

Coordinating Council Meeting Minutes

January 20, 2017

DRAFT

Location: Victor Valley College - Building 33, Room 128

1:00 p.m. – 3:00 p.m.

In Attendance:

Belen Colon, RPS, Apple Valley USD
Brad Williams, Coordinator, Apple Valley USD
Lorena Delton, CTE Specialist, Barstow USD
Sonya Smith, Coordinator/Asst. Principal, Barstow USD
Marc Lacey, Coordinator/Principal, Silver Valley USD
Matt Wells, Coordinator, Snowline JUSD
Nancy Spillman, Coordinator, Lucerne Valley USD
Kim Walker, Coordinator, Hesperia USD
Pat Schlosser, Assistant Superintendent, Educational Services, Apple Valley USD
Cindy Kunkel, Fiscal Services Analyst, Apple Valley USD
Scot Williams, Director, Mountain Desert Regional Career and Occupational Pathways JPA
Kendle Crowell, OSIII, Mountain Desert Regional Career and Occupational Pathways JPA
Luz Montoya, OSIII Substitute, Mountain Desert Regional Career and Occupational Pathways JPA
Catherine Abbott, Executive Director, Victor Valley College
Amber Allen, Director, Victor Valley College
Christina Behringer, Clerk, Snowline Joint Unified
Terry Boykins, CAPSBC, Street Positive
Frank Castanos, Manage, Contract & Community Education, Victor Valley College
Chris Dodson, Service Staff, Victorville Motors
Dominic Glass, Dignity Health St. Bernadine Medical Center
Rick Green, Dynamic West Machine
Linda Greer, Education Program Consultant, California Department of Education
Lucille Hanktin, Workforce Development Specialist, High Desert American Job Center
Tom Hogerman, Superintendent, Apple Valley USD
Marc Lacey, Snowline Joint USD
Martha Mendez, Program Manager, Victor Valley College
Tim Murphrer, Church and Dwight
Jacqueline Rivera, San Antonio Community Hospital
Stephanie Schrum, Snowline Joint USD
Sonya Smith, Barstow Unified
Anthony Spampinato
Nancy Spillman, ROP Administrator, Lucerne Valley USD
McKenzie Tarango, Victor Valley Union High District
Stephen Tyrrell, Mitsubishi Cement Corp.
Kim Walker, Hesperia Unified
Matt Wells, Snowline Joint USD
Lauren Francoisse, Victor Valley Union HSD
Christina Foote, Victor Valley Union HSD
Ron Williams, Victor Valley Union HSD

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Keith Eads, Desert Valley Hospital
 Pat Schloeser
 Don Fish, Publisher
 Eileen Alsina
 David McLaughfkun, Hesperia
 Cindy Cosva, Hesperia USD

Agenda Item:	Presenter(s)	Notes:
Introductions	Scot Williams	<ul style="list-style-type: none"> Welcome and Introductions.
1.0 Welcome and Purpose	Scot Williams	<ul style="list-style-type: none"> Scot Williams mentioned that all advisories were completed by the end of year – 2016. This is a first for the High Desert which resulted in a much greater turn out of industry at the meetings. This was also a good year for teacher collaboration. In almost every advisory, it was brought up by industry that soft skills are lacking among new hires and students entering the work force. This is a big push of CTE/ROP programs but it is always evolving and we are working to improve. Using immersive classroom technology is a goal of the JPA so students can be exposed in a classroom setting to what is taking place in different industry locations and workplaces. Scot shared handouts and spoke on industry sectors across the board. Medical is the main industry as shown on the diagram. The certificate products to be demonstrated will offer Assessments in theory, skill and soft skill is the goal of the certificates being looked at today. Certificates are generated based on assessments which helps show industry each students qualification and that they were successful in completing their CTE/ROP courses. They are meant to be entry level certificates but with proof providing competency based on the assessment tests. Scot briefly spoke on the importance of CTSO's and how industry can participate in competitions and meet possible candidates to hire after graduation.
2.0 GoToMeeting Conference with ClassMate	Kathy Ritch	<ul style="list-style-type: none"> Kath Ritch gave a demonstration of ClassMate, a product from Harn's School Solutions. ClassMate works with 4000+ schools and many other ROP programs. They support their solutions "forever." They

		<p>do not sunset or discontinue their products while in use.</p> <ul style="list-style-type: none">● They are national CTE experts when it comes to technical competencies, career pathways, certification, student data systems etc.● Classmate software focuses on advanced career and tech needs.● Advanced CTE needs include: work ethics, competency tracking, employability etc.● Work ethics is essential for students to develop their employability skills. They use a rubric in their software to help determine the level of work ethic for each student.● Attendance goes hand in hand with work ethics, competency, tracking, employability etc. Students can be evaluated if they aren't present in the classroom. This often translates to a work environment as well.● Kathy gave an example of a screen in the program that tracks attendance. The rubric sets up a point system which generates a "grade" in the area of attendance and therefore work ethic.● Work ethic evaluations can be shared with students, teachers, parents, etc.● Career specific skills are also evaluated in the system. Tasks can be tracked and their level of Mastery of tasks is grades based on a rubric. This shows students may be ready to take tests toward industry certifications, shows chances of getting hired.● There is an employability profile which compiles data about soft skills, how well students can perform tasks – this is provided at graduation and can be used as a tool to show potential employers.● They can keep track of credentials carried by students which can aide in future jobs.● Certificates of completion is given upon graduation which can be shared with potential employers or a secondary educational institute.● They also maintain a database with contacts from industry which can be linked to student information to try and place students in a career path or be able to get them contact information for employers.● Employers can also evaluate students of workers which tracks their progress. This information can be shared with teachers to help them understand where their students are
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		<p>most competent.</p> <ul style="list-style-type: none"> ● It takes a community to bring a student through the educational system. Having all the student data in one location with access to everyone is the goal of the system. ● Everyone has access to view the student portal and to make sure students are staying on track.
<p>3.0 Questions to Presenter</p>	<p>Kathy Ritch</p>	<ul style="list-style-type: none"> ● Someone asked if the only way to access class mate is on the web. <ul style="list-style-type: none"> ○ Kathy responded by stating that ClassMate is available over any web browser and accessible by any device. ● Kim Walker asked if ClassMate would be replacing AIM and if data would be available to import/export to the new system and also from AERIES. <ul style="list-style-type: none"> ○ Kath responded to the question by stating that ClassMate is an advanced version of AIM with more features so they are offering a transitional package for schools that are currently using AIM. They also can provide important export capabilities with AERIES and many other systems that they interact with. They integrate all of their tools according to other software on the Market that other K-12 schools and colleges offer. ● Pat Schlosser asked who administers the system. <ul style="list-style-type: none"> ○ Kathy replied typically it is run by the JPA or ROP as a centralized location. Users are set up and authorized centrally by whoever JPA/ROP entrusts to do so. ● Pat also asked about student confidentiality per CA standards. <ul style="list-style-type: none"> ○ Kathy replied that they recommend going with hosted option, but they could work on deploying a local model if there were any complications with security. She is confident that all the work they have done ensures an honest level of privacy for student info. ● Matt Wells asked if the competency tracking could be modified based on curriculum and

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		<p>specific courses that each site offers.</p> <ul style="list-style-type: none">○ Kathy answered that they can provide templates for CTE programs and she thinks they have templates or every CTE program.• Steve Tyrell said it is subjective because each educator can enter different grades for some programs and employers need consistency when looking at hiring students based on these competencies.<ul style="list-style-type: none">○ Kathy has found that using the points system and rubrics has helped teachers look at this from a employers perspective. Teachers need to know what employer’s expectations are so they can set up their grading accordingly. In her experience, teachers are accountable when dealing with employers and assessing students based on what they need. Grading can be broken down by skills needed for a certain industry and all teachers/employers should know which skills need to be mastered before students are ready to be hired.• Kathy closed by saying that she looks forward to working with the JPA and its CTE/ROP programs. She will send the presentation to Scot so he can forward the presentation to interested parties.• Tom Hogerman asked industry if they would consider the result certification something that would be valuable to them.• Steve Tyrell commented that what is most valuable to him would be an aptitude type of test which would showcase exact skills that future employees need to have before getting hired. He is looking at a software called Ramsey which gives him specifics in the areas that he needs to focus on in his business. Seeing that students or potential hires have mastered soft skills is useful because they need to possess basic soft skills in any job. But ultimately it would be more helpful to have something industry specific that tailors to each industry sector so resources are not wasted on extra training.• Someone added that ClassMate or something similar, does not have value because he can see that a potential employee has some fundamental knowledge and soft skills – they
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		<p>know how to take direction and perform basic tasks. But even for entry level positions, it would be helpful to focus on specific skills and knowledge in his profession.</p>
<p>4.0 GoToMeeting with Precision Exams</p>	<p>Trevor Perkins</p>	<ul style="list-style-type: none"> ● Trevor Perkins gave an overview and demonstration of Precision Exams. ● Precision Exams’ goal is to help education and industry certification needs. ● Many states have adopted their certificates as state recognized certs. ● There is a large skills gap that exists in the U.S. with lack of soft skills being a major missing factor. ● Business leaders agree that knowledge and skills are the most important factor in new employees getting hired. ● Most high school graduates do not know how to articulate and prove what they have accomplished in school and in their ROP/CTE programs. ● Employers also face difficulties in finding employees who fit the skills they need and knowing how to recognize this before hiring. ● Certificate testing and standardized testing either does not benefit the student or the educational organization. Precision exams bridges the gap between these areas with their method of assessment. ● Trevor shared the list of assessment exams broken up into sectors. There are knowledge standards which is what the exams tests and performance standards which tests the student’s aptitude in a hands-on class room environment. ● Reports are generated after assessments are taken and these are available to teachers and administrators so they can view results student by student and by the class. This helps guide professional development of teachers. ● All assessments are built to be taken within a fifty-minute class period. ● All exams are reviewed by subject matter experts every one to three years to ensure relevance to industry needs. ● Tests are administered completely online. Students can flag questions they want to go

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		<p>back to. It is easy for students to navigate.</p>
<p>5.0 Questions to Presenter</p>	<p>Trevor Perkins</p>	<ul style="list-style-type: none"> • Someone from industry asked if they could log on to verify a student’s certificate. <ul style="list-style-type: none"> ○ Trevor responded that the system is made for students to access their certificates after they test but if an employer really needed to see the certificates, they could contact Precision Exams. • Someone asked if it is possible for industry partners to request specifically what skills they want to students to be tested on or certified for in the system. <ul style="list-style-type: none"> ○ Trevor responded that they are open to taking input and putting into an assessment. They are working on assessments that are specific to regions. • Linda Greer mentioned that industry’s main concern is not so much with knowledge standards exams but more within the performance standards and making sure hands on skills are being learned at a level that could grant the students employment. She asked if it would be possible to develop a type of assessment where future employers could view video of students performing the skills required by industry to see that they have been mastered. <ul style="list-style-type: none"> ○ Trever answered that it is not something they are opposed to looking into but it is cost prohibitive and they already are one of the cheapest testing certification options. • Trevor closed and shared his contact information for any other questions. <ul style="list-style-type: none"> ○ Work: 801-850-9182 ○ Cell: 801-602-9636 ○ Email: tperkins@precisionexams.com
<p>6.0 Discussions with Industry Partners</p>		<ul style="list-style-type: none"> • Steve Tyrell commented that Precision Exams does give a more practical example of what industry needs to see as far as testing the skills that are specific to each industry. • Scot noted that from a teacher’s perspective, they are working to align curriculum across the board and make things less subjective. • Someone added that with industry collaboration with teachers coming up with a

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		<p>rubric or consistent grading system, that would help industry be more comfortable with hiring students. It is subjective when one teacher's standards are different from another's and if the teacher also working in industry, they may hold students to a higher standard.</p> <ul style="list-style-type: none"> ● Having industry linked to the classroom and having the JPA as a bridge between the two, will be a big help to aligning everything and ensuring that industry voices are being heard and their skill sets they require are being embedded in the curriculum. ● Steve continued that a classroom environment is different than a real-world work environment. Showing students what it is really like in the real-world by either having an industry person teaching the class or by having students visit businesses and work sites will continue to improve relationships between industry and students and ensuring students are prepared for the work force. ● Lucille Hankton commented that she preferred Precision Exams due to the fact that it is more geared toward industry needs. She mentioned that for high school students to truly be prepared to enter the work force, teachers and CTE programs in general need to be willing to incorporate the skills that industry needs to see. She also spoke on the importance of national certification at the high school level. This is becoming more important to the industry. ● Scot added that it is important that teachers know how they are doing in teaching the skills necessary to prepare students, so a program like Precision Exams allows them to see that as it reflects in student's performance. These certificates are a starting point to show the relevance of completing CTE/ROP courses and showing the value a student has to a prospective employer. ● It was agreed by industry that this kind of a certificate is a starting point, and would at least give students the edge over prospective employees who do not have experience in a CTE/ROP class or proof that they have mastered the skills needed as an entry level employee.
Adjourn		<ul style="list-style-type: none"> ● Meeting adjourned at 3:30 p.m.

