

**Advisory Committee Meeting - Minutes**  
**April 18, 2016**

Members Present:

Gerard Greenidge  
Julio Guzman  
Mark Kailiponi  
Erin Lanz  
Erik Linstead  
Maria Ortiz  
Gary Pangelina  
Ariel Pe  
Erin Sricharoon  
Shane Vinagupta  
James Watson

Guests:

Brian Ahumada  
Lisa Azevedo  
Carla Yorke

I. Welcome

Meeting officially started at 6:08 PM. Colleen thanked those that made it to the tours of the sites. Introductions were made around the room.

II. CTE Program Video

Colleen shared a video with the group entitled "Success in the New Economy."  
(Link: <https://vimeo.com/67277269>) Advisory members discussed:

- The importance of skilled training for our students and their future success.
- The importance of CTE.
- Students should explore their strengths and career options before deciding on college or post-secondary options.

III. CalAPS Presentation – Lisa Azevedo

Lisa Azevedo explained that California Advancing Pathways for Students (CalAPS):

- CalAPS is a Joint Powers Agreement (JPA) that is brand new for the Bellflower and Lynwood school districts.

- CalAPS has its own governing board consisting of members from the partnering districts.
- The intent is to form after school opportunities for students. With both districts working together, it strengthens what each district is doing, and offers additional opportunities by pooling resources.
- BUSD began new courses through CalAPS this year, and continued the Health Occupations course that was offered through ROP in the past. New courses include Law Enforcement, Firefighting, Careers in Education, and Entrepreneurship.
- Additional courses will be added based on student interest or the current job market demands. Every new course that is added must be approved by the board and will be aligned to CTE standards.
- CalAPS is working with Edlio to build websites for not only advertisement but to allow students to register online.
- The JPA should be approved by the State Board of Education in May. Down the road they hope to receive WASC approval.
- The school attendance calendar for CalAPS is now available and is different than the district calendars in order to accommodate both.
- Pictures were shared of current CalAPS classes. Students in the program wear T-shirts created by the Entrepreneurship class.
- It is important to have input and support from the committee regarding job availability and internship opportunities, or even job shadowing. Lisa asked that committee members contact her if anyone has interest in helping give students' these opportunities.
- A question about the process of a student registering for a course and who works with the student was asked. Lisa Azevedo answered that a course description is in the student handbook so when students are choosing classes, they can pick one that interests them. Registration is not based on teacher recommendation. Both districts will advertise what is available on the website. One idea might be to hold a Saturday event where students can get a better idea of what the classes offer.
- Colleen McKinley gave an example with Medical Billing and Coding and how CalAPS can help BUSD add that course at BHS, for example, since they don't currently have a credentialed staff member.
- A question was asked about is the advantage of taking these courses over attending a community college. CalAPS courses are free and transportation is provided. Students can also receive college credit. Colleen McKinley stated that courses are scheduled to be more convenient for students. Many courses are exploratory and are not offered at the community college.

#### IV. Advisory Tour Debrief

Colleen McKinley stated that the purpose of the tours was to provide a context for making recommendations about the CTE program. There is another opportunity to

see the classes at Open Houses if members were unable to attend the tour. MHS's open house is May 17<sup>th</sup> and BHS's is May 19<sup>th</sup>.

## V. High Quality CTE Programs

Colleen reviewed the 11 elements of a high quality CTE program and shared an example of one of the teacher's self-review form. This form is being completed by all CTE teachers. We will evaluate them at a later date.

## VI. Perkins Application/Funding

Colleen provided copies of a document that CTE teachers completed that lists the items that they have requested to enhance, expand, or improve their programs. She also shared what the Perkins application looks like on the web.

- The application has just opened but it is not functional in every section.
- The allocation for 2016-2017 is approximately \$116,000. BUSD will fund CTE through Perkins, The CTE incentive grant (\$938,000) and general fund dollars.
- New programs for BUSD, such as the Project Lead the Way Engineering pathway and the Medical Billing and Coding class will be funded out of the incentive grant. We are also exploring adding a CTE counselor.
- Perkins has traditionally paid for Skills USA curriculum and competitions, extra hours for a special education instructional aide, and professional development. The end of the wish list document shows the amount we expect to spend in these areas, which leaves a little over \$60,000 for the wish list items. The district must fund part of a pathway, so Perkins should mainly be directed toward the capstone course of the two year pathway.

The following questions were discussed:

- What are those items that are going to enhance or improve a classroom?
- Which programs get the most interest?
- Has the equipment been cross checked? Both Drown and Schneider are asking for laptops for classroom.
- Can we filter out the most needed items? Can we do in kind donations or work with businesses to get some of these items?
- Mark Kailiponi stated that SHS is PC based. An important consideration is to align our technology to industry standard.
- What type of technology is most appropriate?
- When is the funding available.

Colleen McKinley addressed specific questions. Suggestions from the committee:

- Teachers should provide a justification for the requested items and how they will improve, expand, enhance or modernize their pathway.

- Donated items, like the computers from Chapman, are important because it frees up money for other uses.
- The educational technology department could attend a future meeting to address the advisory committee's question regarding technology.
- For Perkins, we should establish the expenditures now and then when the money comes in, order them in the fall so they benefit that year's students.
- The computer science and business department at MHS is in need of technology that is costly. It makes more sense to fund the smaller items the other CTE teachers requested and save the large expenditures for the CTEIG.
- The committee discussed if the available money should be divided equally or different amounts to different teachers. Since requests are different, the allocation should be based on the requests. Colleen McKinley stated that she would plan to accommodate as many of the individual smaller requests as possible that aligned with Perkins requirements and would share with the committee in the fall what the application included.
- For the future, the committee suggested that when making wish lists, teachers need to be more specific about what it's used for and have teachers rank the priority 1 – 10 and justify the item. They should also include if there is a similar item that can do the same job?

#### Perkins Application Narrative:

There are four questions that we need to respond to on the application. Colleen asked the group to look through her draft responses and make suggestions on wording.

#### Conclusion:

At the last meeting, the advisory agreed to meet quarterly. The advisory wanted to meet again in September and after checking calendars settled on Monday, September 12<sup>th</sup>.

Meeting ended at 8:08 PM