

Instructional/SPED Subcommittee

Tuesday, July 29, 2014
3:30 PM

School Administration Building
417 Rock Street
Fall River, MA 02720

AGENDA

Discussion:

- CVTE proposal consultation with the Department of Elementary and Secondary Education.

MINUTES

At 3:34 PM Mr. Martins, Chair of the subcommittee, asked for a roll call for attendance. A roll call for attendance showed Mr. Andrade, Mr. Martins and Mrs. Panchley were present.

He then read the open meeting law.

Also present were Superintendent Mayo-Brown, Dr. Fran Roy, Principal Paul Marshall, and members of the press.

Mr. Martins explained that this meeting was a one item agenda to discuss a proposal with the Department of Elementary and Secondary Education (DESE) on the creation of combining programs and having them as approvable Career Vocational and Technical (CVTE) programs. He then asked Madame Superintendent who they would be speaking to.

Superintendent Mayo-Brown said Gary Gomes.

Mr. Martins said before they contacted Mr. Gomes, he had sent the Superintendent material which he thought everyone had. He asked if there were any questions regarding the material.

There were no questions.

Mr. Martins said hearing none, he assumed that the material was understandable and they could contact Mr. Gomes.

Superintendent Mayo-Brown made the phone call to Mr. Gomes on speaker phone.

Mr. Gomes asked if he could transfer the call to another phone which he did.

When Mr. Gomes returned, he introduced Larry DeSalvatore who was also in the room with him.

Superintendent Mayo-Brown explained that they were in open public meeting and she was going to turn it over to Mr. Martins who is the Chair of the subcommittee. She clarified again that he was in open meeting with the Instructional subcommittee.

Mr. Martins thanked them for agreeing to participate.

Transcriber's Note: Mr. Kevin Almeida entered the room at this time.

Mr. Martins asked that everyone in the room introduce themselves so that Mr. Gomes and Mr. DeSalvatore knew who they were speaking with. Mr. Martins also explained, as the Superintendent had stated, that they were in open public meeting which was also being videotaped and recorded.

Introductions were made with those present.

Mr. Martins said that he had sent an email to Dr. Wulfson and asked him to forward it to Mr. Gomes so that he would have the document beforehand to review prior to the meeting. He asked Mr. Gomes if he received the document.

Mr. Gomes said he had.

Mr. Martins said the concept is that Durfee has many programs and they are one credit, one year programs. He proposed to the School Committee - and it was voted to look into it further - in regards to seeing if the programs can be combined to be a 25% student time Perkins approved Chapter 74, Department of Education approved program as a vocational program. The career and technical schools that they have in the state, most of them are on a 50% time in that students are in academic session for 50% of their time and the other 50% of their time they are in a vocational shop setting. There are other schools like Durfee that are 40% where the students are in a vocational environment 40% of their time and in an academic environment 60% of the time. Then there is a relatively new CVTE which is two periods per day, 25% of the students time in a career setting with the 75% of their time being in a regular academic arrangement.

Transcriber's Note: School Committeeman Paul Hart entered the room during this discussion.

Mr. Martins asked Mr. Gomes if he agreed with what he had indicated.

Mr. Gomes said it is actually not accurate in terms of the way the programs organized. He explained that they have two types of programs one being Perkins approved programs and the other is Chapter 74 or state career vocational technical education programs. Perkins programs require a sequence of two career technical courses. He used examples of auto mechanic one and auto mechanic two; radio TV broadcasting one and radio TV broadcasting two. They need at least a sequence of two courses to make a Perkins program.

Mr. Martins agreed.

Mr. Gomes said that that does not require approval from DESE. Fall River can designate any program sequence as long as it is two career technical courses and as long as it meets the criteria that they had emailed.

Mr. Martin said that is the twelve approval factors.

Mr. Gomes said that was correct. The minimum standard has to be that they have two technical courses. It cannot be a technical course and an academic course. He also noted that the courses don't have to be taken together. One can be taken sophomore year and one can be taken in the junior year, etc. They do not have to be back to back.

Mr. Gomes went on to explain that Chapter 74 is really the State. He noted that Perkins does not affect allocations of funding and is really just a designation of the school that is reported. The allocation for Perkins is based more on demographic factors such as unemployment rates, etc.

Mr. Martins asked if he could interrupt on that point that Perkins is federal dollars that come in to the State and then are reallocated to individual school districts based on the number of students they have in a Perkins approved program.

Mr. Gomes said not necessarily and the reason he is saying that is because the demographic factors are the only thing that is looked at for Perkins.

Mr. Martins asked if the students meet the demographic requirements, then the more students that they have that fit the demographic criteria of being in a Perkins program and there is a Perkins approved program for the student to go into, then there could be an increase in funding just for the Perkins Grant, not Chapter 74.

Mr. Gomes said no; it is solely based upon demographic factors and not upon how many students they have enrolled in a Perkins program. It is based more upon the overall socio-economic condition of the area.

Mr. Martins questioned if he meant the geographic area of the City of Fall River.

Mr. Gomes said that was correct.

Mr. DeSalvatore explained that the amount of money that comes into Fall River for Perkins is going to be the same whether or not there is a program being proposed for Durfee. What ends up happening is the district will have to make a different allocation plan if Durfee is in the mix or if they are not but the dollars do not change.

Mr. Gomes said that is exactly right. He explained that the fact that Durfee is in the same district with Diman tends to bring down the allocation a little bit because some of Fall River's money based upon population factors goes to Diman because they serve Fall River students as well.

Mr. Martins said absolutely.

Mr. Gomes said that is how they "lose money" but it is essentially shared by allocation.

Mr. Martins said that he agrees with the shared allocation but did not know it was a fixed amount no matter how many students are involved.

Mr. Gomes said that was correct.

Mr. Martins said he thought there was a fixed amount of money from Perkins Grant that was then distributed to Diman and Fall River based on the ratio of students in the program.

Mr. Gomes explained that Diman gets a share based upon what it represents of the demographics of the area. So essentially there is more or less an even split. Diman will get a predetermined certain amount of money and Durfee will get a predetermined certain amount of money not based upon how the demographics breakout but based upon an estimate of the population that each district represents.

Mr. Martins asked if more students go to either one of those schools, does that affect the amount of Perkins dollars.

Mr. Gomes said no.

Mr. Martins said okay. He continued by saying one issue is the Perkins amount and the other is Chapter 74. When he reviewed the manuals, it indicated to him that a two period program, provided that it meets the twelve characteristics that are on the check list, they can receive Chapter 74 funding for.

Mr. Gomes said not necessarily. He explained that Chapter 74 is actually an application process. He gave a little background to clear up how the two got confused explaining that essentially when Perkins 4 came out there was a lot of overlap between the required elements of programs. They are not identical. They are two different approval processes. He pointed out that they do not need DESE's approval to do a Perkins program and can declare themselves to have a Perkins program. Under Chapter 74, they have to meet seven major criteria. They have to show labor market demand and adequate facility because there are minimum recommended space requirements. A Chapter 74 program has to be conducted according to the frameworks for that particular area of study. They can view the frameworks on the website and the program has to be designed according to those. There is no time element in this. The 40% he heard Mr. Martins referring to was a suggested figure and not a mandatory figure. There is no minimum requirement in terms of time. The minimum requirement is making sure that the students address the frameworks that are contained on the website.

Mr. Martin said he understands.

Mr. Gomes said they will obviously we need a certain amount of time to get all the frameworks done but it there is no time requirement.

Mr. Martins said he understands the difference between Perkins being federal dollars and Chapter 74 being State dollars. He also understands that the funding for Perkins is the federal dollars coming down and it is determined upon the demographics of the community and that the amount of Perkins dollars that Diman receives versus what Fall River receives is equal.

Mr. Martins said the issue now is about Chapter 74. Diman is at a 50% time factor. Durfee's vocational programs are at a 40% time factor which is acceptable. Then there is what he is looking at as far as the standard is concerned. Standard 2 indicates the program includes a sequence of courses and the sequence of courses includes at least two technical courses in the same occupational field and academic courses. A technical course is a course that provides individuals with technical knowledge and skills. That is the premise in which he had put his proposal together. In his material to Mr. Gomes, he stated that they have not gotten to the point of adhering to all of the twelve standards. He pointed out that Mr. Gomes had mentioned seven.

Mr. Gomes said there are seven in Chapter 74 and twelve in Perkins. Some people erroneously refer to ten factors but there only seven in Chapter 74.

Mr. Martin said okay but questioned if those seven were contained within the twelve of Perkins.

Mr. Gomes said there is a bit of an overlap and was intentional to make the Perkins programs high-quality. However, they are two distinct programs and two distinct activities. For Chapter 74, they have to look at the frameworks on DESE's webpage which cover everything from safety, academic skills, etc. How they are covered is largely an individual school matter as long as they can show they are covering the frameworks. If they are interested in increasing their Chapter 70 allocation, it is wiser to focus on the Chapter 74 application because that will actually increase their Chapter 70 allocation.

Mr. Martins said he agreed and that is why his efforts. It does have advantages which he has researched. In other states the two classes per day is highly popular and the intent is to increase the number of students going on to post-secondary education and also to provide students with some information and skills within a career of their interest. This is why he put this proposal together.

Mr. Martins said as Mr. Gomes was speaking he was perusing the Massachusetts Department of Education's Chapter 74 manual and on page 15 it does make reference to the 40% and 50% length of school day. He can understand that is Perkins but he wants to concentrate on Chapter 74.

Mr. Martins asked if anyone had questions regarding Perkins before moving on.

Mr. Andrade said the only question he had is if the Perkins funds are automatically allocated based on the demographics or if there is some paperwork or application process that is necessary.

Mr. Gomes answered directly by saying that they are automatically allocated. The State has to disseminate 85% of the entire Perkins grant to local school districts and post-secondary institutions.

Mr. Martins said the State needs some of the money for Skills USA.

Mr. Gomes said that was right and explained there are three categories of funds out of Perkins. One is administration which is 5% of the budget; the other one is leadership which can be up to 5%; the other one is leadership(?) which can be up to 10% and that is what Skills USA is taken out of. They also give some money to other student organizations and provide some training throughout the State with that 10% as well.

Mr. Martins asked if anyone else had any other questions for Perkins and they did not.

Mr. Martins said he would now like to concentrate on the Chapter 74 issue. Mr. Gomes had indicated that there are seven standards. He is looking at the Perkins twelve standards but those seven are within those twelve.

Mr. Gomes said there is some overlap in the way Perkins is written in the Chapter 74 regulations are written but the process for approval for Chapter 74 is much more rigorous. He asked if they had seen the Chapter 74 regulations.

Mr. Martins said he had not. He had been going by the application package for new programs from the DESE.

Mr. Gomes and Mr. Martins had some back and forth discussion about the application package to see if it was the correct document.

Mr. Martins said he understands they have a lot of work to do and there are seven standards that must be met. One of those is the labor market demand where they have to put together the fact that there is a demand for what they are proposing to do. The program also has to have an advisory committee. Then they have to have the facilities and equipment as a standard. They have to meet those seven standards in order to make it work.

Mr. Gomes interrupted saying there actually are ten standards but there are seven that apply to all programs. He apologized for the mistake.

Mr. Martins said they have to work at achieving those standards. Mr. Martins explained the FRED-TV program as one of the programs they have that is one period per day for the entire year and is a one credit. He also explained that there is graphic communications which is also a one period program. In his material to Mr. Gomes, he had proposed that those two programs be combined as one portion of the entire proposal. They could be combined and may end up having another and would be two periods per day. His argument is that those two programs are vocational in nature because of the fact that people do make a living graphic design and people do make a living out of broadcasting.

Mr. Martins continued by saying they can have all kinds of examples and he contends that if these two programs were to merge that they would qualify as a two career technical periods of a joint program. He fully understands that the regular academic classes are necessary no matter what program they have as a vocational program.

Mr. Gomes said he thought Mr. Martins was making it more complicated than he had to and explained that they have a radio and television framework which includes components of animation. There is nothing stopping them from including components in their radio and television curriculum. He encouraged the committee to look at other comprehensive high schools in the area that have approved Chapter 74 programs. They are doing it under one program framework and are not having to combine frameworks.

Mr. Gomes added that they also cannot duplicate what Diman is doing. He noted it is easier to get approval if Diman approves. They have to show to the Commissioner that there is enough demand in an area to support the specific field. The Commissioner will look at the application and make a decision as to whether or not to allow two similar programs coexisting within a few miles of each other.

Mr. Martins said he understood that.

Mr. Gomes said they may want to check with Dighton-Rehoboth. They just set up a radio and television broadcasting program and they have a lot of the components that Mr. Martins identified. He stated again that they do not have to merge programs in order to make a Chapter 74 program. They just have to look at the frameworks and design the program so it addresses the frameworks.

Mr. Martins said one of the goals was to have as many courses as possible to suit the needs of a variety of students. They can look at Dighton-Rehoboth's program and see how they could create another course or another program similar to it. However, there are currently programs in place and he is looking to see what programs they could have that if taken together would qualify as a Chapter 74 program. Stand-alone they do not.

Mr. Marshall said Mr. Gomes mentioned something that he was curious about. He started to talk about combining frameworks and asked if he could expand on that.

Mr. Gomes said essentially if they were to apply under Chapter 74, they would have to pick one framework because they would have to get a licensed teacher to lead that particular program. They have to get a person that is vocationally technically licensed and that should be the lead teacher. They do not have to combine frameworks in order to come up with the kind of program design that they are trying to achieve. He clarified that they do not have to take a graphics program and merge it with a radio and television program in order to have a valid program. They can take a radio and television program and have a heavy animation component or video design component in the program.

Mr. Gomes continued that the key thing to look at is the vocational technical education frameworks. He thought they would find a lot of programs where the frameworks are flexible enough to accommodate a few different kinds of activities for the students. He cautioned that they do want to make sure that they end up with one specific set of occupational goals when students leave that particular program. They can anchor on other occupational goals to those and make them a small part of the program.

He said that one of the best examples he can think of is that a lot of programs combine metal fabrication and welding. They are related disciplines and go well together. Some programs will combine carpentry and cabinet making but the primary framework they are following is carpentry.

Mr. Marshall said they currently have a Chapter 74 approved program in graphics and asked if he was suggesting that they take a look at those standards and try to couple them with TV and communications.

Mr. Gomes said he would not if they already have a graphics approved program. They should keep the approved Chapter 74 graphics approved program and open up a separate radio and television program.

Mr. Marshall asked if his recommendation is to take a look at those as separate but see where the crossovers are.

Mr. Gomes said yes and they could have certain components taught by the graphics teachers as part of the Chapter 74 but is a lot easier to get approval if they are not merging. They like programs to be imaginative but don't want it looked at in terms of not being able to tell if it is a radio/TV program or a graphics program. He added that he did not see the advantage of merging it with another program.

Mr. Marshall said he was just trying to get clarification of what Mr. Gomes was explaining.

Mr. Gomes said they could essentially have a graphic subcomponent of animation or something along those lines as part of the radio and television program. However, he would recommend trying to make it a standalone program. If they are going to make a radio and TV broadcasting program, make it just that/a primary focus.

Mr. Martins said he could understand that and asked if combining radio and television broadcasting and with "non-academic" programs such as journalism would qualify as a two period per day program.

Mr. DeSalvatore said he thinks where Mr. Martins is going with this reminds him of a project that he just finished doing before coming to work for DESE. It was for small charter school in

Providence and they were looking to create a theater program for Perkins. It is not exactly the same but they asked him to research theater programs throughout the country. What he found was that theater programs tended to have sub tracks such as acting, technical theater, and musical theater. All students had the same foundational courses but after that the subsequent courses were more specific to the subject sub track.

Mr. Martins said that was exactly his point.

Mr. Gomes said they can do whatever they like in terms of add-ons to the program as long as the frameworks are met.

Mr. Martins said using the analogy of the theater and that those students that took two classes of a theater and a supporting class; those students would be counted as Chapter 74 and those that only took the theater would not be.

Mr. Gomes said they do not have a Chapter 74 theater framework but they have 44 approved frameworks that could guide them with the programs they can submit an application under Chapter 74. They are all pre-designated areas and are essentially the approved Chapter 74 programs.

Mr. Marshall said if he understands correctly, Mr. Gomes is saying is that it is more about the frameworks rather than the time spent. If they are able to take a look at the 44 programs that he described and look at the frameworks that are required to meet those standards; it is really about figuring out how those standards are being met and not a particular percentage of time. The 40 or 50% is more of a suggested ratio based on what was embedded in those frameworks to be able to meet them.

Mr. Gomes said the time was more of a historical red reference of what traditionally consisted of a Chapter 74 course but with Ed Reform the idea of a number of hours went out the window. They will have to make sure they can fit all the frameworks in and to a certain extent will be close to 40% of course time but not necessarily. It depends on the curriculum, school schedule, and on whether or not they can get the Chapter 74 licensed teachers to teach the course work. He knows there are Chapter 74 programs at Durfee currently so they can use those as models or look at similar communities. He thought Attleboro was a good example.

Mr. Martins asked regarding Chapter 74 programs vs. non-Chapter 74 programs; the Chapter 74 programs do cost more and thus the reimbursement/state aid through Chapter 70 is what the community receives. The programs that they are talking about, assuming that they meet the 10 criteria and get all the necessary things; the programs would be funded as a Chapter 74 program at the higher rate.

Mr. Gomes said if they submit an application, they have to give an approval by October 1st. He explained a little bit of the process. If they completed everything within the next month and a half and by October 1st DESE visited and everything checked out, they would not get their reimbursement this year, but in the following year's budget.

Mr. Martins said he understood.

Mr. Gomes said it gets pushed back a year. He noted that something to keep in mind was that they can use Perkins funds to help start a Chapter 74 program as long as it is not supplanting the local

funds. That can be done for up to three years. There are ways they can get help before they actually get approval.

Mr. Andrade said if they are talking about the FRED-TV program specifically; he believes that the equipment is up-to-date but asked if there were restrictions in terms of the amount of space needed for specific programs.

Mr. Gomes said (in response to using FRED-TV as the example) there is a minimum suggested space requirement but it is not mandatory. If it becomes a safety issue, then that may hinder it. The space requirements apply more to new construction and they have to come down to the school to see what it looks like to see if it can accommodate the students that are planning on being served. He referred Mr. Martins to the Perkins manual where he could see that it is recommended.

Mrs. Panchley said she thought what was said was that they could have a course in a Chapter 74 approved program which could also be open to other students on an elective basis. It would not be exclusive to the students in the Chapter 74 program.

Mr. Gomes said that was correct as long as they did not exclude Chapter 74 students. When they become Chapter 74, they have to have an admission policy. If they have the capacity, there is no reason to keep a student out of that particular course.

Mrs. Panchley said a Chapter 74 student would take priority but if there were empty seats, then other students could be allowed into the course.

Mr. Gomes said it would be wasteful not to but they could not be recorded as Chapter 74 students for reimbursement purposes.

Mr. Martins said ELA would not be considered as a regular Chapter 74 program because that is required of everything.

Mr. Gomes said they are going to be posting new frameworks in September but in the old frameworks they talk a lot about the integration of academics and technical skills. The easiest example he could give was certain courses require a certain amount of technical skill but most courses require mathematics. They look for integration of math, ELA, etc. within the vocational technical programs.

Mr. Martins said the four core subjects of ELA, math, science and social studies are required no matter what career is chosen and they would not be considered as any program within a Chapter 74 CVTE approved course which he understood.

Mr. Gomes said it was important to keep in mind that the teacher has to be vocationally technically licensed for the primary field in which the student is being taught.

Mr. Martins asked as an example if they offered a course of statistics as part of the radio and TV curricula, if it meant that the teacher of statistics has to be vocationally licensed.

Mr. Gomes said no, they would have to be licensed in the field they are teaching. He used as an example if the program is primarily a metal fabrication program, the primary teacher cannot be a welding teacher; they have to be a metal fabrication teacher. For teaching other parts of the curriculum, they can have a welding teacher, etc.

Superintendent Mayo-Brown said she was looking at the frameworks for engineering technology and Durfee currently has Project Lead the Way (PLTW) where students are taking Introduction to Design, Principle of Design, Digital Electronics; as she looks at those frameworks, she does not see a reason to not consider that a Chapter 74 program after they go through the approval process. She asked if that was correct.

Mr. Gomes said if it meets every standard. He cannot promise it would meet Chapter 74 approval but based on what she told him, it sounded reasonable.

Superintendent Mayo-Brown further explained that the students are taking one course per year in PLTW.

Mr. Gomes said they would have to look at the entire program and see how it is framed.

Superintendent Mayo-Brown said if they are saying to them as long as the competencies in the frameworks are met, it is not about seat time but about competency time.

Mr. Gomes said that is correct.

Superintendent Mayo-Brown said as she looks at the framework as it is laid out and her knowledge of PLTW, she thinks they could make a case for it but it would not be 40% of the students' time. The course curriculum for PLTW as she knows it is going to allow students to demonstrate the competencies.

Mr. DeSalvatore for his own edification asked Mr. Gomes if a school district is thinking about Chapter 74 in a few different areas, if it is beneficial to do it all at once or to stagger it over successive applications.

Mr. Gomes said it depends on what the school department wants to do and how much time they have because it can be time consuming. Mr. Gomes continued by going back to Madame Superintendent's question and said if it matches up with the curriculum and frameworks then it typically will meet the criteria.

Mr. Marshall said looking at the application process to continue with the Superintendent's train of thought; it would be part of the application process to take a look at the framework, they would present their "case", and then they would be reviewed by DESE to either say it does or does not meet the standard.

Mr. Gomes said that is exactly how it works.

Mr. Marshall asked if the three findings that could come down would be:

1. It doesn't meet the standard.
2. It meets the standard to a particular point and something needs to be added.
3. It does meet the standard.

Mr. Gomes said yes. He said they want the Chapter 74 programs to be quality programs and as consistent as possible across the State.

Mr. Martins said he would like to revisit the time and what the Superintendent referenced. He asked if in STEM, if part of that were digital electronics and a student took that course only; would that be

considered as a Chapter 74 program or would the students have to take another course of STEM with it in order for it to be classified as a Chapter 74 program.

Mr. Gomes said he thought Mr. Martins was focusing too heavily on courses and not enough on design. It depends on what the course covers.

Superintendent Mayo-Brown asked if they can meet the frameworks in their own unique way, school specific.

Mr. Gomes said that is true. They do not have uniform curriculum.

Mr. Andrade said that the students that are currently enrolled in PLTW are taking advanced math and science courses which are essential to that field.

Mr. Marshall said that was correct.

Mr. Gomes said a lot of schools have engineering programs from PLTW curriculum so they are not wrong about that.

Mr. Marshall asked if Blue Hills was one of those.

Mr. Gomes said he believed so. If they plan on going after this in a big way he thought they should talk to other schools so they can benefit from other districts experience.

Superintendent Mayo-Brown asked if there were any down sides for increasing the number of Chapter 74 programs in a comprehensive high school.

Mr. Gomes said he cannot think of any but they may have an issue with Diman not being crazy about it. They will need to justify the demand.

Superintendent Mayo-Brown said that the one thing that she has heard from superintendents that have considered this is the limitations on the number of students that can access the program.

Mr. Gomes said there are recommended caseloads for certain programs so they have to take that into account. There are student/teacher ratios for certain programs. He noted that cosmetology is etched in stone and is set by the State Board of Cosmetology and not DESE. He also said they have to be cognizant of what kind of quality of instruction they are giving the student because Chapter 74 is a much more hands on curriculum. Some are not conventional classrooms and have a lot of hands on work so smaller ratios are wiser. He also said there are safety standards for Chapter 74 and they are much more rigid than for other programs. They have to comply with OSHA standards which means even though they may be getting more money, they may have to pay more money for safety equipment. It depends on the program design.

Mr. Hart asked if the labor market trends were for Fall River or if it was for the county, etc.

Mr. Gomes said it could go beyond the city. He knows the area and it is a tough area but there is demand within 50 miles of the city for a lot of these occupations.

Mr. Hart said he was thinking about healthcare and social work which he looked at trends for and healthcare is very big and will grow. He asked Mr. Gomes if there were other trends.

Mr. Gomes said it differs from school district to school district. Almost everyone has healthcare. They want to avoid over training and then have people who can't find work. They have to look at the data and make sure it is reliable and make sure it is not going to saturate the market. They are not only competing with Diman but also Bristol Community College to a certain extent.

Dr. Roy said she was concerned about the certification and the example that the Superintendent was giving about PLTW. The people teaching PLTW right now are science certified and not necessarily technical education certified. She wondered if that is a conflict.

Mr. Gomes said it is not a conflict but they would have to have a vocationally licensed teacher teaching the primary(?) program.

Mr. Marshall said other communities have done PLTW as an entry into the engineering and asked Mr. Gomes if he would suggest that they meet with them to see how they have worked on their certification.

Mr. Gomes said he always thinks it is a good idea to see how others have approached it.

Mr. Marshall asked about PLTW certifications noting that some of the teachers may not have worked in the industry before but are certified to do the course work. It is his understanding that in order for teachers to be considered for vocational licenses, they have to have worked in the industry. He asked if that was correct.

Mr. Gomes said it is his understanding that every vocational license has to have a work component to it. He said they can get more information by looking at the licensure website and he would also forward the name of someone they could speak to about the requirements.

Mr. Martins asked if there were any other questions and there were none. He thanked Mr. Gomes and Mr. DeSalvatore for their participation in the teleconference. It was very informative.

Mr. Gomes asked if Michelle Sylvaria was still their CVTE Director.

Superintendent Mayo-Brown said she is transitioning to the Associate Principal role at Durfee. She is on site.

Mr. Gomes asked if they had a director.

Superintendent Mayo-Brown said they do not at the moment.

Mr. Gomes said if they need further information, they have his contact information.

The teleconference concluded at approximately 5:10 PM.

Mr. Andrade said he was glad they arranged that and it was very informative and productive.

Mr. Martins said it looked like it was much broader than what he had envisioned which is to their advantage.

Superintendent Mayo-Brown said definitely.

Mr. Martins said CVTE is not for every student and some students would not want any part of it but others will.

Superintendent Mayo-Brown said there are a number of programs that he is aware of (radio/TV, biotechnology, and engineering). If they are not bound by seat time requirements and putting courses together; she would suggest they are ready to go in terms of the application. She thought the licensure piece would be tricky but thought that there were a number of programs they could put through the application process pretty quickly.

Mr. Marshall agreed.

Mr. Martins said absolutely with the end result being that they would receive more state aid to support the programs.

Mrs. Panchley thought they should look at programs where the cost was not going to outweigh the return.

Mr. Andrade thought the ones that were mentioned would not be costly.

Mrs. Panchley and Superintendent Mayo-Brown agreed.

Mr. Marshall said as he looked at the timelines, applications need to be in by April 2nd.

Mr. Martins said they are almost starting a new school year and he would not expect this to be done by October 1st but they could certainly move forward and contemplate what they can do to increase CVTE programs and getting the additional funding.

Superintendent Mayo-Brown said to his point, there are already students in programs. It may not be for everyone, but they already have a lot of kids in the three programs they were discussing. She thought they could probably think of a couple more and get the funding for them.

Mr. Andrade said interestingly, with the PLTW they have students that would not be traditionally considered vocational students.

Mrs. Panchley commended Mr. Martins for pushing the conversation and hopefully bringing more money into the district.

There were no further comments or questions.

MOTION: Mr. Martins – Mrs. Panchley: To adjourn.		
All were in favor	None opposed	Meeting adjourned at 5:14 PM

Respectfully submitted,



Interim Administrative Assistant for
School Committee Services

Please note: A videotape/DVD of this meeting is on file in the School Committee Office and is available for review by contacting the Interim Administrative Assistant for School Committee Services.