

Career and Technical Education (CTE) Advisory Council
Fairbanks North Star Borough School District

Wednesday, February 12, 2018
5:30 – 7:00 p.m.

520 Fifth Avenue
School District Administrative Center
Boardroom

MINUTES

Daniel Domke-FNSBSD CTE Director	Sean Rice – School Board/CTEAC Member
Heather Christian-FNSBSD CTE Program Secretary	April Scott – Secondary Curriculum Coordinator
Bruce Bell – Eielson Principal	Joel Scurr – CTE Teacher/Pre-Engineering
Andrea Gelvin – Business & Industry Healthcare	Mariah Sexton – ESSA Rep
Sara Laughlin – Student Representative	Keith Swarner – UAF Associate Dean
Dawn Murphy – Explore Fairbanks Industry Rep	Andrea Wade – High School Counselor NPHS
Erica Olsen – OnStrategy CTE Comprehensive Data Report	Cathy Winfree – UAF / CTC Allied Health Professor
Kim Perkins – OnStrategy CTE Comprehensive Data Report	

PRELIMINARIES

CTE Director Daniel Domke called the meeting to order at 5:30 pm. Introductions made around the table.

The agenda was approved as presented after a motion made by Dawn Murphy and second by April Scott. The committee reviewed the minutes of November 29, 2017. April Scott requested clarification regarding note of “shortage of materials and teachers” by Sara Laughlin. Explained that was the student perspective of the critical issues she perceived at Hutchison High School. No amendments necessary to minutes. The minutes of November 29, 2017 were approved after Andrea Wade seconded a motion made by April Scott.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

INTRODUCTIONS

1. Erica Olsen - OnStrategy
2. Kim Perkins - OnStrategy
3. Andrea Wade – Counselor (NPH)
4. April Scott – Curriculum Coordinator
5. Dawn Murphy – Explore Fairbanks
6. Joel Scurr – CTE Teacher (WVH)
7. Sean Rice – School Board
8. Dan Domke – CTE Director
9. Bruce Bell – Principal (BEH)

10. Mariah Sexton – Instructional Technology Support Specialist
11. Andrea Gelvin – Business & Industry Healthcare
12. Keith Swarner – Associate Dean (UAF / CTC)
13. Cathy Winfree – Director of Allied Health Programs (UAF / CTC)
14. Sara Laughlin – Student Representative (HUT)

REPORTS

1. CTE Comprehensive Survey Data Report presented by Erica Olsen of OnStrategy:
 - a. Review of handouts.
 - b. Process overview.
 - c. Methodology and data points discussed:
 - i. Finding where student, staff, parents, and employer needs intersect / overlap
 - d. Growth forecast reviewed from Department of Labor (DOL):
 - i. Discussed how this information was integrated into the survey.
 - ii. Request for information as to how DOL information correlates to national averages:
 1. Noted that DOL data for Fairbanks and state of Alaska used. No integration of national averages except for #2 below
 2. Noted that Healthcare growth is a national average.
 - iii. Request for clarification as to the breakdown of healthcare services:
 1. Data derived from DOL with no changes.
 - e. Career Interest Results discussed:
 - i. Clarification of definition(s) of STEM and if STEM matched market data.
 - f. Student geographies of interest discussed.
 - g. CTE Delivery Methods/models represented in survey defined by Dan Domke
 - i. Defined Comprehensive CTE High School:
 1. Academics and Sports included with a CTE focus.
 - ii. Students more likely to report interest in online learning vs parents / staff.
 - h. Critical Skills data results reviewed :
 - i. How do skills transfer from academic environment to the world of work?
 - i. Education Requirements data results discussed:
 - i. Student, parents, and staff reported higher perception of education requirements than employers required for entry-level positions.
 - ii. Reviewed Job Responses by Segment starting on page 28. Page 30 of report details educational requirements reported for each job category.
 1. There were not enough employer responses to report out on all 16 clusters.
 - j. Key Insights presented:
 - i. Joel Scurr – What is the data breakdown of skill sets that employers feel students are not prepared for?
 1. What is the school district’s role in meeting these needs?
 - ii. Andrea Wade - What was dispersal of data for employer responses?
 1. Directionally correct but not statistically valid.
 - k. Current State of CTE:
 - i. Work Experience for Credit discussed.
 1. District Staff rated online delivery as poor whereas student perception was the opposite.

OLD BUSINESS

1. Carl Perkins Reallocation update.

NEW BUSINESS

1. CTE Comprehensive Data Report – Looking Forward: What the data shows!
 - a. Opportunities & Promotion – Increasing CTE opportunities for students districtwide discussed:
 - i. Andrea Gelvin – Increase Health Science options districtwide:
 1. Continue partnership with CTC and expand current offerings from Allied Health. It would be easy to add more programs of study and pathways.
 2. Cathy Winfree – Expansion to Medical Coding and Billing
 - a. Courses can be delivered online via CTC Online / E-Learning.
 - b. May need to coordinate offerings if desired during the school day.
 - ii. Keith Swarner – Challenge for obtaining all graduation requirements leave little room for choice for other opportunities.
 1. Have CTE courses meet these skill needs AND graduation requirements.
 2. Sara Laughlin – Can see the integration of graduation requirements with CTE offerings.
 3. Joe Scurr – Increase flexibility with graduation requirements.
 - a. April Scott – Medical Terminology as Science Elective
 - i. Does course meet the needs of the equivalent academic coursework?
 - b. Multiple graduation pathways discussed:
 - i. More than one pathway of requirements to obtain diploma.
 - c. Andrea Gelvin - Embedding career / professional skills into academic courses discussed.
 - d. Need more teeth in policies to accomplish outcomes.
 4. Sara Laughlin – Human Anatomy & Physiology and Medical Terminology taught as same class.
 - a. April Scott clarified this as a specific issue to Hutchison High School that has been addressed.
 5. Sean Rice – Will look into Anatomy & Physiology and Medical Terminology course offering issues.
 - a. Discussed importance of professional skills.
 - b. Likes what is currently happening at Hutchison High School.
 - c. Advanced Placement class offerings via distance delivery discussed.
 - i. Transportation can be a challenge resulting in missed seat time for students.
 - ii. How to make offerings more equitable across the district?
 6. Andrea Wade – Explore more internships to capture real world working experience, especially in the field that they are interested in pursuing.
 7. Bruce Bell – Working with CTC in the blended learning model where distance and seat time are combined.
 - a. AAPEX courses to mitigate missed seat time where course offerings are not compromised.

- iii. CTE Promotion – Changing the perception:
 - 1. April Scott - Counselors would like to have more information on specific needs for entry-level positions.
 - 2. Andrea Gelvin – Need increased marketing for CTE.
 - a. Noted CTC Facebook page to market opportunities available to students.
 - b. Discussed terminology of Vocational vs Career and Technical Education.
 - c. Dawn Murphy – Marketing needs to go to student, parents and employers.
 - i. Show employers what students are learning and doing while in high school.
 - d. Need to use same terminology consistently.
 - 3. Sara Laughlin – This is how CTE can prepare your student for college.
 - 4. Sean Rice – Wants more than just job fairs for students.
 - a. Increase employer presentations in schools.
 - b. School Board unaware of current business and industry presentations in the schools.
 - 5. Mariah Sexton – Does CTE do its own showcase of what is offered?
 - a. Hutchison High School Open House discussed:
 - i. Middle School Focused.
 - ii. Process / Event discussed.
 - iii. Use data to target students through the individual schools.
 - b. How are these events posted?
 - i. District Website and School Websites.
 - ii. Newspapers.
 - iii. Radio.
 - c. How do we expand the reach to parents and community outside of the school?
 - d. Sean Rice – Are parents involved in this process as well?
 - i. Event held into the evening to try to attract more parents.
 - ii. Parent / Teacher Conferences a good venue to share out information.
 - e. Competition for enrollment noted.
 - f. Joe Scurr – Structure is cumbersome:
 - i. Simplify / Consolidate.
 - ii. Long-term measurable outcomes shared out more concisely.
 - iii. Highlight college credit options offered in school.
- iv. Top Priority for CTE Program over the next several years:
 - 1. Top 2-3 priorities from your perspective:
 - a. Sara: Showcase clusters; bring back Introduction Course; Marketing Business Course that is universal; and fix multi-credit courses.
 - b. Andrea Wade: Increase school – employer relationship; Healthcare in all schools; and professional skills in all curriculum.
 - c. April Scott: PR to industry and change flexibility of graduation pathways.
 - d. Dawn Murphy: Professional skills in all curriculum and expand internship program to more than one semester.

- e. Joel Scurr: Stabilize programs, pathways, and student driven scheduling vs program expansion.
- f. Sean Rice: Internships and real life experience; access for students to the pathway (student driven scheduling); and marketing / business advertising. Get the community involved in what we are doing.
- g. Dan Domke: Multiple Graduation Pathways; districtwide internship; and align high school academic programs with UAF programs.
- h. Bruce Bell: More in depth survey of program effectiveness from students who have taken the course; evaluate the student take-away on personalized learning; and a more flexible school day.
- i. Mariah Sexton: Industry and school collaboration; alignments for education and pathway; not duplicating classes; and define more specific focus for clusters i.e. software engineering, networking...
- j. Andrea Gelvin: Potential related occupations (Specific focus for cluster) and professional development for CTE Teachers.
- k. Keith Swarner: Expand enrollment opportunities i.e. CNA Model and work to create seamless alignment between secondary and post-secondary pathways.
- l. Cathy Winfree: Expand Allied Health model to other clusters such as IT area; increase awareness; and ensure students are college ready (many need developmental math and English). Students need to be taking placement tests early on, so deficits can be identified.

INFORMATION

Data from the OnStrategy Comprehensive CTE Data Plan and end of year Carl Perkins All in one Report will continue to drive CTE program of study development and implementation districtwide with a specific focus on defined student outcomes.

CLOSING COMMENTS FROM COMMITTEE MEMBERS

None.

ADJOURNMENT at 7:01 PM.