

**General Advisory Council
Educational Service Center, C3
December 9, 2009 – 2:30 – 4 p.m.**

Present: John Monroe, Murray Reid, Amy Persell, Carl Fender and Diane Storm, recorder

Welcome – Introduction

Carl handed out packet to those who were unable to attend Everett Public Schools Advisory kick-off.

Meeting Format

Carl asked the group if they would prefer meeting by a conference call, video conference or Webinar. The group all agreed to keep the meeting format as in the past, coming together to meet.

Career and College Ready Data

The discussion led to soft skills; on the job training, practical skills are very important to be ready for careers and college. Maturity and on the job training were other areas of importance. As far as college readiness, curriculum content, reading, writing and math skills. Work ready on soft skills for employment as many will be working while in college.

Career Paths vs. 4 year College

Employers want students to be ready for the work force with soft skills and to have the skills appreciate to perform the job. It was also talked about preparing for life long learning that college and career learning should be interrogated. The group felt that program certificates students could obtain in high school, then go on to a 2 year college or on the job training. It was discussed that CTE is a component of career pathways and tech training. There was some feeling among the committee present for parents to be educated that a 4 year college is not for every student, and that real life skills need to be taught by parents, counselors and employers. Everyone in the school districts needs to send a consistent message to reinforce everyday skills. CTE ties into the work place and industry and workforce. These real life skills can also be taught by employers with their expectations for the employee to be on time ready to work and make good choices.

Trends - What is the occupational outlook in your field?

Skills such as global literacy, computer literacy, problem solving, critical thinking, creativity, and innovation have become critical in today's increasingly interconnected workforce and society--and technology is the catalyst for bringing these changes into the classroom. What might this look like within our different program areas.

Responsibilities across all academic programs and universal within the district. Having consistent themes for program areas. The skills outlined above pretty much cover the question of occupational outlook in the communities field of work.

If Part of CTE's vision is to better prepare students for a "family wage job"

Again the group agreed that soft skills and lifelong learning was important to secure employment along with technical skills within each field chosen.

To be successful, skills foundation for success out of high school. Certifications with the field of study. Educate the community that Technology Education is not less than college degrees to be successful.

How can CTE be used as a change agent in reshaping the American workforce?

Involve community in key areas of CTE curriculum to share, give presentations of the real world to open minds of the possibilities for students to explore the new trends. Look into green industry. Questions came up of having a class of just a general technology course and what that would look like. The community needs to be made aware of the need of school districts to share their expertise in the different areas for students to think about and explore for themselves. The thought that students need to be taught and thinking about financial literacy at a young age starting at 8th grade. As far as CTE as a change agent, change has to actually be done, and not just talk about it.

Agenda items for next meeting

Theme, community involvement and what that might look like. Have staff input. Invite Dr. Cohn to be in discussion at the next meeting, March 3, 2010.