

1 **Southwest Vermont Regional Technical School District (SWVRTSD)**

2 **Education Committee Meeting Minutes: November 9, 2005**

3 Conference Room, Career Development Center

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5 Board Members Present: Jean Bacon, Chair; Bob Burgess; Claude DeLucia; Frank Lamb.

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7 Staff and Others Present: Barb Gorbaty, CDC Teacher (left 4:15pm); Donna Oyama, CDC
8 Director; Bill Swisher, CDC Guidance.

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10 Recorder: Richard Bump.

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13 Bacon called the meeting to order at 4:00pm.

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15 1. Program of Studies: Gorbaty briefly reviewed changes to the program of Studies for Fall
16 2007, which she started working on 10/18/05 and which goes to print 11/23/05. Gorbaty
17 reported that

- 18 - most all teachers have submitted revisions, if any, based on the current year
- 19 Program of Studies, and to date, nothing substantive has been received
- 20 - the layout and design is similar to the current year document
- 21 - information about embedded credits has been added
- 22 - the booklet will run 40 pages
- 23 - both the fire-fighting and law enforcement courses will be listed, and the one with
- 24 the most enrollment will be the course offered (and if both are heavily subscribed,
- 25 then maybe both will run, and a ½ time teacher will be hired – this should be
- 26 considered at budget time)
- 27 - although there are no paid fire fighters in Bennington, there is a strong community
- 28 need for fire fighters and this is why the course will be listed.

29 In concluding discussion, members and staff agreed that because there will be no significant
30 change either in format or in programs from the current year Program of Studies, board
31 approval is not needed.

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33 2. Horticulture and Landscaping Programs: Oyama reported that this year the instructor of
34 these two programs, in order to have these courses run more smoothly, decided to teach
35 them separately from each other (prior to the current year the two courses had been taught
36 simultaneously by the same instructor). Given that this new structure proved very
37 successful, it will be repeated again next year. The instructor continues to teach his other
38 courses as well, and is compensated for the additional 30 minutes extra he is teaching per
39 day.

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41 3. Medical Professions Program Embedded Credits: Bacon noted that at the request of the
42 CDC, MAU has agreed to show the embedded academic credits for CDC courses on MAU
43 student transcripts. Bacon also noted that the committee reviewed and approved most of
44 the names assigned those credits (and most of them aligned with state guidelines) during
45 the 11/1/05 meeting, with the exception of the Medical Professions program. Swisher
46 distributed and then reviewed two documents detailing the already approved Medical
47 Professions science credit (.5 credits for each year, awarded at the completion of the second
48 year) entitled *Anatomy, Physiology, and Health Science*, and the new proposal to add
49 another health credit, which needs to be presented to the MAU Education Committee for
50 review and approval. After a brief discussion, DeLucia moved and Lamb seconded a motion
51 to recommend the addition of a health credit to the Medical Professions Program, and the
52 motion passed unanimously. The spreadsheet attached to these Minutes lists program by
53 program the titles of the embedded credits. In response to a question from Burgess, Bacon
54 noted that credit values are determined by comparing the course offering and the
55 competencies covered in that course to the Vermont Department of Education Framework of
56 Standards for that particular course.

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4. Current Program Enrollment: Oyama distributed and briefly reviewed a spreadsheet listing program by program enrollment for the current semester. There are currently 434 students enrolled (at 187.375 FTE) and of those, 46 students are in Individualized Education Plans. Oyama also noted that she still needs to reconcile her FTE count against the state count (which is 183.975).

5. Enrollment History, Program by Program: Bacon distributed and then reviewed a spreadsheet listing yearly enrollment for all programs for the last five years (or less, if the program itself is less than five years old), the maximum enrollment capacity, and the variance between capacity and the current enrollment. In subsequent discussion, members and staff noted that
 - programs are usually at capacity in the first year, but are frequently well below capacity in the second year
 - some of this discrepancy is caused by the fact that seniors frequently sign up for the first year of a two year program, and it would therefore make sense to market two-year programs more strongly to junior year students (this would probably keep 2nd year enrollments higher)
 - once student enrollments are actually known, there should be more flexibility to consolidate a 2 year program into one year, or to split a consolidated 2 year program back into 2 separate courses
 - although classroom teachers can't be shifted from one program to another, classroom aides could be shifted from under-enrolled to over-enrolled classes on a semester to semester basis
 - there is a net program capacity for 410 students, and there are currently 304 students enrolled
 - capacity is usually lower for those courses or programs which have laboratory work or specific equipment use and instruction embedded within the curriculum.

6. Alignment of CDC Programs with Workforce/Economic Development Needs: Bacon distributed and briefly reviewed a draft spreadsheet which she developed and which begins to align the current and projected key industries and employment sectors within Bennington County with the specific programs offered by the CDC. In subsequent discussion, Oyama noted that CDC students are tracked for college and work experience subsequent to graduation. Bacon suggested that one way to look at the strengths and weaknesses of the CDC offerings is to compare course enrollment with economic and workforce needs, and to give careful consideration to those programs which are consistently under-enrolled and do not align with economic and workforce projections, and to reassign resources accordingly. In response, Lamb agreed with the idea of looking at a business-community-driven curriculum, but also cautioned that even though some programs may not align with areas of major employment, there are smaller business which do require technically skilled labor, in Bennington County as well as in the entire region, and many of the CDC programs provide that training. Oyama also noted that a balance needs to be struck between student interest and local business needs as well as regional, state, and national workforce requirements and opportunities. Oyama also noted that several of the currently 'non-aligned' programs (forestry, building trades, horticulture, and automotive) are frequently entrepreneurial occupations with people starting their own businesses, and should be listed as such. Members then engaged in an extended discussion about how to develop a process to legitimately review on a regular basis the viability of CDC program offerings, the ways in which more students could be attracted to the CDC, and the ways in which the CDC can support the local business workforce needs and growth projections, noting that
 - the law enforcement and fire fighting programs provide training required for municipal service needs
 - once a program is deleted, like culinary arts, it's very expensive to bring that program back
 - workforce needs differ significantly from one part of the state to another: what

- 1 Barre needs is totally different from what Essex Junction needs
2 - there could be a need for new programs which are not listed in the key industry
3 projections, such as a heating, cooling, and ventilating program (an additional
4 component to the building trades program or a stand alone program?)
5 - Human Services should also be listed as an Educational Services
6 - given the aging CDC teacher population, there will be opportunity to rearrange
7 program offerings in the near future.

8 In concluding discussion, Bacon agreed to review and revise the draft of the 'alignment'
9 document consistent with the discussion above, and to review that document with members
10 of the Alignment Committee and then determine next steps.

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- 12 7. Other: Oyama noted that a CDC teacher has recently resigned and that there may be a need
13 to reassemble an interview committee.

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15 After members and staff agreed to meet 1/10/06 at 4:00pm, in the CDC Conference Room, Lamb
16 moved and Bacon seconded a motion to adjourn. The motion passed unanimously and the
17 meeting adjourned at 5:15pm.

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