



Secondary Career and Technical Education (CTE) Task Force Meeting Notes

October 3, 2014

9:30 a.m. - 3:00 p.m.

Kirkwood Community College (KCC)

Jones County Regional Center (JCRC), Monticello, Iowa

MEMBERS PRESENT:

Matt Bruinekool, Master Builders of Iowa; David Bunting, Cedar Rapids; George Carizey (for Karrie Abbott), United Way; Murray Fenn, Green Hills AEA; Scott Fortune, Iowa Association of School Boards; Dana Lampe, Linn-Mar Community School District; Duane (DT) Magee, Iowa Board of Educational Examiners; Pradeep Kotamraju, Iowa Department of Education (DE); Randy Mead, DMACC; Kathy Nacos-Burds, Northeast Iowa Community College; Julie Rosin, Des Moines Central Campus; Vicky Rossander, Iowa State Education Association; Ken Sagar, Iowa Federation of Labor – AFL-CIO; Lisa Stange, Iowa State University; Jeremy Varner, DE; Ed Wallace, Iowa Workforce Development; and Jeff Weld, University of Northern Iowa

OTHERS PRESENT:

Mary Lou Erlacher, Work Place Learning Connection at KCC; Lisa Folken, KCC’s JCRC; Sheryl Kline, Central City High School; Tristan Langdon, Workplace Learning Connection at KCC; Melissa Murphy, Springville High School; Dave Palmer, Iowa Association of Community College Trustees; Todd Prusha, KCC; Craig Stadtmueller, KCC’s JCRC; Eric St Clair, DE; and Amy Vybiral, DE

AGENDA ITEM: Introductions and Plan for the Day

Expected Outcome	Leads	Follow-up
	Pradeep Kotamraju/Dave Bunting	

Notes: After task force members introduced themselves, Kotamraju and Bunting provided an overview of the day.

AGENDA ITEM: Tour of the JCRC

Expected Outcome	Lead	Follow-up
Seeing a Career Academy in Practice	Staff at JCRC	

Notes: Members of the task force toured the JCRC to understand more fully the operations of a career academy in Iowa.

AGENDA ITEM: An Overview of JCRC Operations

Expected Outcome	Lead	Follow-up
Gaining knowledge about the history, purpose, and functioning of the career academy.	Staff at JCRC	

Notes: Lisa Folken and Todd Prusha presented an overview and history of the funding, financing, and operations of the JCRC.

AGENDA ITEM: School District Participation in JCRC – Participating School Districts Presentations

Expected Outcome	Lead	Follow-up
Understanding the school districts’ perspective from participating in JCRC.	Participating school districts’ personnel.	

Notes: Panel discussion with representatives from area school districts. Follow-up questions of panel by task force members. Questions pertained to the funding of the centers, counseling, and student interest. There were also questions about exposing students to CTE programs not offered through a career academy at the regional center. Also, there were questions regarding the scheduling of students and the amount of instruction students receive at the high school.

There were questions about how the relationship with the regional center has changed practices at the high school level. Finally, there was discussion about how the regional center, which has proven itself in more rural areas, will work in more urban settings.

AGENDA ITEM: Moving Towards Recommendations – Career Academy/Regional Center

Expected Outcome	Lead	Follow-up
Actively engage members in building upon the career academy/regional center work team’s updated definition of a career academy.	Task Force Members	The work team will follow-up on suggestions and circulate an updated version to all task force members of the definition for comment and revision.

Notes: The work team discussion was summarized laying out guiding principles, a definition, and some questions that task force members needed to address. The discussion began with understanding the balance between innovation and ensuring standards and quality. Concern was expressed about distinguishing between CTE and arts and sciences – should try to “blend the experiences.” It was suggested the guiding principles be broadened from “community colleges” to “postsecondary institutions.”

Further discussion centers around the ability of students to attain the required diverse skill set, and to do that, students need to have a variety of options available to them. While it was good to incent such options and programs such as those offered at the regional center, but districts and

postsecondary institutions need resources, and students need the transportation to access these programs. It was pointed out that access to high-quality programs is not equal for all students across the state. Also, there is need to ensure that programs have the scale to be effective and reach a larger number of students.

AGENDA ITEM: Moving Towards Recommendations: Career Guidance and Planning

Expected Outcome	Lead	Follow-up
Actively engage members in building upon the career guidance work team on laying out a strategy for implementing a systemic and sustainable statewide career guidance system in Iowa.	Task Force Members	Discussion will continue at the next task force meeting on a support system for implementing a career guidance system.

Notes: An overview of the current career guidance and planning landscape was laid out, after which there was report on the product produced by the Career Guidance Work Group. The discussion began with the relative merits and demerits of a single career guidance and planning system. The points raised in this part included the use of instructors in the career guidance process, reducing the student/counselor ratio in Iowa, the role of “career coaches,” and what role the software technology played in moving the system forward.

Next, the discussion turned to how the current system was being used by school districts and the use varied considerably from “being a checkmark” to using the system as a continuous improvement tool. There was also discussion about where the responsibility for supporting students and teachers lay and being careful that if it is “everyone’s responsibility, it is no one’s responsibility.” Introducing a career development certification process may be one way to center responsibility for leading the career guidance and planning process. Connections to the current intermediary network structure that now exists within Iowa community colleges was discussed but there was concern that duplicating these efforts would be difficult given limited and restricted resources.

Some members stated that trained counselors are needed to sit down with these students who understand the nuances and dynamics of the forces which impact students, their circumstances, and the decisions they make. Consensus around a single system seemed to emerge when the discussion turned to the possibility of adding counseling concepts into teacher certification and training programs. The Iowa Board of Education Examiners (BoEE) process could be used as a lever for change. For example, the process could require training in a certain model, as well as a similar requirement for teacher licensure. There was concern in regard to adding on to teacher training program load, which were at or near maximum.

Clarification on this point resulted in moving inclusion of career guidance principles to teacher re-licensure. Additionally, by strongly considering a single, common software system, it would allow data to follow students should they switch districts, common training for instructors, and utilize partnerships with postsecondary institutions.

The meeting adjourned at 2:35 p.m.