



**Purpose statement:** For the 2022-2024 school years, the council is charged with advising, fostering, and promoting a culture of family engagement across the district and in the schools.

**AGENDA**

6:00-6:05	<b>Welcome and Opening Comments</b>	<b>Chris Fulford,</b> Director of Categorical Programs	<b>NOTES</b>
6:05 - 6:45	<p><b>Learning – Transitions and Career &amp; Technical Education</b></p> <ul style="list-style-type: none"> <li>• <i>How are transitions currently facilitated?</i></li> <li>• <i>What current structures support our transitions?</i></li> <li>• <i>What CTE options are currently offered?</i></li> <li>• <i>How is this communicated with students and families?</i></li> </ul>	<p><b>Anthony Anderson,</b> Director of Career and Technical Ed <b>Dave Peters,</b> Director of Student Support Services</p>	<p>Transitions:</p> <ul style="list-style-type: none"> <li>• Summary of transition meetings, including dates</li> <li>• Ensuring students have an understanding of how to register, what they need to meet requirements</li> <li>• ‘Hand-holding’ students/families through the process</li> <li>• Feedback forms for the HS transition meetings to get parent/student input to refine and improve the process.</li> <li>• 5<sup>th</sup>-6<sup>th</sup> grade transitions include a course catalog, students register themselves, but get a lot of support in pre-registration. This allows the staff to build schedules (it doesn’t ‘fill’ like in college!)</li> <li>• Students may need to consider alternative electives if there is not available spaces for all students (space constraints, constraints on staffing, etc.)</li> <li>• How are parents involved in the registration process? Parents are invited to attend and support. There are also family nights as well to come in person to get questions, curriculum fair to preview curriculum and ask staff questions about the content.</li> </ul> <p>CTE Presentation:</p> <ul style="list-style-type: none"> <li>• Signature STEM programs are not new- but these are programs we put in place to help students and families understand the career and industry courses to</li> </ul>

**Next Meeting:** April 9, 2024 6:00-7:30 pm

			<p>explore and prepare for post-secondary experiences in careers.</p> <ul style="list-style-type: none"> <li>• Parent U videos to market the courses for students and families.</li> <li>• Career-Con at Gateway in June to provide opportunities for students to explore careers related to the CTE courses</li> <li>• NJROTC opportunities, Computer Science/Cisco Networking opportunities in HS</li> <li>• Using VR Technology in the medical science courses</li> <li>• Career and Technical Student Organizations (CTSOs) allow students to access enrichment activities within the region and across the country</li> <li>• Everett Career Link supports internships, externships and mentorships providing students with opportunities to experience local business.</li> <li>• Students have opportunities to earn industry recognized credentials (IRCs) upon graduation.</li> </ul>
<p>6:45 – 7:15</p>	<p><b>Discussion and Feedback</b></p> <ul style="list-style-type: none"> <li>• <i>What is your lived experience with school transitions (i.e. elementary to middle school and middle to high school)?</i></li> <li>• <i>What is your lived experience with CTE?</i></li> <li>• <i>What would make these transitions and programs more accessible for all families?</i></li> <li>• <i>What can we improve now (immediate changes before the end of summer)?</i></li> <li>• <i>What can be improved for next year?</i></li> </ul>	<p><b>Advisory Council Team</b></p>	<p>Feedback and experiences:</p> <ul style="list-style-type: none"> <li>• There’s not always a lot of opportunity to connect and learn about the teacher. If I didn’t know the system, I might struggle. There are more opportunities for developing the nuances to help families support students better.</li> <li>• How would students know about the CTE programs? (school counselors, admin, on the website?)</li> <li>• How could we help parents learn more about the CTE programs? How do we advertise?</li> <li>• Sometimes we don’t get all of the information about the programs.</li> <li>• I know how to access the resources, but I didn’t participate in the transition conferences/didn’t know about the transition conferences.</li> <li>• Feels like a lot on the kids, and maybe as they get older, they may not be as involved.</li> <li>• How are we in the system who are shifting to support an adult learner when we are communicating about programs and transitions? Do the</li> </ul>

			<p>adults in schools know how to reach parents effectively and communicate with families. Create an opt-in and not an opt-out systems- overabundance of information rather than less info. Not all families have access to social media (ie must have Insta to access clubs).</p> <ul style="list-style-type: none"><li>• Email out to update on new Parent U videos. Can we have subscriptions to the information and then will receive all notifications (like a list-serv) to allow parents to sign up for info specific information. Will also include point people to connect.</li><li>• Roundtables at MS conferences for transitions and seek out support for expert staff to help them know what the programs are and can ask the staff more information.</li><li>• We don't want to wait to for students to just demonstrate interest; we want to make sure that the district is reaching out to students and expressing interest. What marketing is the district doing to help connect those interests to the courses?</li><li>• Curriculum planning- how do families help students get ready for career paths? Which classes should you take if you want to be an engineer, etc.,? What do I need to take to get ready to take university courses to help me achieve my career goal? If this is your career goal, these are the courses you should consider (in HS, Running Start, College in the HS, etc.)</li><li>• We cannot rely on the website to be the outreach.</li><li>• The broader community who may not be able to access the information or at the school sites due to schedule limitations or language barriers. How do we get the bigger community to have access to this information. What research is out there about how we can reach a broader community, and how can the school district learn from other organizations who are doing evidence-based, technological advances to reach a broader audience?</li><li>• To get the info out, go where the families are in the community- timing, child care, food, etc. are also influences that limit family engagement.</li></ul>
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7:15-7:25	<b>Next Steps and Agenda Setting</b>	<b>Chris Fulford</b>	<p>One more meeting, what are topics we should address on the next agenda? What about in future meetings?</p> <ul style="list-style-type: none"> <li>• How we communicate- not relying not just on social media</li> </ul>

			<ul style="list-style-type: none"> <li>• “opt out” vs. “opt in”</li> <li>• Deliverables- when can we see some of the things we’ve suggested?</li> <li>• Can we get dinner, child care to provide for additional families to attend?</li> <li>• Can these meetings happen in the community, not in the CRC? Go to where the families are?</li> </ul>
7:25 – 7:30	<b>Closing</b>	<b>Chris Fulford</b>	

**Advisory Council Team:** Andrea Swanby, Courtney Maggio, Shivnani Deepa, Jarucia Jaycox Nirula, Khaled Anntar, Lanessa Marquez, Raed Masri, Shawnti Johnson, Shelley Boten, Kelley Clevenger, Larry Fleckenstein, Kathy Reeves, Cathy Woods, Pete Misner, Kathy Stilwell, Laura Wellington, Monique Beane, Michael Takayoshi, Abby Mayers, Joi Grant, Jeanne Willard, Chris Fulford

**Norms:** Stay engaged - Expect to experience discomfort at some level - Paying attention to self and others - Be aware of intent: Own your impact - Keep focused on our collective goal - Speak your truth - Maintain a learner stance and remain open to new thinking - Pursuing a balance between advocacy and inquiry