ACE V – Academics in Career Education
Building Capacity to Create Work Experiences, Pathways to Employment

December 3, 2010

AGENDA
Present -
1. Rose Hobson – Intermediate District 287
2. Lynn Grundtner – Northeast Metro 916
3. Mary K. Peters – Math specialist, Intermediate District 287
4. Adam Tieter – EBD/Work Coordinator, Bren Road, Intermediate District 287
5. Anne Wegscheider, EBD teacher, Northeast Metro 916916
6. Barb Glansman – Work Exp. Coordinator, Intermediate District 287
7. Ann Mavis – U of M (evaluator) mavis001@umn.edu
8. Sharon U of M (evaluator)
9. Ken Pashina, EBD teacher, Intermediate District 287
10. Liz Shopbell – program manager, Northeast Metro 916
11. Barbara Wojcik, admin. Support, Northeast Metro 916

12:00 – 12:30 Administrators interview

12:30 – Collaborative Team Meeting

- **Example of how math/and or reading concept or strategy integrates into a MOS lesson**

    Mary Kay Peters – review of math instructional programs (SMART board/Ppt. presentation)
  o Poster of angles/degrees graphic – 0 degrees circle. Send out to teachers to print as a poster. Send to U of M evaluators also.
  o Repository for this project – ACE V under curriculum repository for GRO website.

- **Sharing on progress regarding work readiness survey, vocabulary, and unit tests**

Ken: vocabulary – word walls and reinforcement of common computer terminology
Anne: vocabulary – taught through the MOS 2007 book. More emphasis on oral instruction.
List development – Ken did a pre-test. Designed a shorter pre-test, 50 words, including math terminology. Anne has the same one. Post-test to be given at the end.
Lynn: interpret data by group, not just individual students, to make generalizations about progress made by students.
Ken – may revise the vocabulary pre-test and not have it be matching test. It may not be a true report of their understanding. Using a word bank instead of matching? 50 words is too many for this population. Revised to 10 words at a time for this group.
A consideration for the sustainability for the project in future years.

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- **Examples of student engagement in a work experience using Microsoft Office skills**

Adam T. - Nov. 15 – work readiness placement – only 2 students scored high enough to be placed. 2 or 3 not ready to be placed.

Barb – average score was 1.8 – 2.3. Not ready for placement. Explained how she put together her work readiness scale.

Adam –PowerPoint of his presentation to prospective work sites, explaining the program.

Suggestion: Incorporate smart technology into the vocabulary wall. Using the students' own words for definitions. "Job talk" file.

Book titles used (Ken):

1. Cool Careers without College for People Who Love Video Games, by Nicholas Croce, Rosen Publishing Group, Inc.

2. Cool Careers without College for Animal Lovers, by Chris Hayhurst, Rosen Publishing Group, Inc.

3. Working Days: Short Stories about Teenagers at Work, edited by Anne Mazer. Persea Books, New York.

4. Oxford English for Information Technology, Oxford

5. Information Technology Workshop (workbook). Oxford

Question: have the student ready to be placed before their course? Or, have them take the course first? (Lynn- chicken/egg?). Adam: consider having the work readiness scale administered first before the course. Ann – yes, that could be valuable. Even though they are in the course, they are not ready to be placed in a work setting. Some students respond in the course. Juniors and Seniors may be most readily placed. Help younger students focus to prepare for next year's placement in the program.

Barb: We have to be creative with in-house placement - this will be used with most of the students. The economy has impacted availability of sites. She can integrate MOS skills into their job (for example, students using electronic time sheets in place of handwritten ones). Or, have all homework be delivered and handed in as a Word document; make them work-like experiences. Have computer literacy begin at school.

Lynn & Barb: PAES – Lab/Practical Assessment Evaluation System. (at WELS North; a Northeast Metro 916 program). We are trying to integrate MOS skills in 5 career areas. This is simulated, industry standardized work; one area is computer technology. It is a work lab – treated as a work site. Our district purchased it for $40K. Student data is collected and consolidated into a report. Student enters their own data.

Rose – inter-district networking has been a positive component of the grant.

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- **Dialogue about sustaining the project**

Lynn - MOS won't end after ACE – V funding ends.

Adam: integrating time sheets and other tasks (in house) will continue.

Ann: grad requirements will require all students to have this. Definitely a need for this population or they will be further behind.

Mary: 287 team meets weekly to discuss program. (916 – Ann teaches all subjects).

Rose: would monthly meetings be a benefit? As we go forward – to continue this process? Bi-weekly to start with, then more flexible.

Ken – 287 staff meetings are very beneficial. Students seem to buy into it now.

Anne – classroom attendance is an issue. Less than 60%, generally. Participation is also low – less than 70%, due to outside factors.

Ken – 287's attendance and participation is about the same, even though 287 kids work on the computer, and Anne's use the book. Not much difference.

Anne- using the book, shows students being able to follow step-by step directions. It's another skill.

Barb: we can see the difference with the students from Anne's class.

Portfolios:

- **Going forward, what is needed to support the MOS course and to continue to strengthen connections to employment?**

Closing Whip: What is beneficial from this collaboration?

Thinking outside the box

Seeing growth from individual students

Seeing how MOS is required now; a must-have life skill. Seeing how these skill sets can be integrated to all sites, and keep the students engaged.