

## **Spring 2019 Program Advisory Committee Minutes**

**Program:** Environmental Technology & Natural Resources

**Date:** 4/2/19

### **Members Present:**

Laraine Harring, student

Ryan O'Donnell, IRWA

Bradley Perron, Salem-Beverly Water Supply

James Tringale, Weston and Sampson Services, Inc.

Marianna Coomb, Weston and Sampson Service, Inc.

Peter Kolokithas, Weston and Sampson Services, Inc.

Jason McCarthy, Danvers Water Treatment

Suzanne Harring, Parent

John Harring, Parent

Eric Baldwin, MA Environmental Police

Paul Crofts, Teacher

Wayne Jalbert, Hancock Associates

Jane Eydenbert, Manager training MWRA

Anthony Wilbur, Teacher

Sophia Ponte, Student

Lucia Ponte, Parent

Ellen Keane, NOAA Fisheries

Joe Buttner, Salem State University

Charles Smith, Essex Heritage

David Zisswind, Grow Space Storage

Marc Mahan, The Trustees

Laura Gallant, Teacher

Martha Verrington, Teacher

**Program Facilitator:** Paul Crofts, Anthony Wilbur

**Committee Chair:** Dr. Joe Buttner, Wayne Jalbert (leading tonight)

**7:01pm start:**

**Subject:** Yellow folder business, demographics, survey.

**Discussion:** Survey clearly is not designed to be filled out as a group will email the group afterward to have them fill individually

**Subject:** Senior portfolio review

**Discussion:** Explanation of what the review involves so volunteers can decide to do it. Use a rubric on a tablet to grade it. Portfolios have gotten some students college credits in GIS allowed them to skip intro

May 3, ET

Volunteers for 5/3: Jane, David Z., Eric Baldwin,

May 2, NR

Charles, Wayne, Marc

**Subject:** NR+ET merger

**Discussion:** Admin seems to have two ideas, either a move to one program total or same program for grades 9-10 and split into ET and NR during 11 and 12 as a choice. There will be only one explore for next year. Currently, there are too many freshmen to have one class for next year in the sophomore area. Possibly two groups of sophomores that will do the same stuff. Used to have 5 teachers between the two programs, now we have 4 between the two. There has been an addition of a paraeducator attached to ET but not full time. The two programs did lose a teacher and now we will lose a classroom. Increasing students and decreasing staff decreases

safety. Both classrooms need to be able to do fieldwork, not field trips. Some senior classes will be taught in the academic cycle, which means even further loss of teacher to student ratio.

(Ellen and Wayne) The immediate concern with safety.

(Harrings) Parental concerns about the lack of one on one teaching opportunities. A jump from 17 per class to 46 per class is a lot.

(Paul) Will change budget requirements as to equipment used through faster and consumables up faster.

(Ellen) Move to only one program means the overall loss of course work. If one program happens we will lose coursework.

(Buttner) Community partnership will decrease if the programs become one. Foolish to cut a high demand shop. Are other programs that aren't in demand getting the same amount of money? Then why keep those shops funded and take others down?

(Paul) Total student numbers are really kept down by the number of academic seats.

(David) Are there any programs that save the school money or create revenue?

(Students) NR saved \$1000 this month just in tipping fees with compost program. ET and NR do more outreach than other shops and have more community involvement. Also, find their own grant money.

(Paul) NR has found \$140,000 in grants total so far. Next stage of grant, is \$500,000.

(Buttner) Make a pie chart and show this to the administration. Admin tends to look at money, not people.

(Paul) Problem with continually referring to ET as Environmental Science and not mentioning NR.

(David) You have resources to teach and generate income, that are underutilized, so what are we doing about that?

(Paul) The farm grows grass, no real growing space, maybe honey.

(Martha) Apples at some point.

(David) What about the greenhouse it is utilized, why are they not being used to generate income for the school? Aquaponics facilities could easily be placed in there.

(Tony) If the teachers could be allowed to use these spaces they would use them.

(David) There is a curriculum to develop aquaponics and create businesses around them. Mobile platform can be created by auto shop. It's a scalable business and students can apply for small business grants. It's real-world job, they'll be experts once they graduate.

(Students) we tried building our own greenhouse to make wetland plants and sell them to the public. Students got the grant and did the calling. Students couldn't complete the greenhouse during the year because of the weather.

(Butner) Brinkmanship is important and these projects generate this type of thing.

(Students) We've presented 7-10 times to admin this year.

(Buttner) If you keep communicating and can't get traction that's what the board is for and they can help.

(Harrings): Is this a push to get rid of the program?

(Paul) We don't know, it's confusing.

(Martha) The charter for the school says there are x amount of seats for agricultural, we can't get rid of them, but they don't necessarily have to be ours.

**(Board) Is the end goal to have 1 program 23 students and 2 teachers? Board wants an answer. What are the school's goal and purpose to push the shops together into one?**

(Students) NR students don't want the merge, teachers are confused by it, it would help to have community members to express concerns as well.

(Peter) The community end goal is job placement. Have one student on coop and need more people in their industry. They pay for licenses and etc when they see the passion. Only one coop coordinator gets the students out.

(Peter) Business of clean water is important. Dying industry. Need to invest in entry-level staff. People aren't interested unless educated in high school or even younger.

(Laura) Who is represented on the state workforce committee? This is who sets goals and seats for school. Board members must reach out with unions or private industry representatives to make sure school administrators and elected officials know of their needs.

(Herring) Seems to be a knowledge gap in admin about what Environmental jobs are.

(David) Ag will be more attractive if focused on technology.

(Paul) Things like New England Biolabs.

(Peter) We operate that plant and its only one of 2 in the state. There are jobs, but we aren't unioned.

(Harring) I would never have known water treatment is an option for my student. We know about the traditional shops, but don't hear about what students can potentially do out of NR shop. Need to sell it so parents are more aware of what falls under the categories. Would more students applying for help?

(Harring) our daughter came because of word of mouth. Ag programs aren't well known and jobs available through that concentration aren't well publicized.

(Martha) Proposal to have board members interviewed and create an outreach type video board can be present directly to the public.

(Marc) What are the partnerships you need to make it work, and who needs to see it?

(Wayne) we need to know who reach out to, we will write letters, about why we need these graduates and why we need the programs continued and even expanded. We need both college track and non-college track students.

(Students) The environmental field, in general, has been poorly understood for a long time.

(Paul) The state is saying this is a rapidly growing job market, especially in innovation.

(Students) A lot of environmental jobs are in the background, even map making it's not that generally known who makes them. There is a stigma that we aren't making money, but our shop has so many employment opportunities it's just not true.

(Harrings) Didn't know about opportunities it until they got here. How can we get people to know about it earlier?

(Tony) Students aren't struggling to enter the program, numbers don't lie, we have plenty. Not sure outreach to middle school is useful (needed).

(Ellen) It seems there is sufficient interest from students. May need admin to better understand how the programs differ..

(David) Students also need to understand job applications or they will graduate and not enter the field.

(Harring) Still seems like the end game is NR is gone. Seems like there is an administrative culture to phase out the environmental programs. The state may not support college track careers in vocational education in favor of straight to workforce programs. It may be that state officials believe it should be left to regular high school to provide college track career seekers

(Paul) Many careers need college credentials. Students coming to ENSATS from regular school may not believe themselves to be college material. It is something that is nurtured at ENSATS by alternative learning. College entry and retention from these programs is highly successful. Not providing these career paths to ENSATS students is essentially excluding them from career possibilities.

(Jalbert) There is a growing career gap in environmental employment. Regular college kids are not proving to be adequate workers, whereas our students have a headstart and are more likely to persevere in these careers.

(Buttner): Commonwealth has a recurrence of green infrastructure etc. admin needs education and needs to be reached through money and political officials. Maybe we need a new title, blue/green economy. Can collaborate with plumbing, culinary, electrical, etc. We need to go above admin to elected officials. Blue/ green economy.

(David) Existing greenhouses could house aquaponics.

(James) Can offer some help in generating interest. The treatment plant is right down the street. Also other industries inside facilities like that, plumber, electrical, etc. Municipal plants have 4-8 employees beyond operator.

Minutes of the last Advisory Committee meeting approved by a vote of all present.

**The meeting adjourned at (time): 8:20**

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