

Aligning Education to Careers Team Notes – April 8, 2010

Next meeting: May 6 from 5:00-6:30 pm

Focus: Actions the team can take in each of the focus areas in the next 90 days

Homework:

What is the action in each of the focus areas over the next 90 days to see movement? (The actions are the tool for engaging more of the community in these efforts - things the teams will bring to the community – these are the things we need your help to do.)

Like the other four action teams, this team continued to work on putting together their Action Plan (A3) and looked closely at the potential areas of focus they have explored over the past few months. The team really dug deeper into thinking through what action areas/measures would drive change and decided the first areas the team will focus on are:

1. Students being successful beyond high school
 2. Youth identifying goals
 3. Community participation
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1. **Students' success beyond high school** – a first step would be to measure where our young people are 1-2 years after high school and 4 years after high school. The team could work with Granite State College on this data collection.
 2. **Youth identifying goals** – dialogue about what the frame for this should be. Is it simply using the word 'goals'? Is 'life' goals too overwhelming? Would 'career' goals be appropriate since most adults will have several jobs if not different careers over their life time? It's not about picking a career per se - it is more than having the goals - it is helping kids to think through the implications and mapping out what steps they would need to take.
Ex 1: if a student says they want to be in the medical profession and further conversation shows they don't like science, continue the conversation beyond simply voicing a goal. And, how do we get the community involved in these conversations with our young people?
Ex 2: in another community, 80% of students on a survey said they were going to go to college. Follow-up showed only 30% did. How can the community help students take the steps to get there?
 3. **Community participation** – team discussed that achieving much broader community participation in the schools would be a major achievement and would have great benefits for the kids.
 - There is not an absence of people willing to help. There is the lack of structure to connect/align the efforts of the community and schools.
 - Retirees don't have a basic understanding of what is going on with kids, that these are our children and what the costs are of kids not succeeding.
 - Report out from Leadership MWV education session the day before was that the overall sense of the attendees is that they are 120% interested in improving outcomes for kids; inspiring; a lot of potential enthusiasm, seeing an environment that people are ready, receptive. There is also energy and existing efforts among community education leaders at Kennett High School (Neal Moylan, Penny Kittle) and White Mountain Community College (Elaine Millen). Need to learn more about local efforts already under way.
 - 30% of kids are entering KHS not proficient in reading, 40% not proficient in math. There is an attitude that the issues of poverty, etc. that impact this are not 'our' issues and there is a

community question around whether the schools should have any role to address these issues.

Value added of group

The team had a serious conversation and questions about what the role of this action team can realistically be. What is the group's expertise? Authority?

- Education reform is not the focus of this group. Systemic reform is complex and would need expertise and leadership within the system, probably including at the state and/or federal level.
- Similar teams in other communities are not about designing education reform. The efforts are focused in on helping the community frame the goals they want for their children. The value added of this team is helping the community be clear about holding out the outcomes we want for our children and what steps we can take together to get there. It's about creating the alignment toward the goal – what communities want success to look like for their children.
- The group can hold the view of the possibilities for kids through education; a powerful role the group can play is holding the view that all of our kids are all of our responsibility.
- The team represents/can actively build broader community participation across various sectors. What are the things the institutions can't do by themselves? What are the actions?
- Hearing some questions about CCU in conversations with other groups with one or two people taking an active stance against CCU. The steering committee will be actively reaching out to address this.
- The membership of the group will need to expand to meet its goals. The actions the team selects will tell the group who else we need to invite to the table. Also, we can use the June community meeting to have conversation with the community about the teams' goals and invite others to help carry out the actions.