

Meeting with Judith Andrews
Friday, October 19th 8 am Aquaculture Office

Steve Pynn, Trish Russell, Tim Visel and Judith Andrews, Frank Adams leaves after introduction. Dan Snyder join us towards the end of the meeting.

Frank Adams reviews IMEP and SSEA two interdistrict cooperative grants, IMEP with Ella Grasso Tech, Lobster V Notch Project and Shellfish Lobster Hatcheries. There is a possibility that the State Dept of Education may highlight some of these occupations projects in June. He provided Judi materials for IMEP.

Tim briefly reviews in his view Vo Ag compliance issues for Vo Ag Centers including Sound School. Pre 1992 Vo Ag Centers could expect State Dept of Education checks (files) for four areas (at any time not the 5 year formal review).

- 1) Each Vo Ag Center had a developed scope and sequence with a corresponding program of studies which was updated/kept current.
- 2) Each Vo Ag Center had students complete a SAE Plan - and 2 types of placements FFA site based entrepreneurship or employer (work) placements. After 1994 Urban Centers asked and obtained a new type of placement - School based Directed Labs (she was provided a description).
- 3) Each student had a portfolio - on file which contained significant accomplishments, awards, certificates and a FFA record book. (We have never done the National FFA record book - much of it is not applicable to our curriculum).
- 4) Hard copy performance measures for each year of the program for the standards (called NOCTI today).

Since 1992 - T. Visel cannot recall any attempt by SDE to see if in fact items 1 to 4 were being done. The Annual ED 503 has been submitted and reports completed but has obtained no feedback - in any form for over a decade. At the same time SDE accountability concerns were raised at recent meetings around CTE Standards, Perkins alignment with current legislation, (approval code) at the Dept of Labor. CTE Career pathways, performance competencies have increased (evidence of alignment in curriculum). When attempts were made to have the state affirm these statutory requirements, the response was usually referred to as local issues or local administration. It was his opinion that State curriculum guidance direction declined at a time more responsibility of (accountability) Vo Ag

administration/compliance was seen as local level response. The result has been fragmentation among the Vo Ag Centers on these issues, some Vo Ag Centers were compliant while some appeared not to be so as told by responses at Vo Ag Dept Head meetings. The last curriculum guide for Vo Ag Vocational Programs was released in 1992.

The goal of this meeting was to create a response to the State requirements to SAE and assure continued compliance with State Department of Education and Dept of Labor expectations. A secondary goal was a discussion on how NOCTI Standards, and CTE standards should be included in the SOE discussions and a full Perkins Report for the Vo Ag Center.

Situation Statement

It is Sound School's intention to create a response (plan) around SOE it may take as long as two years to develop but the process has already started. T. Visel continues that the lack of compliance checks (Not the 5 year reviews) has created confusion between Vo Ag Centers. He saw the universal structured work-based learning plan as a way to bring some consistency to Vo Ag. It also illustrates by example the inclusion of Work Safe Curriculums, CTE Performance Standards/Competencies and the School to Career Industry Skill Standards. Judi didn't feel that was the intent but rather portrayed a logical coherent way to design a work based learning plan (emphasis on learning which is not purely the work that an educational outcome(s) was wrapped around the activity (work experience). Therefore the name of the form "Learning Plan" meant it was not just the work placement form but the educational plan that incorporated State Dept documents around safety, legal requirements, industry standards expectations (workplace readiness).

T. Visel reviewed the traditional Vo Ag work placements - the educational (learning) was covered in the FFA career business units - which we have had a hard time to incorporate into the program (the FFA record book for example). The NOCTI Standards were formalized in 2003 as a required State Dept of Education response for CTE programs. Those also have been slow to materialize as instruction and portfolio submissions.

T. Visel distributes a summary of points to be reviewed. The starting point was a discussion around the learning plan form itself. Judi said it was not necessary to use the State form we could continue to use our old forms. Judi was unfamiliar with the three types of Vo Ag placements cooperative placement (for a grade) being the oldest Vo Ag placement, the traditional employer work agreement and the newest directed laboratory. Judi hadn't heard of directed

laboratory so I copy a FFA fact sheet that describes the placement has provided.

Judi Andrews confirmed that the Work Based Learning Plan sought to combine the placement information with workplace readiness goals. We could continue to use our forms as long as they referenced the state documents and contained some type of evaluative guidelines or reports. The focus should be students gaining increased (growth) of workplace readiness skills.

Sound School Response

Directed Labs - are after school activities supervised by the aquaculture teacher - should contain some goals/evaluation documentation - outside of the Labor Dept except for school-based enterprises. The creation or marketing (production) of items for commercial sale. Then the box checked "School based enterprise" on the unpaid work experience with instructions form would need to be completed. If students were to be paid then our forms would be okay if they had the Dept of Labor forms (if required). This could be expanded to other placements. T. Visel passes out directory 2007-2008.

The SOE plan form (ours) could be the foundation if the 3 state documents were referenced. The placement forms (3) would need some type of assessment/evaluation even for the directed laboratories.

A brief discussion involved our Research Cooperative Placements - such as the Lobster V Notch project. At the present time "lobster boats" is classified as Ag related and non hazardous so the only requirement would be before the Vo Ag system - that is represented by the "supervised aspect" as evidenced by site visit reports. In a direct answer to T. Visel's questions Judi responded and agreed with Greg Kane's assessment of 3 site visits. Trish Russell comments that the Vo Ag teachers refuse to do them (site visits) because of concerns over liability.

T. Visel reviews concerns about the site visits and the Work Based Learning Plan form. Staff felt that they had to assure compliance with all the labor laws - concerns were expressed about all the declarations (many pages attached to the form). Steve Pynn reviews a Vo Ag teachers meeting at Wallingford in which teachers asked about liability issues and they were directed as a group to ask local BOE/legal people about it. That caused confusion and set us back. Trish Russell comments that site visits is one aspect, the sign offs on the forms the other.

T. Visel - We have had a good core of students 40 to 80 that have had marine placements - we have cancelled them until

the Labor Dept forms and site visit questions can be answered. Job titles are another area.

Judi - if you bring the job titles to us (Greg Kane) then we can meet with the Labor Dept to see if they added. State is more flexible, the federal Labor Dept is more stringent - less flexible. Tim Visel asks if the Ag related titles need to be on the list. Steve Pynn - some of the concerns was the work based learning plan was so long 7 pages and filled with assurances. When the Labor Dept representative came to visit us they even stated they wouldn't sign it.

Judi - the forms have been shortened and it's part of a process.

Tim Visel - part of the problem is that Vo Ag obtains materials, points to two curriculum notebooks (talking safety) and several State documents, industry skill standards, Vo Ag curriculum framework, performance standards and competencies and no one checks to see if they are actually being used documented in the educational programs. This form he felt had some many sections, and that Vo Ag teachers were comfortable with the old forms. He also felt that it was a compliance measure - to see if teachers were actually using the State standards, work safety curriculums, etc., the form forced teachers to include references from them. He mentioned these checks at a recent Dept Head meeting with no other center responding (yes, we use it).

Page (1) references competency/source with check which of the "three standards are aligned." It also has a four marking period evaluation schedule with a rating scale 1, 2, or 3.

Also requested is the job title and a description of the "job task" with up to 20 different examples that carry over to page (2).

Judi acknowledged that the old forms were familiar but this form came about with meetings with the DOL, Greg Kane and two Vo Ag Chairpersons (Dept) Heads. Although we can use our old forms the three State documents need to be referenced. We can continue to use our old forms if changes were made to them that reflect the standards, clusters, etc.

Labor Dept Forms

Judi mentioned as well as Tim, Sue Pritchard leaving after many years the DOL. She used to handle the Vo Ag forms. After Sue left communications were difficult and needed to be recreated. She has met several times with State and Federal DOL.

Problem - strict CT definition of "Agriculture" to gain the age exemption a long practice in agricultural work it has to be an Agriculture job title. Judi has opened an Ag related category which fulfills the SAE requirement but no age exemption must follow DOL rules.

The DOL is looking closely at Ag placements, has had problems with students getting paid cash, or trading labor for horse room and board. These are illegal and DOL is looking for non compliance.

As for the DOL forms we have no choice we must do them - it's the law, etc. Tim Visel stated it looked like to him after the Labor Dept last May - which was very positive that they were looking for "examples" of non compliance.

Judi agreed.

Steve Pynn - That is why we canceled them. Until we can settle how Aquaculture/Marine Trades fits in.

Judi - It fits if I have the job titles and can get it, added to the list, at present we show lobster boat (non high hazard) fish market, commercial fishing (non high hazard) as marine tech (3) job titles.

At this point - Dan Snyder joins the meeting and gives Judi a list of marine trades job titles. He explains the sound marine skills proposal. Provides copy of Marine Trade Training Center - marine occupations 1 to 5 job titles/classifications.

Steve mentions that we have weekly meetings with marine industry and they need skilled people. The opportunity to place Juniors and Seniors in placements is important to us.

T. Visel mentions that lobster fishing and commercial fishing are hazardous professions.

T. Visel leaves and returns.

Perkins Compliance Review

Tim Visel reviews the last 3 years compliance reviews. Sound School has obtained significant Perkins funds and is included in the New Haven Proposal and Reports. In the past Trish Russell has heard late about it which has led to a rushed effort with surveys and reports. With the changes to Perkins legislation we need to show a student sample program of study plan for Perkins. This plan includes all courses academic and vacation. The question is if we go to the universal Structured Work Based Learning Plan could we avoid this form. Could we use the State form for the federal report. The Perkins is much more in depth, requiring

language arts, math, science, social studies with the CTE pathways and job titles. If we need to do this that would be two forms for the teachers.

Judi responds that she has been meeting with divisions of the State Dept of Education about this very issue - she is recommending that because of the Perkins emphasis on the total student schedule guidance counselors complete the program of study.

Trish responds - it's not just the program of study, Perkins asks for a post secondary plan.

Steve Pynn states that guidance already has a lot of programs - varies from district to district.

Tim asked if we use the "universal form" could we use it in the Perkins report. Judi wasn't certain so we will need to hear from her.

T. Visel also asks about generic standards (NOCTI) if we can group the workplace readiness generic standards - and it came to 20%, could we give students 20% of their total work hours for students who are still working with out forms. (Greg Kane refusal for work placements at McDonalds, etc).

Judi wasn't certain to her, it made more sense just to get those job titles to her so she could add them to the list. If on the list they could get the full hours.

Items that were mentioned but not discussed,

- We used to award students, the Connecticut Career Certificate (Passed out Amber Beitler's the last time was 2002 - the cluster was meeting the skill requirements for Environmental, Natural Resources and Agriculture Cluster - what happened to this program.
- We obtained the Department of Labor approval/code 070566-9367 - Agriculture but claims our (program has been aligned with Perkins Legislation Dr. Diane Ross Gary at the State Dept of Education?

At this point T. Visel leaves for lunch duty.

MARINE TRADES TRAINING CENTER

MARINE OCCUPATIONS

1. Boat Yard and Marina Operations
2. Travel Lift and Launch Operator
3. Dockmaster
4. Harbormaster
5. Boat Sales, Broker, Charter and Manufacturer's Rep.
6. Retail Marine Supply
7. Marine Surveyor
8. Service Coordinator/Manager
9. Marine System Technician
 - a. Marine Electrician
 - b. Power and Propulsion (gasoline and diesel)
 - c. Outboard Engines
 - d. Fuel Systems
 - e. Plumbing
10. Electronics Installer
11. Fiberglass Repairer
12. Sailboat Rigger
13. Shipwright
14. Carpenter
15. Painter

**Appendix D Meeting Oct 23rd
Questions and Answers State Department of Education
Visit**

Results of the Visit of Judith Andrews State Dept of Education

1. Liability Concerns - Structured Work Based Learning Form

A discussion around the development and use of this form resulted from meetings with two Vo Ag Centers (not Sound), the labor Departments (State and Federal) Greg Kane and Judy. This form requires references to a State required CTE Standard, Career Cluster or Industrial Standard. Judy stated that we could continue to use our old SOE plan forms - but the three state documents should be referenced in some capacity. All students need a placement. Judy also stated we can continue our existing 3 placement forms.

2. Labor Dept of Forms -

We still need to submit them for many of our placements. At present 3 forms - LED-31-23, LED 75-1, Unpaid Work School Based Enterprises (in which sale of goods is anticipated).

3. Site Visits - How often do they need to happen?

Cooperative Placements - 3/year
Directed Labs - Teacher supervised but should contain an evaluative component that shows skills growth (reference standards).
Employment Agreements (traditional) 3/year
Volunteer Placements - 3 site visits (Unpaid Work Experience Waiver Form required).

4. Perkins Compliance Reports

Judy is unsure if we need to submit them - we have obtained Perkins funds and Sound School is included in the New Haven Proposal

5. Job Titles

Key component and instructional design revolves around job titles - DOL, SDE requirements. Perkins also has the job title/competency as a major component. She (Judy) needs the course job titles (what job titles your course covers) so she can submit them to the Labor Dept.

Judith Andrews, State Dept of Education Visit
October 19, 2007
Work Experience Component - 09/07 CT State Dept of
Education Compliance Issues

Compliance/Record Document for all Students -

Universal structured work based learning plan (is it expected for all Vo Ag students under State Regulations).

- 1) Organization - Job Title
- 2) Placement type - four options? Or just one
- 3) Job tasks should be aligned to established education/industry performance standards.

Three Options for Standards -

- 1) CTE Performance Standards/Competencies
State Document - 2007 Edition NOCTI, 90 page document
- 2) School to Career Industry recognized
Skill Standards - Job and Skill Requirements for entry - level workers
2000-2005 (CBIA Workplace Readiness)
- 3) Other National and/or industry recognized
Skill Standards (ABYC Standards could go here).

Dept of Labor Requirements -

- Site visits, site supervision from educators
- Regulation forms LED 31-23, LED 75-1, waiver
- Approval form unpaid work experience with instructions

State Dept of Education Requirements -

- The Cooperative Work Education Framework (Dec 2002)
- Cooperative Work Education Application Packet for Career and Technical Education Programs 2006-2007
- CT Career and Technical Education Performance Standards and Competencies 2007 Edition
- Agriculture Science and Technology Education Curriculum Framework (Draft) January 2003