



**Tennessee Council for Career and Technical Education
Public Forum
November 9, 2012
Northfield Training Center
Spring Hill, Tennessee**

Vice-Chairman Jeffrey Lewis called the meeting to order and welcomed all guests and committee members to the TCCTE Public Forum at the Northfield Training Center in Spring Hill, Tennessee on November 9, 2012.

On behalf of Tennessee Career and Technical Education, I want to welcome each of you to the TCCTE Public Forum. At this time, I want to recognize special guests who are with us today: our assistant commissioner of CTE, Dr. Danielle Mezera; James King; Dr. John Townsend; all CTE Directors who are here; and the members of the board that are here - Thom Smith, Guy Derryberry, Jimmy Long, Julie Griggs, Carlos Hammonds and Willie Slate. For all that are here, we appreciate it and look forward to this forum this morning. We ask that you keep all presentations to 10-15 minutes and that will allow more time for questions and responses. At this time, we are going to go ahead and get started. Dr. Mezera, please come forward.

Dr. Danielle Mezera, Assistant Commissioner, Career and Technical Education: I appreciate being here. I want you to leave with the oversight or overview of the initiative that the Department of Education (DOE), really the State of TN has taken on that has strong indications around academics and industry and the braiding of the two in a more deliberate fashion. For some of you who are in the audience and I have to say there are a lot of faces that I know and recognize and so some of this may be repetitive for you. But if you will bear with me for those of you who haven't hopefully I will be able to share some new insights. I would like to introduce my staff that is here today: Casey Haugner-Wrenn, who's the Director for Student Success and Susan Cowden, who's the Director for Industry Partnering within the division as well as grants and budgets. We will definitely be on this side if anyone else has questions about this initiative. I am going to share with you, first off, this report - *Pathway's to Prosperity* was released by the Harvard Graduate School of Education in February, 2011. And for those of you who are not familiar with this report, I encourage you to go ahead and download it. It speaks very truthfully of the importance of relationships between education and industry. They look at successful models that were already taking place in Europe and then looked at models that have the same kind of characteristics here in the U.S. The bigger piece of this report is that takeaways of multiple pathways for students for both meaningful career and postsecondary in credentialing. And I want to stress the postsecondary piece that we talk about is college and career readiness. Often when someone hears that slogan, they think that it automatically leads to a four-year degree. But what we really want to stress here is the postsecondary engagement, which is a technical center. It's a two-year as well as a four year, and that's really what this report also focuses in on. We had three tiers of opportunities for our students, our young people, all of which can lead to very meaningful careers and occupations. The other piece that's really

important is that there needs to be a sea change in the role of our educators, employers and community leaders. Right now what we have often is that everyone operates in silos. We reach out to one another when we need someone, but it's usually kind of a targeted engagement. Here, what we're after is that we want to see an ongoing engagement between all parties because there is a sea change in the role of each person. So each educator and industry – the two have to understand that they must work together to understand one another's roles in order to better address the needs of students. Lastly in this [initiative] is the collective responsibility. Again, it is not the sole responsibility of educators in terms of that central role of education, but it has to be everyone's responsibility. So the report I mentioned was released in 2011. March of 2012 - one of the authors actually came to a summit that the DOE sponsored down at Volkswagen specifically to talk about, "How do you build these types of relationships?" Obviously, their interest was in Tennessee. Following that very successful summit, they invited us to submit an application into what I consider a very elite network of states. These are states who they felt were modeling or had the potential to model the type of relationship and engagement that needed to take place to better support our students and our young people in terms of education and industry and what I call the "blended approach". We submitted our proposal, but the other states that they accepted into the network were Illinois, Maine, Massachusetts, Missouri and North Carolina. Long Beach, California is the one city that they also allowed into the network. And most recently, we had a pretty intensive three day institute at Harvard in October specifically to begin the heavy work of implementing this across the state. I want to share the strengths and weaknesses that were part of our proposal to the Harvard Graduate School of Education and why we felt that we were a state to move forward on this initiative. First, we actually have strong leadership; second, we have federal, private and corporate funding focused around public education reform. We also have legislative reform that also is focused on education. So we have the potential and ingredients to really push forward some of the reform measures that really need to take place particularly if we were to do this sea change approach in terms of education and industry engagement around the educational achievement of our students. We also have strong public and postsecondary institutions, again on all three levels. We have a robust presence of CTE courses, and I really want to highlight the word "presence" because we recognize the opportunities that we actually need to update our CTE course offerings and better align them with what is taking place across the state. Better align them with where we see what is happening; where we know in a regional sense and statewide that there are strengths that this state holds. We need to do a better job of aligning our curriculum to match what's taking place in our industry areas as well as in our postsecondary. And challenge postsecondary also to have these same discussions. Are our postsecondary [institutions] matching up in terms of what they are offering and what are the occupations and the trends are showing economically across the state? Other opportunities are that we can build strong local advisory councils. We have in some areas really strong advisory councils and in other's it's by name only. We need to have relevant and available counseling for young people and what I call blended counseling and coaching. The sea change is no longer solely about education, is not longer solely what the career opportunities are. They have to be together. If we go and we talk to our middle school students and our high school students, we are deliberate in the way in which we are counseling our young people, so that it is a blended or braided counseling, coaching, academics and career together so that the student as well as

the parent understand the dynamics and the relationship between those. Increase the early postsecondary credit offerings. This is to early postsecondary dual credit/dual enrollment is largely how we see this. But we also want to look at AP, IB and then the lesser used one which is the CLEP, where you test out but there are requirements that are affiliated with that. And then lastly, we have meaningful Work Based Learning (WBL) opportunities. Again, this is something that as a Department of Education and a Division, we are responsible for, but by and large it's in name only. We have not done a good job of really promoting strong WBL opportunities, which can take the form of internships, apprenticeships, any other type of opportunity a student needs to have to have a better engagement and understanding of the opportunities for that student. A part of the responsibility is that as a member state, our expectation is that we will create a state plan that is strategic in the way in which we roll out the priorities of the state engaging the stakeholders not only at the state level but at the local and regional levels along this line. But one of the things that we had to do within our proposal was identified two regions we felt had organically begun to have these conversations already. And so we identified two regions and these two regions are already "boots on the ground" working on some initial initiatives that identified in partnership with them. In fact, I went to Upper Cumberland on Tuesday to continue the conversations that that region has identified they will be working on under this initiative. But the one that is more rural is the Upper Cumberland Region. The kind of hub county is Putnam County or Cookeville and the counties that surround that particular county (Putnam). The other one is the Southeast region, which is the Hamilton County area. That has a more urban/suburban oriented feel to it. We were purposeful in identifying these two regions partly because we wanted to have some modeling around an urban focus and then the modeling around a more rural focus. Because the areas and the ways in which we have to respond to grow out opportunities are very different for these two areas. So in terms of the planning team, I want to share with you also that the overall goal is to establish a 9-14-16 pathway, which interlinks local, regional and state market trends needs. Again, it's the academic and industry together. The statewide plan is that we will have a goal to achieve statewide policy ridden, initiative driven, data supported plan based on regional strengths and opportunities and identify local, regional network partners. That's also critical. This is not going to be state coming down to regions and saying, "You must do x,y,z." This is local and regional partners who are coming together who know where their strengths are, where their needs can be in terms of growth. We are working with them in support to say, "We will support you in the beginning of these endeavors." But we have to have willing local and regional partners to do that. The planning team is not only our regional partners but also regional state businesses, the Department of Education, the Department of Economic and Community Development, the Department of Labor, the Governor's office, Score, and postsecondary systems along the way. This is the core of our state planning team and as we continue to reach out to folks there will be the opportunities for other individuals to join that planning team as we go with the larger plan. Expectations and timetables; expectations are that we will again be building on existing resources. Interest is driven locally and regionally. It's sustainable and again it's interlinked. This is an ongoing linkage that has to be in place. These have to be partnerships and agreements ongoing between education, industry, community leaders, and community organizations. Immediate, working with our first two regions, we developed incentives - developed a statewide plan with a three year rollout that's reflective of

our overall goal. Now I caution to say, when I say three year rollout; that is not with the expectation that it will be a mature rollout. You can see what the long range is. That will be actualizing this plan over a number of years that extend beyond that three year. But essentially after three years, we should be in a position to have all of the regions identified and the initial work within these regions taking place by the local regional leaders. And again, just these network partners, as each region comes online as identified the engagement of those community leaders and partners, those LEAs, NGOs along the way in order to fulfill what those regions have identified. What is the application to the individual locally and regionally? First off, we want to recognize is that we have the part about the 16 career clusters and it's these career clusters that we are also in the process internally of assessing, evaluating the relevance of these career clusters or programs of study in our courses. The second phase is that we will actually be building out new Programs of Study courses that better align with what the needs of the state are. And what we know too is, for those of you from the industry area, from a conversation in Jackson yesterday industry partners, is that what we understand from an academic doesn't necessarily translate to the industry. So when you ask, "Does a high school diploma student that has at least learned the basics; or at least learned the skill sets in order to be successful. There are folks that say, "Absolutely, we think yes they know". The skill sets that that person is walking away with are not the skill sets that I need within my worksite. So again what we want to do is some rigorous, relevant and reason to succeed focused academic build out. We also have checklists that I want for folks to kind of hit on which is how to develop this within your community area. But we have to have a strong understanding of what our needs in our community are. We need to conduct research. I cannot emphasize that enough - research, research, research. The thing I tell my staff is, "Do not give a recommendation unless you can defend it and justify it", data by research. I need your recommendation that has to be settled and resting on something that is firm, and, then, the development of relationships with our partners. Six key elements of career pathways is building across partnerships and clarifying the roles of those partnerships; identify the businesses and industry and engage partners and players, which is part of a conversation again in Jackson that we had on this issue. Number three is truly getting to the heart of it - academic and industry have to be in agreement on what they should be promoting. It is not about the fact that a student wants to participate because it's a fun thing to do. Let's do that program of study because it's a fun thing to do for that student in that high school. Instead, we want to change the conversation around and say, "What are the Programs of Study that you want in your school district", and let that be based on what the opportunities are within locally and regionally. And that's a big shift for some of our CTE directors and our directors of schools that we are going to have to have because it's necessary. The worst we can do is graduate students and they don't have the pathways to be successful once they graduate with their high school diploma. And some other things that I ask folks to do as we move forward on this is to consider your regionalism. Just because the state says these 16 counties make up this region does not mean that truly is regional. Where do you have a like interest with your surrounding counties? The Upper Cumberland piece – Putnam County is the center of the hub, but involves only four other counties around it because of the like interest that all of them share. It is very, very important as we go out that the local region folks need to find where they have common ground and common interests that lead to that strengthening across the region, just knowing who your people and your partners are. You may

know them in a grocery store; you may know them in a church; usually you don't have a serious conversation professionally with them. We are also going to try to work to change that discussion around. So you are looking at where the opportunities are within your community, but very deliberate conversations that are taking place. Another checklist that we had that was translating the Pathways to Prosperity with your local system again was having truly strong industry advisory councils. Developing those relationships with postsecondary institutions and building the bridges. Education is secondary/postsecondary. One should never separate the two. Then having your curriculum and your community interests aligned and having really strong communications so that the people who are your stakeholders know exactly what you are promoting, why you are promoting it, and helping to change the perception and discussion so that parents, students and community leaders understand the importance between education and industry. And the last thing that we talked about before is the strengthening the career advisories so that it's that braided or blended coaching and counseling academic and industry again. Hopefully, I've left you with a semblance of what this initiative is. I'm very excited about the first stages of this. Susan Cowden, Director for Industry Partnerships, is my lead and we hope within a week's time we will have a program manager also on staff who will be helping to drive this initiative along with myself and with our partners across the state. Thank you very much. I appreciate the time. Any questions? If you need to reach me, it's Danielle.Mezera@tn.gov. You can easily find it on the DOE website for Career and Technical Education. We have a staff directory as well, and my two crew members who are here –Casey and Susan- are also available if you have any questions for them. Thank you very much for allowing me to have this time.

Vice-Chairman, Jeffrey Lewis: Thank you, Dr. Mezera. Our next presenter will be Dr. John Townsend, Director of Workforce Development – TBR

Dr. John Townsend: Mr. Chairman, thank you for the opportunity to share just a little bit of what the community colleges are doing in today's world that's interesting. I couldn't come at a better place in the presentation line because Dr. Mezera set out basically what we are doing in the community college office as we move toward what the Complete College TN Act (CCTA) of 2010 called for us to do to move to a more unified community system. As you may or may not know since the end of 2010 legislation, there was a call for the establishment of a unified community college system. In October of last year, that office was established. I was one of the first from academic to move over into that office. And subsequently, Dr. Ron Nichols was appointed as the Vice-Chancellor. He apologizes for not being here. As with everyone else, he's gone one way and I've gone the other. And so it's interesting times these days in everything that's going on. But I would like to share with you a little bit about what the community colleges are doing. One of them being that our funding since the Complete College Act was passed is based upon completion. If in previous years, it was always based upon enrollment. Now since the CCTA has been put in place, the funding for each and every degree granting institution is based upon not how many come in the front door but how many go out the back door with relevant skills and learning sets. There are a lot of bumps going along the road, but what we are working toward is doing a better job of serving our constituency, our clients, and our students. One, they are more aware of opportunities; two - they are given the

support that we can give them to help them to complete their Program of Study; and third - to make sure that the skill sets whether it's on the academic side or whether it's on the technical side that they might be successful in the workday world, and so subsequently that's what the CCTA is about. We're rethinking what we're about in the community colleges in particular and also in the universities. How we do business with our clients? What type support is needed for our clients? What type of outcomes are we looking for in that regard? Assistant Commissioner Mezera talked about having a culture of cooperation between postsecondary and secondary. You may or may not be aware of the Higher Education Commission's "Power of Learning Assessment" initiative. That includes all of this. One of the activities that has been asked of the CCs, and we are already in the process and have done some of it is looking at - at least making transparent, what the scores are for early colleges tests such as ACT or CLEP that would allow students to achieve early college credit. The CLEP study has already been done. The community colleges have set college levels for their universities, but at least AP is out there, so that's down the road. The other thing that they are working on that will help with prior learning assessment is whether it's with the traditional student coming out of the high schools or whether it's adult learners, and that is looking at [it] within our Applied Science Degree which is our CTE program. What are the skill sets or competencies that are being taught within our curriculum and making that better transparent? It's going to be a long process. We're in the very beginning stages [of the] the curricula review. Since I've been here 10 years, and Vice-Chancellor King has been here much longer than I have, but I don't know anything of the same nature that has been previously where we actually are looking at what things we have in common across the state between our 13 institutions. We're looking at resources. Over the last 20 years, the burden of financing a college education at the community college level has moved to about 60% or more being from state funds to now 60% of tuition costs rests upon the individual student. So, what can we provide to the student that helps support that? We are, as a nation, seeing the same thing. It's not unique to Tennessee. But one of the things that is in discussion is what can we do together to help students as they come into our colleges and universities under this pressing financial load. As you know, even on the federal level they are called on to look more and more at this issue across the nation and how that will impact them. I would just like to share with you some highlights of outcomes that our funding formula is now based on. Our community colleges in particular are based upon outcomes. While the interesting things in 2011 and 2012, there were over 13,000 students enrolled in dual enrollment. Now that means the academic side as well as the CTE side, but about over 13,000. There are 9,000 associate degrees awarded. There were 747 one-two year certificates; and about 1,500 less than one-year certificates awarded through the community colleges. Something that became part of our funding formula, which is a shift in emphasis, has been the inclusion of Workforce Development (WFD). Previously on our campuses, we did a lot of work with our business and industry through our workforce units, but they didn't get much recognition, and with the new funding formula, that has changed to some degree. Such as, part of the funding formula for community colleges is based upon their outreach to business and industry in the training sector. In the last year, 2011-2012, over 871,000 hours of contact training was provided to business and industry. What that represents is about a 22% increase over the previous year. The previous year was about a 17% increase over that previous year. So what we are seeing is where the state has placed emphasis and provided resources based upon that. Then we're seeing results, and this is just one

instance, but in particular with workforce development. So a lot of things are going on. We're partnering again with our individual LEAs as we look at dual enrollment and credit by assessment. Those are continuing to expand, but at the same time as it expands, we're finding some challenges both on the postsecondary and secondary side. So those are things that we need to continue to work for and work through. There are just a lot of things going on. I'd like to share with you a couple of community college initiatives. As part of a unified community college system, we're looking at a common business model, where accents are trying to bring together and look at finance that a financial process and business processes that could be made to come into commonality across our institutions. Hopefully such that we can downsize costs as well as provide better service across the state. Secondly, we are just starting a common curriculum initiative, and prior to the end of this school year, we will be looking at such areas as the early childhood programs on our campuses, emergency medical services, surg. tech, business management, mechatronics, and welding. What this means is as we identify a commonality across the state, that will allow us to better link with either secondary or with our TTCs. One of the problems that we've had in the past is the competencies that are equivalent. And so through this process, this will make it a little more transparent. The idea also is the legislative initiatives. Both the TTCs and CC system are requesting special allocations (1 year allocation/ 1-time allocation) from the legislature, and Vice Chancellor King will address this shortly. Beyond that, this last year the community college system was awarded \$12.6 million from the Department of Labor to look at curriculum development, including for the 13 community colleges and many of the TTCs. In addition to that, there was another \$3 million for manufacturing job training at Chattanooga State and Pellissippi; along with the TTC Murfreesboro will be part of the consortium looking at redesign in manufacturing. Again, we are in the beginning stages of a lot of our initiatives simply because our office is somewhat new to the realm of the unification process of our community college. For 40 years, our community colleges have been established and have functioned as completely independent institutions. While we will not become a lock step system, we are looking at where it makes sense to unify business processes and curriculum such that we can better serve the students – both adult students and traditional students -across our state. With that, Mr. Chairman, that concludes my remarks. Are there any questions? If not, thank you very much.

Vice-Chairman, Jeffrey Lewis: Next, we will have James King, Associate Vice-Chancellor for TN Technology Centers – TBR.

James King: I am James King, Vice-Chancellor for the TN Technology Centers. I have 35 years in career and technical education, and there've been a lot of changes. This period that we are in right now is probably one of the more exciting times for career and technical education. As I travel across this country and lately across the world, we are in a period where marketable skills probably count more than they ever have. The quote "degree for degree sake" is not a big issue anymore because we have been in a culture for years where we've led folks to believe that the only way to be a success is to have a four-year degree and I don't think we are there anymore. Marketable skills, I think it's amazing. The biggest trend we've seen lately is people with degrees coming back to a technology center to get a skill to go to work. That's exciting to see the appreciation of what many of us have known for a long, long time. For those who don't

know, it's been exciting for the TTCs because when the governor brought in this group for the Complete College America group to study higher education. What he found out was that the TTCs are one of the bright spots in the TN higher education system, to the point that it even brought the likes of Bill Gates down to visit and to see what we were doing. Because when you were looking at completion rates of about 75% and I thought it was interesting that when a study came out that read where out of the nation's nearly 1,200 public two-year or less institutions, only 105 had completion rates over 50% over a five-year period throughout the nation. Twenty-seven of them were the [TN] technology centers. And so we were doing something well above the average and that's gotten us a lot of attention. The other thing that got their attention more than that was during the nation's worst economy, not only were we completing 75% of the students, we were placing 80% of the students during the time when people were getting laid off. So there is a demand for marketable skills – if you have the skills. This has given Dr. Puryear and I a chance to travel all over this country speaking about what we are doing has sort of added a whole new job. I was in a study in the Midwest that I viewed as an excellent career and technical education system, but the president of the system said to me, "I've got some programs that have an 8% completion rate and you are at 75%, what are you doing that much different from us? And so we went there and they had an automotive program that had 143 students go through the program and only 19 had graduated. And I went to the program and I said, "Let's start there". And I looked at the program and it had excellent equipment and the instructor had great credentials but I couldn't get a handle on why no one was graduating from this program. So I started talking to the teacher, who said that all of the students were getting jobs. What they had in place was the only way you could graduate from that program was with an Associate Degree. Students were getting the ASC certification and going to work which was a lot smarter than the school was. I recommended that they come back and put in a technical certificate where the students are actually leaving at, then that becomes a "completer", and you've improved your completer rates without spending a nickel. The key was to look at what is valued by that industry in that profession. I left a car at the dealership this morning that had a sign outside that read "ASC Certified" and that is what they are looking for. And there is still an option that if a student wants to pursue an associate degree, they can, but right now, most of them are choosing to go to work once they get certification. It boils down to that marketable skill and it's not a degree for degree sake. We are seeing a lot more of that taking place across the value of this technical certificate or the value of industry certification. I think it's an exciting period. When we look at what we're doing, we're serving well over 30,000 students each year. And Thom mentioned that we want to focus somewhat on business and industry. A third of the students that we serve are in specialized business and industry programs. We've [the TTCs] got about 10,000 students that are full time or part time students, and another four [thousand] or five [thousand] from that 10,000 that are part time and that's been the average for as long as I've been vice chancellor. A third of my students are tied to business and industry training, and some of them are excited. That's an exciting part of work is going in and sometimes they've got enthusiasm so that's good too, and it's leading to some pretty exciting adventures. Right now, some of the work that we've done at Murfreesboro Nissan through industrial maintenance I hope leads to them building a new training center at Nissan and the TTCs operating that. It's because of the work we've done on the Nissan campus and hopefully it will be a public TTC. We've got hospitals across this state

that say they are not getting enough licensed practical nurses if we fund another class for you. Those are the exciting partnerships, and as I travel around with the governor on all seven of his whistle stops tour, workforce development was the key issue. There was more conversation regarding workforce development training than any other type of training and that was from Elizabethton to Memphis. We had a great speaker yesterday, Representative Harry Brooks from Knoxville, who wrote the bill PC967. He spoke to the TTC directors and had a great meeting up in Knoxville and I wanted him to come and speak to all of the TTC directors where everybody is on the same page. I think there is going to be some great partnerships in the K-12 system. I think we've done a great job with dual enrollment. We've got some great numbers on dual enrollment right here in this area with Hohenwald and Pulaski as leaders in the TTC system in dual enrollment. I think the next step is that we want to put emphasis on dual credit, and eliminate some costs for the student while taking some classes at the secondary level and get that opportunity that the students have a seamless transition and graduate early and go to work early to help the state's economy. I would like to say that as a result of Bill Gates visiting the TTC, just this past week he was making a speech and out of the blue, he says, "There are states that are doing it right. There are systems that are doing it right." And he mentioned the [TN] TTCs as the ones that are doing it right. And that's something to be proud of. Another interesting thing is that we had an article in the Chronicle of Higher Ed. recently and I was talking to a reporter, he asked, "When did you come up with this idea?" I replied, "We've been doing this since 1965." When other states shifted and changed and merged and watered down career and technical education, we maintained our mission to just for workforce development. And now, it's like we've invented something new. We just improved on what we were doing and maintained the mission and we realized that it's the hot thing right now. But I think that partnerships are going to be the key for business and industry whether it's postsecondary or secondary. We don't work in a silo anymore and we've got to prove those partnerships. We do have some legislative initiatives. In our business as well as in secondary, in career and technical education we can't survive unless we have equipment that's up to industry standards. And I think that was one thing that may have gotten across to the governor that it's not just up to postsecondary level but secondary level that industry was saying that they need the same equipment that we do if they are going to train our future employees. So I think for jobs, we have a couple of requests with the Governor to remain current. I would love to see a recurring equipment upgrade. The other upgrade, if we get some one-time money every so many years that's better than nothing. We had an initiative last year that almost made it and also some seed money to start new programs. The other thing that Representative Brooks mentioned a lot yesterday is that there may not be money for bricks and mortar in a lot of cases and if we can partner more with centers at the secondary level, maybe students could leave at 2:30 or come in and have adult programs at night and help us fund equipment and upgrade some of the secondary centers, so we can teach adults at night with the postsecondary [institutions]. It is interesting that this governor and representatives are seeing some of that and talking about those things. Career and technical education is on their minds because they are listening to businesses and industries saying we need a trained workforce. And they are not saying that we need a degree in philosophy. The second, we need tool and die; we need machinists; we need IT people. Any questions? Thank you, Thom.

Vice-Chairman, Jeffrey Lewis: Next we have Susan Chapman, CTE Director for Maury County Schools.

Susan Chapman: Good Morning. I want to thank Thom and the council for presenting this opportunity for us to tell you about the good things going on in Maury County. We've had a relationship with Columbia State for many years but in Maury County we were sitting 30 miles from the technology center, so there's been a lot of talk across the years. Guy Derryberry knows about this – about building a technical school here. We had a need for a technical school. So several years ago after we couldn't find anyone who wanted to pay for bricks and mortar, we asked if we could use the existing facilities that we have. So we offered the opportunity for the TN Technology Center in Hohenwald to bring programs into our facilities at night. We started first with automotive; then cosmetology because those two areas that interest students, and we could show a need for those skills, and we built from that to industrial maintenance. We wanted to prove that there was a need, that we could fill those classes and that we could partner and work together with postsecondary. Then we started working with the workforce board. Jan McKeel is going to take over this presentation at this point. Jan is the Executive Director for South Central TN Workforce Alliance. She has been very instrumental in making Northfield happen because we had an opportunity that came up about bricks and mortar. So I'm going to turn it over to Jan at this point and let her talk to you about how this facility opened up for us with dual enrollment opportunities for high school students as well as wonderful opportunities for our adult learners in Maury County.

Jan McKeel: Thank you all so much. It's a real personal thank you that I give because many of you in this room have contributed to what we are doing here, not just through your support but through your dollars as well. I appreciate all of you getting to be here and hear a bit of the story of what we are doing here at Northfield. It's rare that you get to use the building as the basis for the story but that's sort of the way this works. I'm going to say it was probably close to a decade ago that when we first started working together to figure out how we needed to increase the offerings of technical skills in the community. I'm going to talk about this anecdotally as a story as we weave around it. But I'm going to tell you that we are now seeing some of the results of not having all of the technical training that we need in our area. I meet on a regular basis with our economic developers in the area, and it continually comes up that we may be short of welders; may be short of machine tool specialists and a lot of those skilled trades. So thank goodness we are at the point where we are at least getting that pipeline increased. But I'm afraid we may be dealing with a shortage on some of those things for some time to come. And you're listening to someone that represents an area that had the highest unemployment rate in the state for 36 out of the last 40 quarters. So I'm talking high unemployment in these eight counties. And to talk about double digit unemployment that's a lot of good paying jobs that go unfilled because we are missing some of those technical skills. So that's an everyday thing for us. I do feel that at this point we are making a lot of headway but there's going to be so much more headway to come. Back to Northfield (Training Center) and how it's playing into all of this. We had the opportunity – everybody knows the GM (General Motors) story and a few years ago things were not going so well and this building had not been used for some time and there were a lot of people that were working together as partners on it.

And one of the options for this 340,000 square foot facility was to tear it down. We are very fortunate that we were able to save this facility and the reason we were able to do that was because GM and some of their folks understood what we were doing and trying to do to increase the technical training and education opportunities. This building was built for that and was Saturn's headquarters. It was used for training in all of their Saturn dealers and such. A \$5 million grant from the State Department of Economic and Community Development gave us the seed money to secure this facility. We are still in the process of finalizing ownership of it. We anticipate that will happen during the first quarter of 2013. We are currently under a lease agreement with it. There are three components to this facility – you are sitting in the Conference Center and it's available to you all. Again, it's wonderful to have you all here because you can be the mouthpiece for us across the rest of the state that this facility is open and available. There was another training out here earlier this week where we had a number of folks from across the state doing software training. It's used on a regular basis and we actually had GM paying us to use the facility last week. We didn't charge them an awful lot, but they were using the facility for training their Chevy dealers that were out here. This piece of it is open and available to the public. Next door is the important part and that is the WFD center and some of my partners are here as well. I know TTC Hohenwald, Pulaski and Columbia State are here, and you will see all three of those institutions that are here. The key to what we are doing is that linkage to employers. Dr. Mezera talked about that and having strong connections with your employers. I would stress to you that there are workforce boards across the state that already have those connections and we look forward to increasing our participation. I think all of us work already but we would love to serve an even stronger role with that. But through the direction of our workforce board and advisory committees at those schools, we are able to identify the programs that are employer driven. And next door in the WFD center, you will see going on over there machine tool next door. Industrial maintenance from Hohenwald going on next door; we have EMT training which will scare you if you walk by and you see all of the dummies in beds and on stretchers. It gets weird out here at night if you look through a window and see someone propped up in a bed. We've got LPN classes upstairs. So it's just a real strong partnership. The piece of it that is my absolute favorite is when I walk into one of those classes and there are the high school students in dual enrollment. Susan has been a wonderful partner with us on that. We are broadening our partnership with Williamson County because they are so close as well. One of the automotive technology classes we've had to add a part time instructor because of the number of dual enrolled students. There are 17 in that class right now and more on the waiting list for January. And that was without making much of an investment in the equipment because that was already there and donated from GM because it was part of the deal with this building. So we are turning this into a WFD system. To give you an idea, we've had over 600 students participate in some level of programming since we started this about 18 months ago. There are 235, I believe, that are here right now. We see nothing but growth in terms of opportunities. We think we have the largest commercial kitchens south of Nashville. That's been the greatest challenge for us is to find a school that's willing to take on hospitality. We wanted to be more than cafeteria; more than culinary, to be the entire hospitality industry. And it just hasn't made it to the check-off list yet. We've had a number of conversations with a couple of different institutions. It will happen but it's going to be on our radar for 2013 is to get that program off the ground. We try to line up with all of the different

industry clusters that you all use, especially in the K-12 and then of course it feeds over into the postsecondary area as well. But the one thing that I have not mentioned on that third leg of it is that this is a public/private partnership. I mentioned starting early on that some of you in this room that your institutions have even participated with some of the funding for the programming. When we invite a school to come here because the funding mechanism that's paying for the fixed cost is the private piece of it. Private companies that occupy part of this facility pay for the rent on the entire facility. There are probably over 600 cars that you saw as you came off of Northfield Lane as you came in here today. That is now TRG, which is a boutique call center that deals with some very high-end products; and some others that we just call the free people which deals with blackberries with a logo on back; the other customer over there is Direct TV, so if you try to get out of your Direct TV contract, you may reach this Spring Hill facility on that call. We have now about 900 individuals (700 of them are here at any time) that are working in very productive careers and hopes are that there will be many more. I mention one example again just to show how this works. They pay us rent and we use all of that rent from the development side of the building for the fixed costs of the training side. I think that's very important because it allows us the flexibility again to invite programs in and then as the need is filled to move on to something else. But a perfect example is that we are currently working with the TTC Pulaski. We were so focused on the gear up for the 900 jobs over there and that has gone great. We have probably taken almost 2,000 applicants and been able to fill their workforce needs. But we know call center business is a tough business with a high turnover. As you can imagine, it's a stressful job that they do. We know that we are going to have to continue that pipeline. So we were able to pull together TTC Pulaski and recognized that the business technology class needed some changes made in order to deal with this type of industry. Dr. Carol Puryear has worked wonderfully with us to design this curriculum as well. And as a result, the needs of TRG will be launching a new business technology systems program here in this same building with the employer that hires 900 people in five months, which was a challenge. We redesigned it because two trimesters was not going to work for them, so it's been redesigned into a five month flexible programming with the idea that the folks that already applied but didn't quite meet the standards required in order to get the job will be referred to that program. They can go through that five month program and come out on the other end of it with a job. So I think that is a great example of the type of program that we will continue to see here at Northfield. Part of the issue was that the "free" company mentioned earlier didn't have that kind of equipment. One of the things that's been very challenging when people come in and apply for those jobs if they're not familiar with that equipment, they were not going to get those jobs. So that has been a wonderful investment that we gained from the technology centers and TBR. We are seeing really good results from this program. But as we say, it is the ultimate public/private partnership that we have going on out here. Any questions or comments? Thank you.

Dee Olterman, CTE Director for Sullivan County: Good morning. I'm going to share with you the perspective from my teachers. I'm from Dobyns-Bennett High School in Kingsport, Tennessee, so I'm on the east end of the State. What we did as far as utilization of some inservice days for our business and industry. For the 2011-12 school year, the teachers - the system plans for you what you are going to study and focus on. We realize in CTE that there wasn't a focus for us so

we decided to put the who, what, when, where and why in place. I was just the facilitator – the teachers really put this together. They saw that there wasn't anything related in those of you who work in CTE at the secondary level to know that you've been through some inservice days that you try to figure out why you were there. The [CTE] teachers petitioned me and asked for a business and industry day for their inservice. So we sent the request to the principal, the assistant director of schools and to the director of schools. We were approved for October 7, 2011 and once we were approved, we still had to jump through some hoops. The teachers had to submit a written plan to the principal in order [for him] to see what they wanted to do, where they were going, and why they were going. In order to get that documentation taken care of, a business teacher designed the form which was used for their accountability. So from 8:00 a.m. – 3:30 p.m. on October 7, 2011, the teachers went to businesses and industries that were related to the program areas that they taught. There were five teachers – two from automotive, one from engineering, from CADD programming and manufacturing that went to Bell Helicopter and spent the day. The science instructors went to Walter State Community College. Some went to a veterinarian's office and spent some time at the animal shelter. One of the business instructors went to a business called Water Professionals. A broadcasting instructor went to communications, WJAL TV. The information technology instructor went to Eastman Chemical. Science instructors went to the hospital and then to the TTC in Elizabethton. The culinary arts instructor went to Meadowview Conference Center. The criminal justice instructor went to the Kingsport Police Department; business and account instructor went to Eastman Credit Union; the cosmetology instructor went to the Jenny Lee Academy at Kingsport Hair School Design; and the marketing instructor went to the Eastman Chemical Company. So why did they do this? They felt the need to be updated. They wanted to see what business and industry was doing; what we might be lacking as far as equipment was needed; they felt it was a great way to network and meet some new people for their advisory committees; to access guest speakers; to potentially develop some new places for field trips. It worked so well –this was approved by our director of schools/superintendent and then he retired – and so we thought we would approach it again. We approached it again in May with the new assistant director of schools and they agreed to let us do it again in May. So the businesses and industries that we visited in May of this year included the Bristol School of Hair Design, Sullivan East FFA, a horse farm; an asset management company, a body shop, and the TTC at Elizabethton, the glass plant, a healthcare facility for their IT programs; Tele-optics, ITT Tech, Tri Summit Bank, Eastman Credit Union, a broadcasting station and Champion Chevrolet/Cadillac. I want to share a few of the comments from the teachers from their May experiences: 1). the collision repair teacher said that this was a very beneficial experience watching paint techs and body techs working on vehicles built well after he left industry and began teaching. He talked with the techs about tools and materials they are working with that I haven't seen or used before. He learned that paint manufacturing still has not worked out all of the problems for water born paint systems. 2). From Tri Summit Bank – I got the chance to job shadow Mr. Mullins in the role of Vice President and the financial manager of a branch. It was great to hear his opinion on how banks spur the local economy and how competitive the industry is. We discussed how schools help the situation in teaching the financial industry to all kids so they will be able to avoid the pitfalls in terms of being overextended or making poor decisions and how it will affect their credit for years to come. 3). From the electronic media broadcasting teacher that went to

Holston Valley Broadcasting Corporation - the business always keeps current with new techniques and upcoming equipment used in the industry. I was allowed to view the sales department operation and management editing control room functions and operations in their new design for their digital newscast. 4). From Meadowview Conference Center – the culinary arts teacher hit them at a wonderful time. She did 500 salads, 100 deserts, and 500 dinner plates all while working with several chefs and coordinators. It was the best inservice ever. 5) From Gilbert Advanced Management – the teacher stated, “What a day. I have learned so much, it is hard to get a grasp of it all. Everyone was wonderful and they seemed so glad to have me there and were excited to share all of their knowledge and resources with me”. This teacher just could not say enough about the day’s experience.

We have continued to do this so that in October last month, they were trying to discuss what to do again. And this time, they all loaded up and went to Elizabethton to the TTC and were oriented to the programs there and took a tour of the facility. One of the focuses that I have stressed with the teachers this year was the potential articulation opportunities within the program areas. For me, this has been a wonderful experience, watching the instructors involved that have taken the lead in this opportunity. They have found places in business and industry. They are working at the technology center to articulate and develop the dual enrollment programs. We are at the point now where we again have inservice days at the end of May. The new plans haven’t been discussed yet, but if they are anything like last May, we are going to have our foot in the door to it. And the only stipulation I think that will be put on it is that CTE teachers go some place new and make a new connection in order to broaden their horizons. Are there any questions?

Vice-Chairman, Jeffrey Lewis: Next we have Bill Moss, CTE Director for Wilson County Schools

Bill Moss: CTE Director Wilson County Schools: Mr. Moss thanked the Council for being supportive of secondary CTE. Many times, secondary is overshadowed by postsecondary education. My charge today is to talk about how Wilson County partners with the local community. The executive director of the economic board in Wilson County is the chairperson of my advisory committee. I operate a little differently than most people do when it comes to advisory committees. I talk to the chairman at least once a month. The teachers talk with their individual advisory committees. They take notes for documentation. I have found that the advisory committees are very supportive of CTE in Wilson County and what we are trying to do. The executive director of the economic board paid for the pamphlet that I handed out. They printed this for us. This is given to parents and to industry people who are looking into locating in Wilson County. The disconnect we have is that sometimes we are not concerned with what is going on in the local community. I approve of what was said earlier about the academic community needing to get out into the community and they would understand how their program impacts and is relevant in the community and in business. There is a disconnect because the school system is focused on test scores. Test scores are important, but we are putting all of our emphasis in there. The kids with IEPs will succeed whatever we do. I am concerned about the student that walks into a dealership for a job and be qualified to get that job making a living wage. An example is of a student graduating from high school, going to the

TTC, and getting a local job making \$18.00 an hour starting out. We need to concentrate on how to make this happen with all students. Regarding economic development, community partnerships is that Wilson County is close to Nashville and Smyrna. Students work in both of those communities and are educated in Wilson County. We need funds to put into programs where these students will be successful, although they are not working in Wilson County. We get money to put into one program; however we may need three programs. Because the students are not working in Wilson County, it is hard to ask the county commission for extra equipment money to train students going out of the county to work. The state needs to help out with this. I am worried about future development. Are the students going to be working in the community five or ten years from now? Those are questions we need to address. We have students that need to go to postsecondary and employer led training. We need to foster involvement in the school system. The school counselors need to go to the community with postsecondary and employers. The key is getting the community in front of the educators. The key issues are the many groups that we have to coordinate with.

Vice-Chairman, Jeffrey Lewis called Dr. Tim Parrott, Anderson County Schools to present:

Dr. Tim Parrott, CTE director of Anderson County Schools: Dr. Parrott stated that he is a product of CTE in Anderson County back in 1969. He began working in Tool and Die right out of high school for several years, and he is in his 20th year in education. Dr. Parrott thanked the TCCTE who flies at the 30,000 feet to be able to keep the boots on the ground from getting lost.

There are two strengths and one area of need that I am going to mention. We have more dual credit and dual enrollment than any system around us and 80% of those students are in a CTE focus of study. We have partnerships with the TTCs at Knoxville, Jacksboro, and Harriman. The advisory council in Anderson County keeps the pressure on to make sure the system is doing what we need to be doing. Dr. Parrott introduced Trey Wright from the Y-12 Federal Credit Union which is a partner with the school system. We have Robbie Harrell who is the assistant principal at the Anderson County Technology Center, and Tim Thompson, President of the Anderson County Economic Development Association are with us. First, Trey is going to talk about a partnership Anderson County Schools have with Y-12 Credit Union.

Trey Wright: The Y-12 Credit Union has been in partnership with Anderson County Schools since 2010. We partner with the business teachers and have set up an actual credit union site at the school. The students go through the actual application and interview process that any employee at Y-12 Credit Union goes through. We had 50 interviews to go through this year. We go through the process and give feedback as to what the student did well and where they need to improve. It is funny that we go through this year after year and the students just keep getting better and better at it. It is a wonderful thing that now staff members at the credit union are getting involved and interested in what the interview process is. They get the experience of being able to communicate with the student members on making transactions, deposits and the like. The classes are developing ways to attract more accounts as classroom activities are designed around what is needed at the credit union. We try to teach all aspects of the financial industry. Discussion is taking place on how to get more accounts and making an account more

active. They have a lot of challenges that face them. At the end of the semester we have feedback we give them. They have to have professional dress, be professional and we evaluate them on that process. The credit union has seen the need for this program and has designed a completely different department for the partnership within the school system. Our employees are taught how to go in and teach actual business classes on different aspects of the financial industry. We are teaching students how to handle and work through their financial future. The teachers hear our feedback through the advisory committee, and sometimes I do more talking than the teachers to let them know what needs to be taught and what we are looking for in employees. We have to make sure that the business skills and technology are being taught. We now have internships that work into full time employment. The credit union now gives multiple \$500 scholarships to the schools that we partnership with. The partnership has been good for us as well as the students and school.

Robbie Herrell: I was a student at the ACCTE in a construction partnership program. I was employed in construction technology and then became a teacher in the program. I taught the program for four years and now I am the school facilitator to build advisory committees. The first thing the group wanted was for the students to be more knowledgeable about soft skills needed in the workforce – like interviewing, how to conduct themselves in an interview, and how to interview. The second thing was that they wanted to be heard. They said they came to the [previous] advisory meetings and sat and talked but nothing was ever done. We knew we had to change some things and we implemented some of the suggestions. We were open to suggestions. Last year, for example, on our career day, businesses were involved. An example being Y-12 as Trey mentioned came with two human resources officers and gave mock interviews to as many students that they could in the timeframe. We limited it to the upper classmen because of the number involved. Every time we meet we try to get two or three hot topics from the meeting to address. The last one actually has to do with statewide testing - ACT as opposed to the Work Keys - make the high stakes testing relevant.

One success story - we had a graduate that walked across the stage and the next Monday he started as a welder making more than any of our salaries. That is one success story. Anderson County Schools is not going to score one touchdown and stop. We will be taking our advisory council suggestions to heart. Right now, it is statewide testing.

Tim Thompson: I have been in economic development for 20 years now and in Anderson County for 8. When students asked where to go for employment, I always sent them to the career centers. We did not have a lot of luck with career centers because business would laugh at us and say that the career centers were sending people to them that were not qualified people. About a year ago I found out that the career centers were giving the CRC certificates – gold, silver and bronze. One of the largest companies in our area is the Eagle Bend Manufacturing, which is one of the largest manufacturers of auto parts on of the top ten in the world and doing a 60 million dollar expansion. We approached them with the possibility of working with the technology centers and the CRCs and they said they would try it. They hired 150 people with the gold certificate. Once the word got out that Eagle Bend was doing it then other companies looked at it and said maybe the career centers can do something for us. So

they started contacting the career centers and started interviewing people with only the gold [CRC] certificate. Now that is all those companies are hiring. The idea that I've got, it would really be nice if we could figure out a way to fund that testing for juniors in high school at the career and technical centers. That way, if they do not score a gold, they have time to improve their skills. If they do score a gold, then they can leave high school and get a job with one of our manufacturers. They could go straight from high schools to that. That is what I would like to do today is to challenge this panel to help figure out a way to make this happen. If students can score gold, when they get out, they have a job waiting for them.

Dr. Parrott: To finish this, I want to thank my advisory council for coming. We have been talking to our advisory council about this. All of the members told us that they would hire the top two students that complete in this [with the CRC]. Students see the need for training and they get enthused. Many students have to help support their family. Whether the state helps us or not we are going to pick 11 juniors and 11 seniors in a pilot. We will see how successful for them it is. Going to work right out of high school is still an option for many students. One thing is, once these students get hired at a company, then the company will send them to Roane State or technology center and they end up getting that degree. We see the need for many students to do this. This is a real need and we know the Council has our voice and we appreciate it.

Derryberry Comment: At our last fall meeting we talked and discussed about this becoming a CRC state.

Parrott comment: There are states that do it. They could take it the same day that 11th graders take the ACT. 10,000 seniors do not take the ACT.

Moss comment: We are going to get push back in our system because it is not going to impact the academic report card. I don't disagree that it is a good thing, but it has to have more impact to be successful.

Parrott comment: We have 20 seniors that received an 11 or 12 on the ACT because they do not see the relevance of it. It is hard to tell a student that the ACT is the only way and that they need to do good on it when it is not relevant. The Plan and Explore is required; we have to give a student the option of taking the ACT.

Vice-Chairman, Jeffrey Lewis called Shiela Mittlestadt to present:

Sheila Mittlestadt, CTE Specialist, Giles County Schools: Speaking in lieu of the CTE director who has health issues. Ms. Mittlestadt thanked the council for the opportunity to speak. Giles County educates all students to be successful in life. They are fortunate to have very positive partnerships. Have a good advisory Council. Mr. Pressy is the chairman. Mr. Franklin is the business industry education coordinator for Giles County Schools. Giles county also has a WIA partnership in the JTG program. We have dual enrollment in our schools and are very fortunate to the Pulaski TTC in the back door. Giles County has 250 student enrolled in TTC classes. The emphasis today will be on the dual enrollment partnerships and the business education in Giles County.

Mr. Pressy: I have heard a great deal of impressive information this morning. Thank you to the Council for listening and promoting career and technical education. I cannot think of a better time to be involved in CTE training. There is a vast amount of opportunity [for students] whether it is at the secondary level or postsecondary level. I have been involved in the postsecondary level for over 27 years and as a new director you evaluate programs that are working and those that are not. One of the programs that stands out to me and that I have been impressed with for so many years, is dual enrollment. I am a salesman for that program. We have been involved with many counties on a consistent basis to make that program successful. We have over 400 student enrolled in dual enrollment and when I look at this program I see so many ways that this is successful. I don't see any shortcomings. It is a winner for so many people. Students have opportunities to explore and see which direction they want to go in life. It gives them a way to postsecondary education. I find young people are confused sometimes in how to go from secondary to postsecondary and dual enrollment opens the door and helps them be familiar on how to reach the postsecondary side of training. It is a great benefit. They earn CTE certificates at no cost to them. It makes it a very productive program. We have many kids that would have dropped out if it had not been for dual enrollment. They get into the TTC classroom and see all of the equipment and see that this leads to a job and money in my pocket and all of a sudden, they become much better students and become more persistent in reaching the goal of graduation. There are many ways this program helps the communities to grow and prosper. To be successful a community has to have trained workers. The businesses have a pipeline with the students. We need to meet with guidance counselors. For every 3 skilled jobs in this country there is one qualified applicant. We have to get busy working with counselors in showing them that this type of learning leads to great careers and supports a family. It takes the same dollar bill and allows a student to get a high school diploma as well as a postsecondary credential. Dual enrollment has caused secondary and postsecondary to interact and become partners that promotes so many good things for our students. We utilize our resources and pull them together for the betterment of our students. Student focused. Those are so many things I think about when we talk about dual enrollment. The handout breaks down all the different programs that we teach. It shows which programs we teach and where the programs are taught. We have been blessed here at Northfield to grow into Maury County. Many opportunities for growth exist here. We have been asked what we did to make this so successful. I think it is being persistent. Getting the right people at the table, the ones that can make decisions, that can be positive and in their mind can make dual enrollment happen. Strategic plan is to increase the access to technical training. We are to graduate more students in the next 5 years. This is one pathway where we reach our goals. Sharing in facilities, instructors, supplies, equipment, etc. is what it is all about. At the table, the stakeholders all give something to make this happen. We fall sometimes guilty to say we lose something. That is not the truth. We join hands with common resources to do more things although individually we have less funds. The lottery grant helps and it does not meet all the cost. In Giles County we split the cost of the instructor. The TTC and the county do a 50/50 split for a quality instructor and top quality program. The challenges are still there. Transportation is a cost and a problem. We have looked at ways to make it work better. Other challenges that counselors need to know this is a valuable program and an alternative to college. The jobs are in technology so we need to educate our young people to be able to work and support their

families and prosper. We have committed and sign a 3 year commitment. We are going to work and keep improving to make things better each year. With our relationship we are able to expand our programs and expand programs. We have a recruiter that goes onto the high school campuses to promote dual enrollment. We want students to be a part of it. It is not a single process but a team effort. This moves into the very mission of TTCs in the state. The reason we exist it to provide a workforce for business and industry - bottom line. The success of the TTCs depends on our relationship with business and industry. Without a workforce they cannot be productive and be successful and stay in our community. [Illustrated by outlining training provided for TRG at the Northfield Center.]

Mr. Franklin: Referring to the brochure, you can see how this has had an educational impact in Giles County. Partnerships are not new to Giles County. It has worked extremely well. We do not establish a program based on individuals, but rather on what is needed in the community needs it is to serve. In this partnership we have taken students who were basically going nowhere. We were able to take those students through seed money or whatever money was being used. We continue to improve the crop to take these students and partner in the business world and give them jobs in the community because of the partnerships. The students are placed in jobs where they are now 8 to 10 years. We continue to do that. It gives us a working public. The students work here in the community and stay in Giles County. We take an interest in the student and we prepare teenagers for the real world. As I talk to your business partners they want to know what they can do. We tell them, one – get involved in the school system to build the workforce for you. 16, 17, and 18 year olds want to work, we have to get their minds in tune with the society of today. We have to be in a position to help them transition into the future and where they can best have a job to take care of a family. Help them plan for that. We tell the businesses to get on advisory boards, be a partner with a class, allow employees to come in and work with classes to provide a real world experience. IT is not what you cannot do, it is what can you do to be successful. That is what we are looking for as we partner with the different businesses and industry. There is a problem with insurance in placing students in some business and industry areas. We need to work on that so that we can establish internships and coop experiences for high school students.

Vice-Chairman, Jeffrey Lewis called upon Ms. Melissa Jagger to present

Melissa Jagger, Alignment Nashville: Speaking on behalf of MNPS and talk about the business and industry partnerships that were set up with Nashville Public Schools, a large very diverse system with 22 high schools. Alignment Nashville [power point]; the initiative for Alignment Nashville is to set up an infrastructure for collaboration to address how we share resources to provide that collaboration and to use what we have in the community more effectively. We are all working toward the same outcome and that is what students need to be successful. We have a board that meets monthly and then organized into committees. We have a very structured process of sharing resources in Nashville.

When we first began in 2006 we had very low achievement scores and graduation rates and we needed to get this changed. We needed to get the whole community behind us and do radical

transformation. and the schools could not do this alone. So, we used the Alignment Nashville committee structure and process to actually convene to share ideas. There were 60 stakeholders that met to help create that shared vision. We used the 3 Rs, rigor, relevance, and relationships. We have added a 4th R in Nashville which is readiness. They identified the academy model to build on the strong CTE programs that were already in place. We wanted all of our students to be college and career ready. We got broad based support from the chamber of commerce, community stakeholders, parents...this was a broad based group and we needed that if we were to change the outcomes for students. We began the process of turning 12 of the high schools into wall to wall academy. The next step we had a grant. We needed a structure that was sustainable and broader than the school. We needed the partners systematically engaged so that the partnership would remain after the principal and others left. [Char] shows different levels of engagement. We have teacher externships so that teachers are going into business and coming back and creating lesson plans and applying those experiences in the classroom. We wanted to know that our structure continued to provide for that deep level of engagement. After 5 years we have been successful in developing a robust high level system of engagement. We have a high level CEO group that meets quarterly. They know the CTE program, and the situation. They at times have become the ones to advocate. This has lasted through three directors of schools, two mayors, and two administrations at the TDOE. There is an advisory committee for each academy at each school. We have over 200 business and community partners engaged in the system. The partnerships are managed by the Pencil Foundation and the Chamber of Commerce. We have incredible business partnerships providing internships and coop experiences, speakers and hands on career fairs for freshmen which help them make an informed choice on which academy they would like to join. This has transformed the schools in our district. We know there is no silver bullet. We look at a multi-faction approach that improves the outcome for our students.

Ms. Jagger ended the presentation by giving an invitation to the TCCTE members and guests to participate in the April study visit of the MNPS Career Academies.

Question: Parent involvement. How do you get parents involved?

Jagger: We do have a couple of things. We have Parent University which is a communication process which keeps communication open about each academy. We also have parent ambassadors to connect with their peers in their academy. That is a quick answer but very important though.

Vice-Chairman, Jeffrey Lewis called Ms. Karen Pitts to present:

Karen Pitts, CTE director, Clarksville/Montgomery Schools: I will start talking as I am walking. Most of the things we do are very similar to things the other directors have said they are doing. I am from Clarksville/Montgomery County, we serve the students from Ft. Campbell, KY, and have a very dynamic group [of students]. We work with a very global community and we also work with the military. That is one thing that is different in my community from others, The advisory committee is very similar to the others. I have a district wide and I have a very active advisory committee. I encourage you get an active group on your advisory committee. I was hoping Representative Pitts could be here today. He sits on my committee as well as one of the county commissioners. It's nice to have someone who helps approve the funding. It is good to

have them on there and aware what is going on with your programs so that when the budget is addressed they are less like to be cut because there is a knowledge of what is trying be accomplished and are more willing to fund those instead of cut them. We also have representatives from the Chamber of Commerce and then also from local business and industry. We have Trane, Bosh, as well as HSC which is Hemlock semi conductor, the solar panels that have come into the forefront. We talked about externships for teachers earlier. One item that other CTE director s are faced with is building and maintaining quality program Indicators. I found in my county that [CTE] teachers were having a difficult time getting academic teachers to cooperate with them in doing academic integration. When I found that our chief academic operating officer was now the director of schools working with teacher externships over the summer, I begged for academic teachers to be the first to take advantage of the externships in business and industry so they would be more open to coming back and working with CTE teachers. It was a marvelous success. We had several teachers go out over the summer to work at the water treatment plant to Bosch, HSC, Smithfield...Academic integration will be hitting it big this year because they are beginning to see how they can work with CTE teachers and how academic and CTE can integrate. Before, it was always the academic teachers saying that they have so much to do that they do have time to integrate because of lesson planning and the like. Now their eyes have been opened and they can see how they can work together to teach skills and competencies jointly. This coming summer the teachers will to out together; CTE and academic teachers working alongside each other in business and industry. We will continue those externships.

Another thing we are doing with business and industry is that of 7 highs schools in our county, 3 are working the Ft. Campbell credit union. They are in our schools as full-fledged branches. When they are open, any activity that is done at a local credit union is also done at the school credit unions. The students apply and are trained much like was heard earlier. They work and train in the credit union in the summer and they work in the credit union on nights and weekends and ultimately the students go to work at the credit union and eventually become full time employees after graduation.

We have a health science emergency medical services program that partners with the Montgomery County EMS. They are very kind to our students and work with them in the school year. After the first semester of training the students get to go out with the team on the ambulances. That is a unique experience. One of the experiences is the teams having to respond to a death emergency and students were in that ambulance. There was an unfortunate experience but students did experience it firsthand. This was a real life experience but it was something that helped them understand the seriousness of the situation and if they go into that field this something they will have to experience and have to deal with. They get their first responders certification at the end of their senior year. Montgomery County does assist us in getting students to the testing site which is in Nashville. They are a great help to us.

We also have a unique situation where we partner with our own department of operations. Our school system grows rapidly. We are building buildings and once completed, we still have to have portable units to serve all the students who attend. Our carpentry programs partners with

the operations department and do jobs for them. They three things, they build portable units, storage buildings as well as site built buildings – activity buildings, field houses, houses. They work with the architect to see how he creates the drawing. They participate as it goes through codes and the approval process. Students purchase the materials and supplies to receive what actually has to be built. We build 2 portables per school year which is located on our near their school campus. If it is site built, they actually go to the site to build it. That presents some transportation challenges for the students.

We are currently working with the food services department for a grant working with our AG programs where students will actually hydroponically grow vegetables and actually sell it to the food services programs. We also have a PLTW program and we work with the economic development program. They provided \$10,000 for the program. As you know PLTW is a very expensive program and the money helps to offset some of the cost of that program. Ms. Pitts concluded by asking for questions.

Vice-Chairman, Jeffrey Lewis called Clark Knight to present:

Clark Knight, CTE Director, Shelby County Schools: I want to talk how our advisory committee works in developing partnerships with our CTE programs. I work with 6 different municipalities within our system. Each of these municipalities has their own unique way of operating. Each has their own chambers of commerce and businesses. Each high school operates as an island within itself and advisory committees are developed in each of those high schools. We have had some really good successes.

Areas we would like to strengthen are to work with those individual partnerships to create work-based learning (WBL) opportunities for our students. There seems to be some things that put up roadblocks for our students to be able to participate [in work based learning]. Several years ago we increased graduation requirements, and we should have, but we did not lengthen the school day. I don't think that is going to happen, but it limits students to be able to participate in WBL. We really need to work better with guidance particularly at the middle school level so that by the time the student becomes a senior they have a few periods left where they can do WBL. Under WBL there are job shadowing, internships, non paid coop, and coop. So we have to work with industry and industry working with the school and schools working with the teachers so that we can recognize WBL opportunities where they exist. We have some very successful advisory partnerships going on right now, but one thing we need help with is input from business and industry on standards for our program areas. Example given was local business representative serving on the curriculum writing team in business. We also need help in picking out equipment. We can use the businesses' expertise in getting the right equipment. Tell us what is relevant and what we need. If we can't get it, we can work toward getting it, that will be a goal for us.

We have many postsecondary partnerships at the TTCs and Southwest Community College, as well as the University of Memphis and some private schools. We articulate with all of those institutions. That has been a focus of my watch is to increase the number of dual credit and

dual enrollment opportunities and increase the number of students. We have had an increase in those areas.

Concluding, Mr. Knight recognized, Michael, who is data director in the school system.

Vice-Chairman, Jeffrey Lewis recognized Tom Brewer:

Tom Brewer, Director of the Northfield Training facility:

Mr. Brewer gave specific information about the facility and arranged for a tour of the building.

Vice Chairman Lewis asked for other presentations. There being none, the 2013 Public Forum on CTE was adjourned.

*Handouts and power point presentation are available upon request