that.

Sue said Harford Community College’s plan for dual enrollment is to support students’ success in technical skill courses first, and then the students will take the required academic courses. Both Harford CC and Queen Anne’s CC plan to use this model, called “Certificate to Completion.” This attends to the need for relevance of course work to students. It was again emphasized that each student has different needs from his/her peers.

Bryan referenced Warwick Community College’s courses, totaling 66-67 credits, noting that students who take introductory courses at the high school level earn college credits for those courses. Re dual enrollment: Currently Wicomico County has 90 students at Warwick CC, and this is trending up.

Participants discussed this concern: One of the challenges with dual enrollment is that a school system’s FTE can drop when students take their CTE completer courses at a community college.

Sue raised a topic for a DCCR meeting agenda: Relative to dual enrollment, Sue asked if CTE Directors have to go back and amend a CTE program proposal if community college courses are added to the program as part of the development of dual enrollment pathway. Also, does a CTE Director have to do a course-for-course exchange with the CC? Bryan noted that there is no information online to assist CTE Directors with answers to these questions.

Tina asked how other school systems are getting teachers approved to teach dual enrollment courses since teachers need to be “college approved.” Diane said there are exceptions being made for approvals. Kristine said the technical program teachers are approved as adjunct instructors by Frederick Community College, even without advanced degrees.

Bryan noted that some CTE programs in his school system are also awarded credit for Applied Math. Bryan said these courses do not include “trivial math.” In Wicomico some CTE programs at the Technical HS can be awarded math credit for integrated math in their coursework, and these completers earn six credits total.

Bryan reiterated the importance of the program proposal topic, which Sue raised, for a DCCR meeting agenda: With the emphasis on dual enrollment do we then need to amend our program proposals based on more recent agreements with CCs?

Pam concurred about concerns with CTE program areas that are not strong. Drafting is being phased out, for example, because having pre-engineering and drafting in the same school has created a conflict. Her technical high school is now going to offer pre-engineering only. Pam is finding that CTE programs are losing top students; top students are electing to enroll in dual enrollment at the CC. Pam said it is
really important to get the Counselors and the parents to understand that the new CTE courses are upgraded today. She also commented that Business Management is losing enrollment because students feel that already know all the computer-technical skills.

Sue raised a question about CLEP. The social studies department in her system is using CLEP to meet College Board credit. Not all CLEP test sites in her system can offer the CLEP exam now because the computer systems have been upgraded with new JAVA programming. She is now looking for a location in their system that has a lab with the old JAVA technology.

DCCR agenda item: Marjorie noted that the National Restaurant Association assessment and the Serve-Safe certifications have different purposes. Serve-Safe is valuable because of the industry requirement that at least one person who has passed the Serve Safe certification assessment must be present at all times in a food production facility. But the NRA is not as relevant, as it is not required for work in the food service industry. This highlights a disconnect between what is required at the state level and what is expected in the industry.

DCCR agenda item: DCCR advises CTE Directors to assign four credits to a CTE new program proposal, even when the program actually awards six credits. CTE Directors confirmed that DCCR approved their using four credits for new/revised program proposals, when their students earn six credits.

DECISION AND ACTION: Bryan confirmed the topics listed above as important for discussion at upcoming DCCR meetings: Several dual enrollment roll-out issues, especially any required changes needed to CTE program proposals, and high school teachers being approved as CC adjunct instructors; and a fresh look at technical assessments that are no longer applicable in the industry, such as the National Restaurant Association assessment.

DECISION AND ACTION: It was recommended that Bryan discuss the following topic with Katharine Oliver in preparation for her presentation to the MCTA participants at the 2014 Summer PD Institute: Educational agencies in Maryland are going through a rapid transition, with great demands on both the state and 24 local education agencies. It would be helpful to discuss and delineate the perceptions and expectations of these agencies on some of the major initiatives affecting all for the next several years: dual enrollment, changes in the program proposal, and technical assessments, as three examples.

Meeting Break at 10:10 a.m.

Bryan reconvened the meeting at 10:30 a.m.

Agenda: Follow-up and Next Steps: 2014 MCTA Summer Professional Development Institute Agenda

The agenda included this carry-over topic from the October 2013 MCTA meeting, referencing several standardized CTE programs of study curricula provided by national organizations, and asking whether MCTA members wanted to continue to sponsor CTE/Common Core State Standards cross-match workshops this summer. Bryan asked the attendees if the documents cross-matching CTE standards with Common Core State Standards (CCSS), created by CTE teachers last year, under MCTA’s leadership, were helpful.
Responses to the agenda item above:

Pam said the Biomedical cross-match has been very helpful for teachers in including CCSS in their CTE courses. Sue said the Harford County Teacher Academy teachers are using the cross-match to write SLOs. Sue noted that the TAM/CCSS cross-matches also had to cross-match with Towson University parameters in order to meet required commonalities across all school systems in Maryland. It is recommended for the future that each CTE/CCSS writing team should include someone who is astute with technology. It was agreed these were beneficial instructional documents and Pam acknowledged that when she observes teachers she sees the cross-match documents in use.

DECISION AND ACTION: The group requested that Charlene resend, via email, the three CTE/CCSS cross-matches produced in last summer’s CTE workshops: Academy of Health Professions, Biomedical Sciences, and Teacher Academy of Maryland to all CTE Directors.

Bryan asked if MCTA members want to support more cross-match summer workshops with teachers in 2014. Marjorie commented on the training and financial challenges in running these workshops. She noted that she has excellent American Culinary Federation teachers who could write the cross-match, but the additional challenges would be identifying teacher professional development time and workshop funds to develop the cross-matches. The discussion turned to seeking support from the national offices that sponsor CTE program of study curricula in Maryland: Can the national offices of these programs produce these cross matches instead of local school systems?

Diane said it is a difficult situation to continue to ask teachers to do more. CTE Directors are asking teachers to do a lot with changes in CTE curricula, and writing more cross-matches would be a challenge.

Directors noted that the discussion regarding funding for teachers to write CTE/CCSS cross-matches revealed a significant discrepancy in the per hour/per diem allotments allowed for teachers who participate in curriculum workshops.

DECISION AND ACTION: Bryan will be meeting with ACF staff soon and will ask ACF if they will consider doing a curriculum cross-match. Bryan would like to do the Construction Technology cross-match document, but that is a challenge at this time.

George recommended that MCTA build a priority list of CTE/CCSS cross-matches needed for Maryland programs of study, and then ask DCCR personnel to talk to the national sponsors of these programs to develop these cross-matches. The participants created this list: NCCER, NATEF, AOF, CASE, and PLTW.

DECISION AND ACTION: Bryan said he would raise this topic in his discussions with Katharine Oliver, Assistant State Superintendent, Division of Career and College Readiness.

Other comments/recommendations made for CTE/CCSS cross-match workshops:

- Marjorie: The Early Childhood program presents a challenge in writing a cross-match, as not all of Maryland counties are implementing this program in the same way.
• **Debbie**: Put a strong English and strong Math teacher in these workshops, someone teachers know, to assist in the development of the documents.

• **George** recommended Mary Ellen Spiri who is very skilled in helping teachers to unpack the standards for the cross matches.

**Agenda: Generate new ideas and ways of marketing CTE programs, which is changing due to dual enrollment.**

**Bryan** hired a former CTE Director in Wicomico County to teach introductory lessons to students in technical areas, and Bryan offered low cost activities to get 9th grade students involved. Bryan calls the introductory document that students complete an “Enrollment Request Form” instead of an “Application.” The teachers and guidance counselors learned a lot by using this form. These changes are becoming more popular with the teachers, as they are beginning to see that senior enrollment has diminished and they need to give younger students opportunities to get into the technical high school. Teachers are now doing everything they can to increase their numbers.

**Debbie** discussed multiple ways that Anne Arundel is reaching out to students to inform them and their parents of the opportunities at the technical high schools in the system. These include annual summer outreach through exploratory activities, visitations to the technical high schools, and other new outreach methods and documents.

**Sue** noted that Harford Tech had to cut the plumbing program this school year because it had low enrollment and the school was facing cuts in positions. However, interested community agencies expressed interest in keeping this program viable, and a task force was appointed to focus on retention of Harford Tech’s programs. There is a semester class under discussion which would inform students about all of the CTE classes at Harford Tech, and this is now on Harford County legislators’ desks for review. Sue asked if anybody runs a freshman seminar and/or a CTE summer camp. Her system wants to open a course that will be offered to all 9th graders. **Debbie** described two levels of exploratory sessions with students to experience available coursework in CTE. **Bryan** said exploratory coursework is available, but is not required; there is no prerequisite.

**Related Challenges Involving CTE Student Enrollment/Completion Data**

**Tina** gave an example of another challenge regarding enrollment and completion data. Students who have taken three courses in a CTE program series, but then fail the fourth course, are not counted as completers. These lower counts can reduce the viability of the school system’s overall CTE program data. The students will still graduate, but not with CTE completer status.

**Sue**: She noted that her school system manually inputs CTE program completion data, and students who finish CTE completers may not be counted, because manual input can result in decisions being made by personnel who check off that students met state and local requirements for graduation, but do not check off that they achieved CTE completer status. **George** said the data collection document used in Washington County has a forced field where the students’ record has a box that has to be checked yes or no, relative to the completion of a CTE completer program. **George** noted a couple of other
challenges, including moving some technical program locations out into the community in store fronts. And, the 6-period day is going to be a challenge for CTE programs. Bryan said CTE growth is going to have to be in places other than the CTE high schools, because most CTE programs are at or near capacity.

**Agenda: What are the related professional development sessions you need at the 2014 Summer PD Institute?**

**Disciplinary Literacy:** Debbie gave an interesting example of how one Anne Arundel principal has helped teachers to understand Disciplinary Literacy, devoting a half-day every 6-8 weeks for teacher professional development on this topic.

Given the timeliness of the discussions above, regarding dual enrollment and CTE program completion, Charlene asked if the MCTA participants would agree to place “new ways of marketing CTE programs relative to dual enrollment,” on the agenda for the second day of the Summer PD Institute agenda.

Three MCTA members volunteered to present a *Tips-of-the-Trade session on Wednesday, July 23, 2014 at the MCTA Summer PD Institute*:

- **George**, who will focus on Washington County’s outreach to Latino students and initiation of Spanish language programs
- **Debbie**: who will present on a variety of student outreach programs that market Anne Arundel’s CTE programs to students, including visitations to the technical high schools and summer programs, etc.,
- **Bryan**: who will provide the two new student “enrollment request” forms for discussion, and the ongoing development of Wicomico’s marketing processes

**Possible topics for discussion with Katharine Oliver at the 2014 Summer PD Institute: Bryan will discuss with Mrs. Oliver.**

1. Address some of the disconnects between the national/state perspective on current educational changes with the implementation of these changes in the local systems and programs.
2. Update MCTA on the Disciplinary Literacy progress in Maryland.
3. Update MCTA on progress with the Governor’s priorities this year. Where does the state stand?
4. What information is DCCR staff giving in their presentations to the Governor and Governor’s staff? (For example, growth in CTE data and total number of students enrolled; options for STEM)
5. What is the Governor’s response to above?
6. Does the Governor’s staff understand what CTE is about today? Is there a way MCTA can further help legislators and the Governor to understand CTE?
7. Where do MCTA participants need to be focusing their resources?
8. Joint CC/local school system panel discussion –Start the first DCCR meeting in 2014-15 with a panel of CC staff and CTE Directors: How has your institution made connections for students and families to understand the ongoing alignment between high school CTE programs and CCs?
9. CTE Directors asked that at one of DCCR’s 2014-15 meetings with CTE Directors they receive
guidance, direction and assistance with the Monitoring Tool. The component “return on
investment” is of particular interest.

Break for Lunch at 12:05 p.m.

Bryan opened the afternoon session at 12:45 p.m.

Agenda: Progress Made on Division of Career and College Readiness Priorities and MCTA Priorities for 2013-14

Discussion:

1. MCTA Priority 1: MCTA will collaborate with DCCR staff to support the Governor’s Goal II.
   DCCR is requesting that school systems update all of their CTE completer programs on List A
   when a new school is opened. Kristine said this is challenge for Frederick County at this time.
   Another example is Somerset County, where a new technical high school is being built; CTE staff
   will need to update all current CTE program proposals when the new building is being built.

2. MCTA Priority 2: MCTA will continue to focus on CTE/Common Core State Standards Cross-
   matches and Relevant Student Learning Objectives for CTE Program Courses. Bryan said his
   teachers prepared excellent examples of SLOs. His system used professional development
   coaches, hiring two individuals to prepare teachers for writing the SLOs. Next school year, and
   mid-year, teachers in MD can adjust their SLOs based on what they have learned. Some systems
   were assigned a minimum of 45 SLOs per class. Queen Anne’s used a rubric developed by Anne
   Arundel for measuring achievement of SLOs.

3. MCTA Priority 3: Perkins Certification Assessments and Data Collection
   This priority is of great concern for CTE Directors: Tina said CTE Directors are seeking clear
   directions on what DCCR needs. One can’t compare counties, e.g., because some counties use
   six credits for pathway programs and some use four credits. This can make data appear weak for
   counties awarding six credits. It was agreed that there are a variety of decisions being made in
   local school systems regarding the definition of “CTE completion.” The required checking of
   “Yes” and “No” to confirm student completion of a program is not being handled in the same
   way across the state. Also, some counties don’t require all students to take the required tests.
   For example, counties can report 100% are passing a test, which means only those who are
   taking the test obtained 100%. CTE Directors would like more information on what the
   numerators and denominators mean. They need to hear this information from MSDE staff. Tina
   said maybe when more information is available there will be more continuity across the state.

Agenda: Maryland Center for CTE Studies (MCCTES)

Tom Miller presented a summary of the number of graduate and undergraduate students enrolled in
the past three semesters in MCCTES. He gave the CTE Directors a list of their teachers and their
enrollments at the MCCTES this school year. Tom created completion certificates for teachers who
complete the Work Based Learning endorsement and the new PTE certification and will give them to the
CTE Directors for distribution to their teachers. Tom offered to have CTE Directors bring in teachers for a professional development session at the Museum of Industry, where they will be informed about the opportunities for their students at the Museum and the CTE Director can conduct a teachers’ meeting, all at no charge.

**University of Maryland, Eastern Shore:** Tom volunteered to come out to any school system to meet with teachers and explain the educational options in work based learning and the master’s program through UMES. He will send copies of the two sheets he handed out in an email to all CTE Directors. Tom has seven students doing research on effective work-based learning; impact of career clusters on African American achievement; impact of dual enrollment programs in Harford County; Foundations of Technology; the impact of mentoring on passing ROTC exam; and the impact of student organizations (FFA) on student achievement. The students involved in this research will be presenting at conferences, and can present in their schools or at professional development events in local school systems, explaining their research. Pam thanked Tom for the outreach with Chesapeake College and for assisting Debbie Urry at the college. UMES’s tuition is the lowest in the state. CTE Directors expressed positive exchanges occurring at UMES for CTE courses.

**Agenda: Treasurer’s Report**

Sue distributed and discussed the Balance Sheet as of March 13, 2014 and the list of school systems paying MCTA dues in 2013-14. See the handouts enclosed with the emailed minutes. The MCTA Balance Sheet shows a balance of $25,598.98. Debits from September 30, 2013 through October 23, 2013 were $1,109.26. Twenty-three out of 24 school systems paid dues for the 2013-14 school year.

George moved to accept the Treasurer’s report and Diane seconded the motion. The vote to close the meeting passed unanimously.

Bryan Ashby adjourned the meeting at 2:00 p.m.

**Next Meeting:** The MCTA Summer Professional Development Institute, July 21-23, 2014 at the Clarion Fontainebleau Resort Hotel, Ocean City, Maryland. Registration forms were emailed to all MCTA Directors on March 11.