

Wyoming State Board of Vocational Education Minutes
June 16, 2010
Fremont County School District #25 Board Room

Wyoming State Board of Vocational Education members present: Phil Orton, Norine Kasperik, Jan Torres, Bill Anthony, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Joe Reichardt, and Mary Kay Hill, WDE (designee for Jim McBride)

Wyoming State Board of Vocational Education members absent: Matt Garland, Larry McGarvin, Jim Rose, and Jim McBride

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; Alan Moore, WDE; Margie Simineo, WDE; Dianne Frazer WDE; Teri Wigert, WDE; Tom Martin, WDE; Joy Mockelmann, WDE; and John Shumway, Attorney General's Office (AG)

CALL TO ORDER

Chairwoman Sandra Barton called the meeting to order at 1:00 p.m.

Roll call was conducted and it was determined there was a quorum.

APPROVAL OF MINUTES

Minutes from the April 16, 2010, State Board of Vocational Education meeting held at the Goshen County School District #1 Board Room in Torrington were presented for approval.

Norine Kasperik moved that the minutes be approved, seconded by Joe Reichardt, motion carried.

INTRODUCTION

Teri Wigert, Career Technical Education State Director, introduced Tom Martin, Section Supervisor for Career Technical Education and Assistant State Director.

UPDATE ON CTE STRATEGIC PLAN

Teri said today's presentation is a broad view of where career technical education is going and what the vision is. She referenced a tornado: the widest part is the national vision and as it narrows down it reflects the State of Wyoming strategic plan, down even further it would be career technical education activities, and then when it touches the ground reflects the impact in classrooms and labs.

The second slide entitled Reflect, Transform, Lead: A New Vision for Career Technical Education lists the five principles that collectively form our national vision for CTE which was just released. This vision fits nicely in where Wyoming has projected to go. It looks at how the work force is prepared in the United States. It is aimed at retaining the United States as a leader in the dynamic global economy. The paper is broken up into three chunks. The first is to reflect on how we got to where we are today; the second is to examine and decide the role of career technical education in the United States; and third is action and suggests the nation is at

a critical juncture and CTE has also reached a critical juncture. They complete the article by suggesting the dichotomous silos of academics versus CTE must be eliminated and their supporting infrastructures must be re-imagined to meet the needs of the economy. As the economies blur, so must the lines that currently separate CTE and academic education. This aligns with things we are accomplishing in Wyoming. Teri reiterated how they need the support and involved activity of the Board in this area of articulations. It has been done in varied ways and we don't have an equitable distribution, so this consensus group requires that we get to equity and affordable access for every single student.

Tom Martin explained slide three, the Strategic Plan Objectives. As you think about the 10 objectives, you will realize this is a huge plan. We don't have enough time today to look at these in detail.

Slide four, the Five Essential Steps toward Accomplishing the Plan. These steps are covered in more detail on pages 62-63 in your book entitled "New Directions for High School Career and Technical Education in Wyoming. The steering committee emphasizes the development of career pathways, business and industry involvement, curriculum development, assessment development, the whole package. This is a competitive program for school districts in harmony with community colleges and business and industry can apply for a grant to fund their project for two years provided they meet the guidelines. These three entities work together and this a cutting edge scenario for CTE in the future. We currently have 3 big projects. There is a career pathways sheet on our website that can be used, so the students can flow through the program. We have an appointed steering committee and Guy Jackson has met with them. The CTE demonstration project did not get funded for the next biennial cycle, but we have money to continue the CTE projects. The steering committee was eliminated because of lack of legislation for the new biennium. Tom Martin proposed the State Board of Vocational Education be the Statewide Steering Committee to guide pathways adoption. He feels the Board would do a great job. Guy Jackson would come to your meetings and ask for advice on CTE projects. Need to make sure we have the right people at the table. We should partner with others and use their expertise in this field. Sandy thinks this is a good idea and is excited to take this on. Talk about this more at the retreat. There are funds available to cover travel expenses.

Joe Simpson suggested as the charter is developed on how you want to approach the CTE Committee and as you rotate your meetings in the state open up the meetings and ask certain core groups to come such as Workforce Services, Outreach Offices, someone connected to business and industry, etc.

The next round of demonstration projects will be in healthcare, manufacturing, information technology, and construction trades. The emphasis will be on healthcare because that is the number one need in Wyoming.

Teri asked the group to think of the demonstration projects as three wagon wheels and the demonstration project is the center of the wheel. One wheel is called energy, another hospitality, and another hospitality tourism. These demonstration projects involve a business and industry that's helped identify what the skills and knowledge need to be; it involved a post secondary institution and it involves a school district (this is the hub). The spokes are all of the other districts that join in with that demonstration project. Now we are going to add three more wheels or maybe four in manufacturing, healthcare, construction and maybe IT. We are looking for a school district or districts, a community college or other post secondary entity, and business and industry who have to come together and agree on what's going to comprise that particular certificate and then we pilot it out in a school connected to a college, apprenticeship or

whatever that post secondary entity is going to be. As each one of these are developed with state funds, anyone interested in these 6/8 areas that we are going to develop over time; we already have a proven model that other school districts can join into. I hope this helps describe what the demonstration pilots are.

The next step is to strengthen core CTE programs and curriculum. Vocational concepts of the past are dead or dying; we don't want to go back to that. This is the purpose of the demonstration project; we want our students to really experience an industry concept. We will be working with teachers, principals, and superintendents to get the vision changed. Our role in the future is to listen to the educators and provide what they want and I think we are doing that across the State. We have employed a new concept and I think it has really worked well for us. We contract with LCCC to provide all the logistics for the summer conference and our WDE conference. We also conduct CTE professional development at all of the other community colleges. Another key component is our assessment development this year. We have to implement by the end of this five year plan a statewide CTE assessment. We have contracted with Dr. Mariam Azin of PresAssociates, Inc. to help develop that assessment. Districts submit to WDE annually the course sequences for approval. They are reviewed and there are some courses we will not accept. The statute is clear for course approvals.

The next bullet is strengthen professional development and teacher preparation programs. Briefly mentioned professional development and we can spend more time on that later. We will be concentration more on this next year by conducting critical conversations between post secondary teachers to align curriculum. That is what teacher's want to do and thanks to the assessment development process; we would have never known that. The aligned curriculum would be what a secondary teacher teaches in relation to what the post secondary teaches in a program study area. Not going to go into detail on Teacher preparation programs right now, we are moving forward. Having the Boards support will really help us.

Lastly, how do we evaluate improvements to CTE instruction and delivery? The CTE demonstration project came through. Guy Jackson in harmony with MPR Associates has developed an evaluation instrument that is outstanding. We can walk into any high school today with that rubric and get an estimate of how deep the career clusters are imbedded and how well they are really doing in their programs. We are going to evaluate the demonstration projects in the fall.

There needs to be teacher preparation programs developed for these areas. Our community colleges are technical oriented. Who is better prepared to teach technical aspects of an area? Have them do some of the technical work then jump them to UW for the teaching block and then have a degree. We need to have a more harmonious relationship between the community colleges and our only university in the state; otherwise, people are going to leave and go elsewhere to get their CTE degree. There are ways to address this licensing issue through our connections at the department.

The Update on Policy Study was tabled until the next meeting.

The general consensus was we should change our name from the Wyoming State Board of Vocational Education to the Wyoming State Board of Career Technical Education. Mary Kay Hill will be responsible for moving this forward. Also, we need to see if we can meet as a single board on these issues instead of two different ones.

The meeting adjourned at 2:30 p.m.