

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

Call to Order

Meeting was called to order at 4:36pm by Doris Hoskin, Committee Chair; followed by Pledge of Allegiance and introduction of participants. After introductions were made, Doris Hoskin, Committee Chair, provided the committee a synopsis of her background and involvement with the DHS Agriculture program, among many other organizations!

Attendees

Jim Meyers	DCSD – CTE Coordinator	jmeyers@dcsd.k12.nv.us
Carlo Luri	Bently Enterprises	
Brian Frazier	DCSD – Director Grants, Assessments	bfrazier@dcsd.k12.nv.us
Marty Swisher	Principal, ASPIRE	mswisher@dcsd.k12.nv.us
Sarah Russell	Vice Principal, DHS	srussell@dcsd.k12.nv.us
Doris Hoskin	Committee Chair	
Lisa Granahan	Douglas County Economic Vitality Mgr.	lgranahan@douglasnv.us
Russell Fromherz	Washoe Native TANF – Washoe Tribe	rfromherz@washoeTANF.org
Georgia White	WNC Director CTE	georgia.white@wnc.edu
Madison Reger	DHS student	madison.reger@dcsdstu.net
Woody Worthington	Bently Ranch	woody@bentlyranch.com
Jim Carducci	DHS Auto Tech Instructor	jcarducc@dcsd.k12.nv.us
Robin Futch	DHS Agriculture Instructor	rfutch@dcsd.k12.nv.us
KC Brennan	DHS Photography Instructor	kbrennan@dcsd.k12.nv.us

Review and Approval of Agenda

- Motion to adopt the agenda was made by Woody Worthington, seconded by Marty Swisher. Agenda was opened for discussion – there being no discussion, the membership voted unanimously to receive and file the agenda.
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CTE Advisory Technical Skills Committee Organization

- Woody Worthington volunteered to be the Committee Parent Member. There were no other nominations for this position. The membership voted unanimously to approve him for this position.
- Carlo Luri volunteered to serve as Committee Vice Chair and Chair-Elect for 2018-2019. There were no other nominations for this position. The membership voted unanimously to approve him for this position.
- Student Committee Member Nomination – Jim Meyers nominated student Madeline Reger, Culinary Arts 2 and Engineering 2. After discussion by committee members, Robin Futch (?) made a motion to table the vote until the next meeting so that more students could be made aware of this position. Brian Frazier stated that the committee should move forward with the vote now and encourage other students to participate over the course of the year so that they can run for the position next

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

fall. That way, the committee core will be in place for this year. Doris called for a “second” to Robin’s motion to table the vote, there was no second to the motion, and the motion was declared dead. Doris then asked for a second to the motion made by Jim Meyers to select Madi Reger as Committee Student member, motion was seconded by Marty Swisher. The membership voted unanimously to approve her for this position. Doris then asked Madeline to tell us about herself at the next meeting.

- The CTE Advisory Technical Skills Committee is seated as follows for the 2017-2018 school year:
 - Committee Chair – Doris Hoskin
 - Committee Vice Chair – Carlo Luri (Chair Elect for 2018-2019)
 - Committee Coordinator – Jim Meyers
 - Committee Parent member – Woody Worthington
 - Committee Student Member – Madeline (Madi) Reger

Because there are five members seated, there will be no Committee Teacher Member this year. Jim Meyers has encouraged all members to continue attending meetings because their input is needed as a major part of the decision making processes.

Minutes from April 13, 2017 meeting

- Motion to approve the meeting minutes was made by Lisa Granahan, seconded by Marty Swisher. The membership voted unanimously to receive and file the meeting minutes.

Public Comment

- Georgia White, CTE Director for WNC, provided information about a meeting held with Dr. Canavero, Kristine Nelson and staff from NDE (CTE), and members from WNC. The topic of discussion was how do we help the high schools have more completers, how do we encourage and engage dual enrollment, and help students achieve those third-party credentials. Completers, third-party credentials and work-based learning are all going to become a part of the evaluation for the high school. How do we come to a win-win solution? The conclusion was that students could participate in dual enrollment as part of a completer program. If students passed a third party credential, then that would substitute for the completer exam because that would demonstrate knowledge and competency. Students would still need to take the Workplace Readiness Skills assessment, maintain their GPA and all other qualifications. Richard Stokes was there from Carson High School. They are working together to develop a pilot program for this to happen with CHS. At another meeting Georgia was at, Teri White (Superintendent, DCSD) was also there and stated that she would like Douglas High School and ASPIRE to participate in this pilot program as well. Georgia stated that she is presenting this now that this is working towards state approval at all levels because it will lead into some other areas.
 - Brian Frazier asked for an example, i.e. Welding...
 - Georgia – Using Auto Tech as an example: Students make take two or three years of the high school program, WNC could bring the dual credit program to DHS, students

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

could participate in that earning a certain number of college credit hours and then take the ASE certification exams. If they pass these certifications, these would stand in for any completer exam they might take in the subject matter. The benefit here, assuming the student maintains the GPA and passes the Workplace Readiness Skills assessment, is that it will increase the number of third-party credentials for the high school for the system, and that will boost the number, it should be an easier pathway or alternative pathway to increase the number of completers which would also increase this new weighting system. Then the intention is that once the student has completed, let's say, one semester of the college courses that we would work with some work-based learning at the college level which would also give extra points to the high school in the rating. And then I know you are working on other pathways for the high schools in work-based learning and we are going to be on that committee together.

- Sarah Russell – So, this would essentially be like Jump Start for our CTE courses.
 - Georgia – Right, but we already have the CTE Jump Start program in place.
- Jim Carducci – With the plans that you have for students to receive the training, and particularly for my class, do you plan to have the student travel to WNC or can they do it in high school?
 - Georgia – I'm hoping that when the labs are established, that it can take place here. We had initially talked about this year for the automotive program, that it would take place here and our instructors would travel here.
 - Jim – Because that is an hour and a half travel time, there and back, that the students would lose for classes that they need to be here for.
 - Georgia – Right, and then Marty's going to be bringing up another thing later on in the agenda that would provide for an alternative for students.
 - Jim – OK, then the other question is, how will this affect the auto program here? I've noticed that other auto programs have been disappearing from the high schools and they end up going to programs that have been set in place for them in other areas and I'm not sure what the reasoning is exactly for all of that, but it concerns me on losing our program here at the high school because of the Jump Start program that takes our students away from our program.
 - Georgia – So it wouldn't impact all of the students in the program, it would just be the ones that have either completed two years or even three years. So a student starts as a freshman and knows that "this is what I want to do"...
 - Jim – so it would be the advanced students?
 - Georgia – Right.
 - Jim - if it were to stay here and we were to teach it here, that would be a bonus for the high school? Correct?
 - Georgia – Right. That's what we're looking at.
- Sarah – would Jim be teaching the class or would we have to have a teacher from WNC teach the class?

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

- Georgia – So the plan we are looking at for this year, Jim would teach some of the courses because he is already an adjunct at WNC so he qualifies there. And then for some of the advanced courses, Jason Spore who is our faculty member, and also lives in this area, could come down if we set it up in the afternoon or early morning could come in and provide additional support. I believe that it is important for students to have exposure to different faculty members and different points of view. That would allow this to happen.
- Russell Fromherz – Georgia, you talk about the dual enrollment...
 - Georgia – Correct.
 - Russell – Not the Jump Start.
 - Georgia – It is Jump Start – they are one in the same.
 - Russell – We don't have dual enrollment right now?
- Sarah – We do, just not in CTE. We have it in academics.
 - Georgia – I will say that CTE is academic. There is a program in place for obtaining an AA degree.
- Russell – That's the Jump Start.
 - Georgia – And this is Jump Start but it would be for the CTE track.
- Brian – It means expanding the opportunities for the Jump Start program. But so far it's been limited to just math, English, science, social studies. Now we're expanding to be more inclusive.
- Russell – I was at a high school in Reno when TMCC was working on dual enrollment. And they didn't give (inaudible) Jump Start (inaudible) which they would go in and look at the course curriculum at the high school and say this will meet, survey, at the high school level in construction management.
 - Georgia – So, we do that through Perkins College Credit. If the student goes through the high school program and is a completer and passes the tests and makes the GPA, then based on the standards, we do award college credit. However, those numbers really shrink and they're not great for the state. So this is another way to enhance that especially with the new formula for evaluating the high schools. It will also provide the opportunity, because of the accreditation, to provide those third-party credential opportunities for the student which again will benefit the high school.
- Robin Futch – Are we just talking about the CTE that already is at the high school and at WNC or are you talking about doing that for all of the CTE programs at Douglas, what are we looking at?
 - Georgia – It would just be a pilot and maybe start with auto, maybe manufacturing, if this goes through at ASPIRE, for the first year to evaluate how that works out.
 - Robin – Say it works and down the line, it's successful, then will you include everything, all the CTE?

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

- Georgia – We would look at the ones, for example, we don't have a culinary program, so that probably wouldn't fit into that realm, but we do have Graphic Communications, Business, most of the other programs that might make it possible.
- Robin – So basically, it's just going to be the ones that you have those programs at this time.
- Georgia – Correct. And the idea is not to come in and take over – that's not the idea at all. It's to work together to provide the best opportunities for success for the students, to allow them to get some college credit while they're in high school and have the opportunity of the third-party credentials. And again, those will help increase the rating for Douglas High School.
- Robin – Thank you.
- Jim Carducci – On the credit transfers, they are able to get college credit, correct, for...
 - Georgia – Yes, they would be taking college courses.
 - Jim – Is there a limit to how many credits do they get and is that specifically for certain college credits for certain colleges or does it apply for, how does that work? Where do those credits go and how many can they acquire?
 - Georgia – Let's say we were talking about automotive, they would be automotive credits. Any NSHE institution that has those same automotive classes, they would be accepted.
 - Jim – So they could get an associate's degree at that other college and have so many credits available to them prior to entering. After leaving here with their credits they could go into another automotive program.
 - Georgia – Right. They could move into it and continue with their associate's degree.
 - Jim – Will the colleges determine how many credits they can take from this program, is that correct, because, is there a standard on what classes or which credits apply to what classes when they go into college after taking classes here?
 - Georgia – That's really with the, uh, for the completers, as it now stands going through the program. So every college is evaluating those standards differently in awarding different credit. This should be fairly standard. That's going to be addressed by the state at some point in the near future because that discrepancy is so wide.
- Carlo Luri – You use the term completer. Is that somebody who completes an AA degree, or how do you define that?
 - Georgia – Jim do you want to handle that?
- Jim Meyers – Sure. A completer at the high school level is a student that has completed all three levels of Auto Technology. They started out in their freshman or sophomore year in Level 1, proceeded to Level 2 the next year and then to Level 3. According to the state of Nevada, they are recognized as a completer at Level 3. This means that, as a junior or senior, they've received three years of training. Now they are eligible to take the assessments required for eligibility for the CTE College Credit that we were just discussing.

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

They cannot be considered a completer if they start with a level 2 program and then advance to a level three program – this would only be two years of training.

- Carlo – Who provides the third-party assessments?
- Jim – Third-party assessments are provided by a company called CTECS which stands for Career and Technical Education Consortium of States, located in Virginia.
- Carlo – So it's roughly like an SAT or something – like a standardized test.
- Jim – Yes – and there is a battery of tests for multiple programs of study. Every program at DHS has a level three exit exam – if you want to call it that. On top of that, the three years that they're trained, is called their end of program assessment. And what Georgia was explaining was, that with dual credit, students can receive a certification, for example in auto tech or welding, and that certification waives having to take that third year end of program assessment from the state – but only for that assessment. Because there is a second assessment that students must take is the Workplace Readiness Skills Assessment and that is based on employability skills. Those are 21 standards that are taught over three years to the students that help them become career ready. The teachers here at the high school do a fantastic job of getting our kids college ready; it's our job in CTE, and also my job to make sure that the students are as employable as they can be upon leaving the high school. Brian Frazier has been a vanguard in this about making sure that our students are not only college ready but they have employability skills so if they don't go to college right away, they can become a productive citizen within the community.
- Lisa Granahan – What was that called again, Jim, that term?
 - Jim – The completer?
 - Group – Workplace Readiness
 - Jim – Workplace Readiness Skills Assessment
 - Lisa – And is that the same thing that you were referring to as workplace credential? (question was directed to Georgia)
 - Georgia – Workplace Readiness is a separate skill. It's like how to be a professional...showing up on time...appropriate behaviors, actions and that sort of thing. A third-party credential that I referred to might be like the MIT-1 in manufacturing.
- Brain Frazier – The teachers at DHS already do very, very well with Workplace Readiness Skills Assessments. The kids score extremely high, I'd like to say it's 90% +. Our teachers do a kick-butt job with kids with Workplace Readiness Skills
- Doris Hoskin – The first year it was given, we had one student from the high school that took that test the first year it was in place and they got a 92 percent. And that person, of course was from the Ag department! Jim, could you make a note to make a presentation of all of last year's scores for the end of program assessments for the next meeting? We have those and it would be interesting to see how the district is faring on those.
 - Jim – Sure

CTE Advisory Technical Skills Committee Meeting Minutes

September 14, 2017

- Carlo – How do you determine whether a student takes that Workplace Readiness test? Is that self-selected?
 - Jim – No, it's based on CTE enrollment information that is pulled by the state.
 - Carlo – Does every student take the test?
 - Jim – Every student at DHS that is a Level 3 student is required to take the test.
- Jim Carducci (directed to Georgia) – If another instructor comes in for the Jump Start program. Now their classes are going to have to work for high school credits also, correct, that they'll take for the Jump Start program so it's dual.
 - Georgia – Right (inaudible)
 - Jim – the other instructor that would come in would have to have a Nevada teaching license, is that correct?
 - Georgia – No.
 - Jim – So how does that work and how do they do the grading for the classes that are required for the high school?
- Marty Swisher – Jim, I'll jump in here for a second – the students can take college coursework and receive high school credit. It's the same thing; they're just not going down to WNC. It's on the dual credit list and they receive the high school credit but they are taking an actual college course. Here they would be taking the college level coursework in your shop, and then they would receive the college credit and be awarded the high school credit.
 - Jim – So who would be in charge of taking those grades from the college and entering them in for the high school?
- Sarah – We currently have a program of 35 kids in it, 40 some kids who are currently in Jump Start. So right now they run a schedule everyday where they are going to their WNC classes and their high school classes on campus. There is a program that exists so the counselors and the admin and WNC are informed and...it works.
- Russell – there is no charge to the student to be a part of this program?
- Georgia – It varies by high school, but there is a small fee. We are looking into Perkins Competitive funding to cover these costs.
- Doris – End this portion of the conversation and I have one more thing that actually ties into that. I would like to address the administrators regarding the conflict between Jump Start and CTE Level 3 students at Douglas High School. I would appreciate it if you could look at the scheduling to help students maintain their level 3 and Jump Start so they can complete their third level. Without the third levels, the CTE program is in trouble, so we want to make sure our students get an opportunity to do that even if they are in Jump Start – because it did cause some problems in some of the CTE classes, not all.
 - Sarah – I think that we've been able to resolve that problem.
- Doris shared information regarding the July issue of the Farm Bureau Magazine and the Douglas County Ag classroom; and Reno Tahoe Edibles and an article about the school farm.

CTE Advisory Technical Skills Committee Meeting Minutes

September 14, 2017

Review of Perkins Grants from 2016-2017 (FY17)

Jim Meyers presented a brief overview of the grants we apply for and how those funds are used. The district applied for four grants: Perkins Basic Grant, CTE State Allocations Grant, CTE State Competitive Grant, and the Perkins Correctional Grant. The Perkins Basic Grant provides funding for most of the consumable supplies and materials needed for each teacher and their program. Some bigger items that are longer lasting might include a truss-tester for the Principles of Engineering class or new welding machines to replace older equipment that has become unsafe and worn out. Mr. Meyers stated that Douglas High School has one of the best welding facilities in northern Nevada and can rival even the labs at the community colleges! State Allocations Grant funding has provided conference registration and travel fees for students and staff to attend state and national leadership conferences. The CTE Competitive Grant has provided for much larger pieces of equipment in the Project Lead The Way courses, laptops and charging carts, program expansion and development at both DHS and Whittell High School. The Correctional Grant provides funding for students at Jacobsen High School to take the Workplace Readiness Skills Assessment as a part of the Career Development class. When a student successfully passes this assessment, the student then becomes a stronger candidate for entry-level employment. The district has also been blessed with donations from various organizations within the community including a refrigerator freezer unit to the Culinary Arts program and a manure trailer to the Agriculture program. Mr. Meyers stated that almost every dollar from these grants is spent wisely and very little money is sent back to the state. Applications are made annually for these grants.

- Brian Frazier stated that for those things that are federally funded, we get 25% until October 1. The remainder of funding depends on the pace of the government – if they stall, you're stalled. If they pass the balance of the funds, then we usually get the balance by October 15.

ASPIRE Manufacturing Courses through WNC

Marty Swisher, Principal of ASPIRE Academy High School, added that the Berger-North Grant has provided generous funding for various programs at Douglas High School as well. Mr. Swisher then presented information to pursue a dual credit program with WNC in the Manufacturing Technician (MT1) Certification Program. Miki Trujillo, former principal, wanted to move forward with this program last year, but could not procure funding. This would be a brand new start-up program at ASPIRE and would go very well with the CTE Dual Credit program discussed previously by Georgia White. He provided a handout to the committee detailing the needs and requirements for the program. There would be an 8-10 student requirement in order for this program to go. The other barrier is funding. It would require approximately \$1,751.00/student or roughly \$17,510.00. Mr. Swisher requested that his proposal be added to the FY19 grant applications for possible funding. Because of the need for highly trained skilled manufacturing employees, this program is very important to this region.

- Jim Carducci –stated that in his field, he doesn't know of any companies that aren't in need of skilled, trained mechanics. Many people he has spoken to are always looking for people that are not only skilled, but willing to work.
- Robin Futch agreed. She said that this is pretty much true for CTE. Because there was such a push for higher education, that across the board, there is a greater need for people to fill spots – it's even true in Ag.

CTE Advisory Technical Skills Committee Meeting Minutes

September 14, 2017

- Lisa Granahan stated that some local companies such as VIP Rubber are looking to hire 18 (?) and AVK needs 5, but just across the board there is a real demand. The nice thing about having our local students trained is that hopefully our local students have a place to live. The reason that these businesses are having such a problem filling their positions is because there is lack of available housing.
- Brian Frazier added that this is another opportunity to offer to our students beyond a high school diploma – the potential of other things to go do. Many of us have not started in the same area that we thought we would. Students in high school now are going to have multiple careers and multiple opportunities for training. This is a wonderful opportunity for ASPIRE and it is greatly needed there. If 40% of our students are going to college, what are the other 60% doing? If 20% of those in college dropout, where does that leave them? We've given them a darn good education, but it's way too competitive out there. We want to keep our kids in the county, but more importantly, we want them to have jobs so they can contribute back to the community. Mr. Frazier stated that he will be very willing to work with Georgia to obtain grant funding for this program to happen.
- Lisa Granahan – Would there be any opportunity in the future to add in any Work-based Learning opportunities?
- Georgia White said that it would be very easy to incorporate an internship course to allow for classroom training and on-the-job training as well. Some employers have actually hired internship students after graduation providing that there are positions available. She cited that some students in the MT1 program at Silver Stage have gained employment and are making \$18/hour at Panasonic as full-time employees. Some students have even discovered that they want to continue their education and enroll at UNR to pursue their engineering degrees. So these students are still working and attending school at the same time and not ending up with a large amount of student loan debt in the end.
- Doris Hoskin – is this something that we need to make a motion to recommend to the district?
- Brian stated that it would be a good idea to do so.
- Marty Swisher moves that the committee places its support behind the initiative to bring a Manufacturing Program to ASPIRE. Seconded by Woody Worthington.
- Doris – Motion on the floor and seconded – is there any discussion?
 - Carlo Luri stated that he didn't hear any discussion about finances. Will this be hard to find a grant to pay for the program?
 - Marty will need to work closely with Brian and Georgia and probably Terri White to find out what the state can provide funding for...
 - Carlo – and are these on the syllabus, are these hard costs that the district has to pay to a third party or to
 - Marty – some of the expenses would be paid to WNC (?) as they will be providing the services such as instruction that would be provided by WNC instructors. We might have to pay for some of the equipment.
 - Brian – We will try to pay for a lot of that out of grant funding.
 - Jim Meyers – is there any increase in tuition or other expenses that we should be looking at, say maybe bump the total by 10% to cover any unexpected increases?
 - Georgia – tuition might only increase by \$2 - \$3 dollars per credit hour.
 - Jim – Would it be safe to say we could increase this number by 5% so it could be applied for in grant funding?
 - Doris – is there a second to that amendment?

CTE Advisory Technical Skills Committee Meeting Minutes

September 14, 2017

- Seconded by (?)...membership unanimously approved the amendment to add 5% to the proposal presented by Mr. Swisher, increasing the “per student cost” from \$1,751.00 to \$1,838.55/per student.
- Back to the main motion to recommend the proposal forward to district administration, membership voted unanimously to approve.
- Russell Fromherz inquired whether CNC machines would be introduced to the class.
 - Marty Swisher indicated that he wasn’t sure if they would be or not. He asked Georgia White for input.
 - Georgia – A one credit course in CNC can be added that it tied to the computerized manufacturing course – those are mainly the CNC courses at WNC.
 - Russell – Is this part of this program here?
 - Georgia – No this is the automation program.

Quality Program Standards Review

Jim Meyers provided information about the Quality Program Standards Review as a mandatory tool used by the state to evaluate district CTE programs. DCSD participated in the pilot program two years ago and did very well. The QPS for our district will be coming up relatively soon. A Self-Assessment must be completed by teachers, counselors, and administrators as a part of the review process. DHS will also be visited by the state as a part of this process. Why is the QPS necessary? It’s a way for the state to make sure that the standards are being met and also to see how the grant funds are being put to use. The state is just checking to make sure we are doing what we say we are doing. Mr. Meyers said he is confident that the CTE program district-wide will do well. Mr. Meyers will add more information at the next meeting as it becomes available.

Meeting Dates and Times for the remainder of 2017-2018

- Thursday, December 14, 2018 @ 4:30pm – Douglas High School STEM Center #706 (Tour of Automotive Technology Program)
- Thursday, February 15, 2018 @ 4:30pm – Douglas High School STEM Center #706 (Tour of Photography and Graphic Design Program)
- Thursday, April 12, 2018 @ 4:30pm – Douglas High School **Room #601** (Tour of Agriculture Program)

Public Comment

- Lisa Granahan wanted to mention that she was back from the Nevada Economic Development Conference and that there is a huge need for Cybersecurity across the state. She also toured the SWITCH and TESLA factories. Terri Cooper from Switch would be glad to work with the community for our students.
- Marty Swisher gave thanks to Brian Frazier and Jim Meyers for their dedication and work for the CTE program in DCSD.
- The Career Fair is coming up on November 6th in the evening. Opening up to the entire community – co-chaired by Jim Meyers and Kris Robison. Top be held in the main gym at Douglas High school.

CTE Advisory Technical Skills Committee Meeting Minutes September 14, 2017

Close of Meeting

Doris Hoskin asked for a motion to adjourn the meeting – motion made by Woody Worthington and seconded by Lisa Granahan – the committee voted unanimously to adjourn the meeting – meeting adjourned at 6:09pm.