



**State Executive Leadership Team (SELT) meeting
July 22, 2013
School Administrators of Montana Board Room, 900 N. Montana Ave., Helena**

Welcome

- **Roll:** Margaret Bowles, John Cech, TJ Eyer, Shane Gilbert, Mary Kulawik, Donetta McDowell, Annette Miller, Kali Wicks, and Steve York; and Marge Rubin and Jay Stulo (Wisconsin-Fox Valley Tech)
- Approve Agenda
- Approve Minutes of 6/24/13 – moved to the August 26th meeting.

Demonstration of <https://www.wicareerpathways.org/>-Jay Stulo and Margie Rubin

- The Wisconsin model started five years ago to help get the Perkins programs of study initiative going.
 - This was challenging because each school system was doing something different.
 - A means had to be developed for instructors to build a program of study.
- Benefits/elements that make Wisconsin Career Pathways successful:
 - The website was organized by programs of study and pathways.
 - Second phase after building the programs and careers by clusters: getting the message out to students and making the site.
 - Student portal was released last week: students register themselves and create their own account.
 - An ACT code links each student with the appropriate school.
 - Students then take a career interest survey; after they save, they get taken to “MiLocker.”
 - Wisconsin also built a counselor site and a business/industry portal.
 - The model will include an adult education web site, which is being built.
 - Montana can look at the Implementation Guide, 10 components, or look at the phases of the various phases of building a program of study.
 - Anyone in the world can access this site and access the search.
 - Once a program of study is built, it can be saved and edited without publishing at once; the document can also be exported to Word or copied and saved into another cluster or pathway.
 - Even after published a program can be un-published to be updated.
 - Many high schools may build a program of study at the cluster level and then copy it into all the pathways.
 - Margie demonstrated how a program of study is built using a wizard-type building tool.

Discussion related to the Wisconsin Presentation

- Kali-As an example, if a counselor builds what is necessary for graduation in that high school, that can be saved and career tech teachers can copy that template to build on for their specific pathways or clusters?
- Margie-Yes.
- Steve-Who decides if this is an acceptable RPOS?
- Margie-There are two ways:
 - Career prep coordinators (the former tech prep coordinators at the technical colleges) can all go in and look at programs of study built by high schools in the district.

- The second way is if a school is going to receive Perkins funding for a program of study from the department of public instruction, that program has to be published on this site.
- Kali-When a builder creates a program of study, before the program is published, is that the only person who has access, or can staff from the same school continue to work on the program of study together?
- Jay-Once saved or published, any builder from that school has access; the last author of record is the last person to save that program of study.
- Kali-Does the college career coordinator have access, or is the pathway exported to them?
- Margie-The career prep coordinators are the first point of contact; they are added as builders if they request it from Margie; their email contacts are on the site.
- Steve-What happens if a student changes high schools?
 - Margie-Their plan of study is still there.

Demonstration of <https://mtcis.intocareers.org/materials/portal/home.html> -Annette Miller

Montana Career Information System (MCIS)-Annette Miller

- Benefits of the MCIS site:
 - The same functions are present: all of the programs of studies, pathways, course building, and tools the administrators can use to see student portfolios.
 - There are parent accounts.
 - Show what the new system will look like and discuss recommendations for incorporating different pathway things into the system within the next month.
 - Engage in conversation about BSP long-term needs and incorporate those.
 - Students in the following year can upload their avatar to their portfolio.
 - In the next year, student portfolio will have all the saved student information that can be moved in blocks, with most important items movable to the top of the list.
 - There is a checklist, course planner, occupation assessments, and all the material for a student to plan their career.
- What OPI is recommending for the career clusters is the Minnesota version: includes a graphic of the relationship among career field-career cluster-career pathways.
- To the left (on the screen) is the cluster and then the pathway that the clusters break into.
- Once in a pathway, there is an information section on the pathway, including: overview, high school courses, related information, and videos.
- Currently, the clusters and pathways go directly into the occupation, not into a separate pathways explanation.
- Annette's staff thinks this is a more understandable way to address pathways compared the clusters in the field, and it is more graphic.
- Minnesota has already developed this; Montana has the career staff copy it into the Montana program and localize it with our state's data.

Discussion related to the Presentation

- How does this site incorporate Big Sky Pathways?
 - Kali-Can MCIS have an area (tab) dedicated to Pathways? Or can it meld the two?
 - Annette-There are many pieces to this: this could be because of the way Wisconsin structured the entire pathways framework that has nothing to do with the web site.
 - A tab for pathways can be added.
- Can MCIS incorporate the elements of the Wisconsin Site to meet the needs of Big Sky Pathways in the Timeframe needed? Ease of Use
 - Annette's experience is teachers will not do two systems, only one.

- Also, MCIS is constructed for students from middle school to senior citizens, not a particular audience's needs.
- Kali-The difference between Wisconsin's pathways and Montana's CIS: Wisconsin's pathways web site is focused on the pathway program and is the implementation tool used by coordinators and their OPI specialists to make those pathways work.
- Kali-E.g., If a Missoula College career coordinator wants to see what is available to students in four rural high schools and what is available in neighboring urban areas and get teachers to come over and teach.
✓ Is this something MCIS can do, or do we need to look outside?
- Annette-We have one more year to finish the web site redesign; at that point, Inter (?) Careers is open to new ideas and upgrades to do different things; in the next year, internally, we can create pages with that information that can link.
- Annette's caution is not to duplicate portfolios because that could confuse people's choices; it would be better to integrate so the system looks cohesive rather than two competing systems.
- Annette-create a matrix of what you want.
- Kali-It is a good idea to write down what we want.
- Kali-We also need to keep in mind what makes the Wisconsin system successful, like its simplicity; there is a concern about putting too much into MCIS.
- Kali-Another concern is the timeframe.
- Annette-Launch with the new school year, although other things can be launched throughout the school year; as for the career plan, Inter-Careers programming cannot schedule in until a year from now.
- Store Big Sky Pathways (Building), collect data, tracking students
 - Kali-The Wisconsin site builds and stores everything into the site, and the public can see it; can we build those pathways like Wisconsin?
 - Annette-This is what we currently do to insert pathways: schools go in and build them.
 - Kali-We are looking for a model that works to create new pathways and get them get out there, get students enrolled.
- Address National Cluster Framework:
 - Kali-Can this page go into the national one?
 - Annette-This particular component was designed for the state-specific; however, this can be re-arranged, because Montana's career cluster inventory is based on the 16 national career clusters.
- Annette-It would be helpful to understand what is it about the Wisconsin model that is driving what we want to accomplish?
- Kali-
 - Three elements make the Wisconsin effort successful: 1) career coordinators, 2) the implementation guide, and 3) the web site.
 - The Wisconsin site is successful is because it focuses on the career pathways, with links to labor.
 - The Wisconsin model is endorsed by OVAE.
 - Our site has more going on: labor and occupation in addition to education.
- Do we need to pursue a separate Wisconsin-Like site that links to MCIS for Career-based data and content?
 - Annette's concern with having links inside MCIS, or links from outside MCIS into MCIS, the problem becomes we are asking students and teachers to follow two sets of portfolios.
 - Without Wisconsin and Montana getting each other's source coding, there is no way to marry the data in students' MiLocker with MCIS portfolios.

Action Items/Timeline

- We need to address some philosophical questions.
- Steve-This material can still come from counselors; but still, how does secondary link to postsecondary?
- TJ proposed that in his Thursday meetings with Kali, they make a list and then a matrix of what we want to add/incorporate into MCIS.
 - We can possibly add a dedicated Pathways tab.
 - Some things can only be built at certain points in the year.

Next Steps

- We will move the *Gracious Space* discussion to the next meeting.
- Next SELT Meeting: August 26, 2013, 10-11:30, SAM Board Room
 - Communication to Stakeholders/Targeted Marketing
 - Separate pages for Student/Counselor/Parent/Public