

**Magnet Steering Committee Meeting Minutes**  
**January 28, 2016**  
**4-6 p.m.**  
**Gheens Academy**

Members Present:

✓	William Allen	✓	Sam Cowan	✓	Zina Knight	✓	Wendy Robertson	✓	Trina Steiden
	David Baugh	✓	Giselle Danger-Mercaderes		John Marshall	✓	Chlise Robinson		Milan Bailey
✓	Tammy Berlin	✓	Barbara Dempsey	✓	Kathy McGinnis	✓	Mike Shelton		
	Enakshi Bose	✓	Charles Dixon	✓	Beverly Chester Burton	✓	Cassandra Shepherd		
	Karen Branham	✓	Bryce Hibbard	✓	Michelle Pennix		Shantai Tudor		
✓	Chris Burba	✓	Michael Hirn	✓	Shantel Reed		Felicia Young		

The meeting began at approximately 4:14 p.m.

Pam Royster presented on 5 STAR Schools, Career Technical Education (CTE), and high school magnets. Pam works with secondary schools to make sure students are prepared for and propelled to post-secondary education or career.

- Brief overview of similarities, differences, and overlap between 5 STAR programs, CTE programs, and magnet school programs.
  - CTE task force was established in 2008-09 to think about the future of career and technical education. Wanted to make sure students had access to the right programs, change perceptions and structure. Heard from business leaders that system produced kids that work with their hands and kids who work with their head, which does not help students in the real world. These two worlds need to be blended.
  - The 10 recommendations from task force became the basis of the 5 STAR Schools.
  - Greater Louisville Inc (GLI) identified high area business sections, which became the 5 themes that are available in the 3 networks.
  - The goal is for students to select a high school based on a general interest in a career. Freshman would have an academy experience and at the end of the freshman year, they select a major. Students would be grouped in English, math and social studies based on the major/theme. Once pathway is completed, students will have some sort of completion certificate.
  - Project based learning—learning becomes more cohesive
- Career and Technical Education is a federally funded program to support schools in providing students with skills necessary for a successful transition to postsecondary education or work.

- Has a specific set of skills/careers which are supported.
- CTE and 5 STAR overlap, but not all of 5 Star is CTE.
- This is important distinction due to federal funding, reporting structure, and state accountability (career readiness – can only call students “career ready” in CTE programs).
- Why are the same five program choices offered across three JCPS networks? Each network addresses program in a different way. For example with engineering, Jeffersontown has more of a robotics manufacturing focus; Shawnee—flight and logistics; Iroquois—building trades. These program differences evolved from existing facility and equipment structures in place.
- We now try to be very intentional about helping students have experiences so they have a better idea of which careers might work for them as they enter high school.

Questions for Pam Royster from steering committee members:

- What is Ford NGL and how related to 5 STAR programs?  
Ford NGL master plan is a national program connected to Ford Manufacturing to help schools in their community to implement career readiness. Ford NGL provides the structure of the 5 star schools, how districts should develop and implement.
- Do we track how many students come out of programs and transition to career?  
CTE programs in particular require student tracking for funding, and they use labor statistics to help figure out employment themes. Schools use enrollment information about programs to determine what they are able to offer and fulfill. It’s been challenging to track 5 STAR student progress and post-secondary choices until recently due to lack of single system and common codes to monitor cohorts of students. We now have student tracking system and will be able to monitor cohorts of students progressing through programs and after. Still a challenge to follow students into post-secondary if they do not provide information on plans, contact information.
- How does the district decide on the number of seats for 5 STAR and magnet programs?  
The number of students in each program is somewhat driven by student interest and request. JA Aspire is one way to generate interest —walk 8<sup>th</sup> grade students through a job experience.
- One of the goals is to move toward National Career Academy standards in the schools

The committee moved on to regular meeting topics.

- Time was given for additional questions about the Needs Assessment Report and data spreadsheets delivered to committee members (no questions were posed at the time).
- The facilitator briefly reminded committee of next steps, including the intent to draft a full committee work plan (framework drafted and shared via email), present an update to Board in March or April on committee progress, and identify a community engagement opportunity to occur in May.
- Steering committee members then broke into four subcommittees for an initial meeting to discuss the following issues: (1) subcommittee protocols (e.g., when and how to meet), (2) begin planning tasks and timelines around prioritized work assigned to subcommittee (based on consensus by Core Team), and (3) identify any tasks/products

that could be finished and presented to the Board by May 2016 (for implementation in schools in 2017-18). Each subcommittee received worksheets that could be used to list tasks, start and end dates, and potential products of work. Subcommittees also were asked to think about the community feedback/engagement opportunity relative to their work (e.g., what do you want to receive feedback on?). Finally, subcommittees were asked to provide their draft plans to the facilitators by February 11 (one week prior to next scheduled meeting).

The steering committee adjourned at 5:58pm.

# Magnet Steering Committee

Connection to 5-Star Schools

January 28, 2016

Pamela Royster

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## Interconnected and Interdepartmental

M/O	CTE	5 Star
Magnet and Option School Choice (Codes and legacy programs)	Career and Technical Education (Perkins Act) Coded in TEDS by pathway	5 Star Schools Career Themes Ford Next Generation Learning Majors coded in Infinite Campus

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## 5 Star Start: CTE Task Force

- School-to-Career Task Force Created by Superintendent Sheldon Berman
  - 2 principals, 4 teachers, 2 counselors, 4 district personnel, 8 business leaders, 3 labor leaders, 2 government leaders, 2 post-secondary leaders, and 1 school board member
- Spurred by teachers concerned about the viability and future of career and technical education program in JCPS High Schools



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## Ten "Retooling" Recommendations

- Group existing CTE programs into 5 overarching themes
- Divide the district's 15 comprehensive high schools (excluding magnets and special programs) into 3 regions with each high school in the region offering one of the five themes
- Provide vertically connected curriculum into post-secondary options for all levels of rigor from technical skills to professional careers
- Establish more comprehensive career exposure and planning in middle schools
- Increase the integration of academic and technical curricula
- Implement career exploration through a Freshman Academy model
- Offer multiple points of entry into CTE programs at each school
- Organize grades 10 to 12 into 3 to 7 smaller learning communities or Schools of Study
- Redesign advisory systems to provide more appropriate student to adult ratio
- Work with state legislature to restructure accountability assessment system and unify leadership of state run CTE programs.

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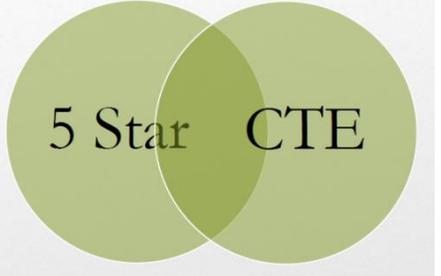
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## Schools of Study/Academies



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## Career and Technical Education

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**Mission:** The mission of Career and Technical Education is to assist schools in providing students with skills necessary for a successful transition to postsecondary education or work and a desire for life-long learning in a global society.

**Purpose:** Career and Technical Education is an essential component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of Kentucky's educational system. The percentage of students making successful transitions is a component of the high school accountability index.

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## Magnet/Option Systems

Network 1

Network 2

Network 3

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## Interconnected and Interdepartmental



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## Questions? – How can I help?



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# Subcommittee Planning

- ▶ **Decide on subcommittee protocols**
  - ▶ How will you meet? (in-person, email, conference call)
  - ▶ When will you meet? (please alert facilitators in advance)
  - ▶ Person responsible for taking and communicating minutes to facilitators
  
- ▶ **Use planning worksheets to complete subcommittee work projections (by Feb 11th)**
  1. What do we need to do and when?
  2. What tasks can be completed by May 2016?

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