

interest in the Seattle program. He noted that in Seattle, public policy combined with demand for apprentices, with apprenticeship programs and community-based organizations working with pre-apprenticeship programs to dramatically change the number of women and minorities that entered the apprenticeship programs there. He noted the workers in the various skilled trades are traditionally white males who, as a group are aging, and that there has typically been no connection within that demographic with the people coming up who happen to be women and minorities. He stated there is a looming labor shortage in the skilled trades which pay good money and can afford people stability and jobs which cannot be outsourced.

He indicated Seattle, like St. Paul, has implemented light rail and there is a desire to connect employment opportunities with the ethnic communities through which the rail passes. The Seattle program has been set up as a National model for how to reduce poverty in communities of color and for women by giving them good skills to get skilled trade jobs.

Ms. White then moved into a PowerPoint presentation providing more detail on the AOPP noting it is:

- An initiative designed to build a pipeline of more people prepared to enter the construction trades
- It is designed as a facilitator for existing programs, it is NOT designed as another apprenticeship program
- It is designed to strengthen bonds between existing programs and strengthen public sector policies that advance the utilization of apprentices on construction projects

AOPP resources, time and money will be used to support:

- A dedicated person to conduct outreach and make referrals to existing programs
- A dedicated person to mentor people placed on construction projects
- A central place to collect data on apprentices across programs
- Provide gatherings to exchange information and ideas across programs

The program also includes a policy objective to have the City of St. Paul enact a utilization requirement to employ apprentices on construction projects that receive public sector funds

The program will benefit:

- People who want to enter the construction trades with a program that will train them for jobs that provide a livable wage.
- Unions wanting to fill the anticipated void left by an aging membership
- Contractors and developers needing skilled people to complete significant private and public construction projects
- The public sector seeking more inclusive practices and policies in workforce and business efforts intended to benefit local constituents, and
- The K-12 sector who are trying to expose students to well-paying career options in the construction trades.

Ms. White then reviewed the individuals and organizations involved in the AOPP initiative and reviewed the funding for the initiative and described its first year goals which include:

- Working with 45 individuals
- Creating a coordinated infrastructure to recruit, train, place and mentor these individuals
- Document changes in wage levels of apprentices over time and demographic profiles of the local construction industry as a result of AOPP
- Over the long-term, increase the number of low-income people, minorities and women who enter the construction trades through apprenticeships
- Demonstrate how other jurisdictions at the city and county levels can replicate AOPP by documenting results, lessons and recommendations.

She looked at AOPP accomplishments to date:

- The City of St. Paul, PED and the Northwest Area Foundation, hired a consultant to do research, write a business plan with recommendations and develop an implementation plan.
- An AOPP Advisory Committee has been formed to provide oversight of the implementation
- The Northwest Area Foundation has committed a \$150,000 challenge grant to replicate an apprenticeship initiative locally
- The YWCA of St. Paul has agreed to serve as fiscal agent accountable to the AOPP Advisory Committee
- The AOPP offices will be housed in the Hallie Q. Brown/Martin Luther King Center and furniture for its offices has been provided by the Senate of the Lakes and Prairies of the Presbyterian Church USA
- AOPP was mentioned by Mayor Coleman in his State of the City address
- A Resolution, establishing an apprentice training requirement/goal on City public construction projects and City and HRA-assisted economic development and housing construction projects, was passed.

Mr. Smith noted the City Council passed the resolution unanimously. He stated in January the Council had run a policy session on the report "Mind the Gap." The planning processes were looked at for the City and every time a new plan comes up it will be reviewed to see how it closes the gap and raises income in place. The AOPP program is part of the effort to meet the needs of women and minorities in place and kids coming through school who may not be planning a traditional four-year program and need to know there is something else to do that will pay them a good salary and keep them as a contributing part of the community. The City has also established relationships with the trades and are working on establishing goals, which need further study before they are finalized. As part of the summer youth program participants will be informed about these opportunities and provided with opportunities to participate.

Ms. White then moved on to look at how the St. Paul school board can help:

- Find ways to enhance efforts to expose both Junior and Senior High School students to careers in the construction and building trades and the academic requirements needed to be successful
- Consider passing a similar resolution to that of the City of St. Paul requiring the use of apprentices on school capital/building projects
- Consider a contribution/allocation to AOPP

At this point the Chair opened the conversation to the Board for questions and discussion. Some of the issues/questions included:

- Who would be the employer? YWCA, as fiscal agent for AOPP.
- Capacity? 45 students in the first year
- This is a work in progress and there is a need to work with the union apprenticeship programs about where to focus the initial placement areas, establish relationships and determine the percentage of hours directed at apprenticeships as this program does impacts the union's apprentices on the bench, etc.
- Mechanics and numbers of jobs which occur between now and 2012 and what percentage of minorities and females can be integrated
- Discussion was held on the apprenticeship process relative to the unions and its length (from two to four years depending on trade)
- Clarification on St Paul College's pre-apprenticeship program was provided and some discussion on its relationship to SPPS and technical training occurred. It was stated their pre-apprenticeship program put students in a good position to move into trades' apprentice programs.
- AOPP can be seen as an opportunity to level the playing field and provide equal access and a support/advocacy system for participants
- Further discussion was held on funding and the viability of the AOPP over the long-term and how it will be sustained over time

- The question of women in the trades was raised and how it would be addressed. Several organizations were mentioned (Women's Venture, Women in Trades) as teaming up to continue to work with the trades in recruiting women and minorities.
- The mentorship program was discussed
- It was stressed the program needs to evolve and develop a track record of success in order to build momentum
- It was strongly advised that the District needs to re-gear vocational education within the schools
- It was noted a time needs to be scheduled in order to define what can be done now, what the implications are and how it fits with how the District does its work as well as see that it fits with the District's mission of a premier education for all.

Ms Street-Stewart proposed an enabling action as noted below but stressed further discussion and clarifications are needed.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommends that the Board of Education offer its approval and support for the Apprenticeship Opportunity Pilot Project (AOPP) and partner with local industries for business and employment opportunities in the skilled trades to benefit St. Paul students, racial and ethnic minorities and women in our community. This is an opportunity to exercise an equitable level of support of the District's share of financial commitment to AOPP at a reasonable contribution of \$10,000 after July 1, 2006. Mr. Oertwig seconded the motion.

Ms. Rockney, Executive Director of Business and Financial Affairs, indicated the District can pay for services received but has no legal authority to make donations or contributions.

Further discussion occurred as to whether contribution was the way to go due to budget constraints, etc. In-kind is a good possibility, pre-apprentice programs already exist, how can this be linked to AOPP. It was stated there is need for one strong vocational program in one middle school and one high school, this has to be part of the Choice options. St. Paul College was offered as an option for expanding vocational training as they have the equipment, etc. in place. It was noted this should be explored. Additional discussion was held on various forms of funding, in-kind, beefing up what isn't being done well enough in the schools and expanding what is being done, etc.

Ms. Street-Stewart noted, in light of the discussion, she would amend her motion as follows.

AMENDED MOTION: Ms. Street-Stewart moved the Committee of the Board recommends that the Board of Education offer its approval and support for the Apprenticeship Opportunity Pilot Project (AOPP) and partner with local industries for business and employment opportunities in the skilled trades to benefit St. Paul students, racial and ethnic minorities and women in our community. This is an opportunity to exercise an equitable level of support of the District's share of the partnership commitment to AOPP. A key contact for St. Paul Public Schools is to be identified and discussion scheduled on the issues to be addressed.

Mr. Oertwig withdrew his second of the original motion.

Ms. Carroll seconded the amended motion.

Motion Passed.

The following items were identified as needing further clarification/study and a future discussion relative to them is to be scheduled:

- Identify key contact for SPPS
- Inventory of what is being done
- Choice programs for vocational training
- What unmet needs are there in other stake holder's interest
- Development of possible resolution (in consultation with staff) on what can be accomplished. This is to be tied to the SPPS mission
- Define curriculum objectives

- Recruitment and retention strategies

2. **Work Session: CBFAC Topic for 2006-07 & Recruitment Process**

Ms. Rockney stated the current CBFAC Committee's subject for this year is to provide recommendations for the 06-07 budget. She provided an outline of two suggested topics for the 06-07 CBFAC Committee's consideration as well as background on both areas as to what the parameters of the study might be.

- An analysis of staffing
- An analysis of special education.

MOTION: Mr. Brodrick moved that the Committee of the Board recommend that the Board of Education select both topics for consideration by the 2006-2007 CBFAC Committee.

In answer to a question, Ms. Rockney indicated studying both would be possible, particularly if the committee established a sub-committee for each subject.

It was noted timing on special education is important considering legislation, etc. and the staffing subject is perhaps politically astute considering the upcoming referendum. For special ed it is essential the study not be limited to SPPS compared to SPPS but that the comparison be carried to other districts, cities and staff should determine the parameters except that the comparisons need to be comparable.

Concern was expressed about changing IEPs once they had been established and legal concerns relative to this. Ms. Rockney noted funding for special ed is always two years out so it is almost always being looked at long-term.

A question was asked as to what the charge would be in looking at special ed. Ms. Rockney stated the committee would look at how special ed is funded, the implications of how funds are spent, the impact of the various formulas, how much is received and how the District is reimbursed for it and following through to be sure the District is receiving all funds due. The subject would be looked at from the financial side of things.

It was stated it was important to establish a topic so that individuals could be asked to serve on the committee who have a special interest in its yearly topic. Additionally, previous committee's have expressed a desire to have an assigned topic to deal with as it gives them focus and direction. There have been two previous topics assigned to committees: ELL and the Citizen's Guide to Budget and Finance.

It was stated Special ed is a critical topic of interest to Board, there are the issues of over identification of kids marginally qualified for special ed, funding does not necessarily provide students with the services appropriate to meet their needs. There is also the Special Ed Advisory Group which might be combined into a task group or representatives as part of the CBFAC group. Ms. Rockney noted someone from Special Ed always sits on the CBFAC Committee.

It was felt to be important in the staff analysis to compare SPPS to other districts and how they address staffing. It is timely and could be coupled with the facility analysis and do both simultaneously. These are district-wide issues which really need to be looked at in relation to each other. Ms. Rockney indicated the Board had already passed a resolution for the formation of a committee to look at facilities which has been formed and will begin work very soon so this issue is already in process (they will look at financial implications, leasing, capacity and many other issues beyond the purview of CBFAC).

MOTION: Mr. Brodrick moved that the Committee of the Board recommend that the Board of Education select both Staffing Analysis and Special Education as subjects to be addressed by the 2006-2007 CBFAC Committee. Seconded by Ms. Carroll.

Motion Passed.

Ms. Rockney then passed out copies of the Board chair's letter to site councils asking for their recommendations for participants on the CBFAC committee. She indicated the letter and the application would be revised to reflect the subjects chosen. She stressed it was important that the Board provide names of people they may want to serve on this committee and have them fill out and submit an application. She stated there will need to be 13-14 individuals recruited for the following year. Interest was expressed in having current CBFAC members who are interested in carrying on into the next year complete a new application so the Board is aware of their interest and background relative to the topics chosen. It was also requested that the application be put up on the SPPS home page so it is easily accessible. Ms. Rockney was asked to prepare a summary of how many individuals need to be appointed by each Board member.

3. Update on Parkway, French Immersion and Dayton's Bluff

Luz Maria Serrano, Area A Superintendent, took the lead noting the deadline for choosing schools is Friday, April 21. She noted once registration is complete a summary will be provided on the entire process for the Board. She acknowledged that the timeline was very short and therefore everything possible has been done to inform and support people dealing with the change in schools.

Denise Quinlan, Area B Superintendent, stated three meetings had been held at Parkway on the past Tuesday (1) a discussion with staff on both the involuntary and voluntary transfer process as well as staff moving to Dayton's Bluff (Parkway staff has first priority to fill those openings regardless of where the openings are). (2) the Transition Team (Dayton's Bluff and Parkway) met to discuss a number of issues including getting students registered regardless of where they chose to go and (3) a parent and community meeting was held in the evening which resulted in about 95 % of the parents in attendance registering on the spot. There was a "Fun Fest" on Thursday evening with both Hmong and Spanish interpreters available. There was a great turnout and a large number of students were registered. Since then, Parkway has been asked to contact all families so they know who is and is not registered. On Friday a tour of Dayton's Bluff was conducted for Parkway staff. Human Resources was at Parkway dealing with one-on-one interviews and consultations with Parkway staff. An open house is scheduled at Dayton's Bluff on April 20th for Parkway parents to tour the building and registration assistance will be available as well. A second transition meeting will be held on 4/20 between Dayton's Bluff and Parkway. A legislative council/District council meeting will be held on 5/2. to hear the transition plan update.

A question was posed as to preference being given to Parkway if they want to go somewhere other than Dayton's Bluff. The 10% Rule will be utilized in placing students who for one reason or another may not get their first choice in school placement. Other than that complaints will be dealt with by the Enrollment Committee and a decision will be made based on that.

Jill Cacy, Assistant Director of Student Placement, provided a handout summarizing placement as of 4/17/06. If some of Parkway students can't be placed up front, the family will be contacted to discuss options so they feel their needs are addressed. Placement will do its best to get them what they need. The Placement Center is checking off the roster of Parkway students to be sure follow-up is made wherever needed.

Joanne Knuth reviewed the French Immersion move. She stated the Transition Team had met a week ago to plan for the transition and there was a community meeting later that evening. Staff and the Transition Team toured Parkway on Friday and were excited about the facility and the amenities. The Transition Team organized tours on Saturday for families and students which was extremely well attended. Many Kindergarten parents received a flyer about the tour delivered to their homes. Staff and the Transition Team did an excellent job in organizing the event. The team will meet regularly and senior staff will be available to meet with them regularly to address issues that come up.

Transportation issues resolved once parents had driven to the site. More questions are now addressing school start time which has been deferred for resolution by Transportation once route scheduling has been accomplished. The option for an express transportation system was raised. Transportation listened and indicated they could consider discussing it.

Other clarifications were made:

- Students (and their siblings) who are now in the Parkway area are grandfathered into the Dayton's Bluff attendance area forever. However, if a student comes to the area new next year they are not grandfathered in and will have to choose from 4 schools.
- It was stated the District must be careful not to set precedents that can't be kept in other situations that may arise.
- Transition teams will remain in place until students are in the new building and it may be they will become a standing committee to look at long term transition issues, plans and other activities.
- A good deal of outreach and connection is being done for all schools involved and it will continue

The Board thanked staff for the planning and efforts being made to smooth the changes and transitions for everyone involved.

It was noted boundary changes need to be addressed per policy 613.00 ATTENDANCE AREAS which states "Every student shall be assigned to a designated school determined by attendance boundaries set by the Board of Education. Establishment of such attendance areas shall be upon recommendation of the superintendent and approval by the Board and shall be preceded by appropriate community participation and discussion."

The Board instructed the Superintendent to provide immediate notice to communities impacted by the boundary changes for Ames, Dayton's Bluff, Sheridan and Highwood Hills and to prepare a recommendation regarding the boundary changes to come before the Board at its Committee of the Board meeting on April 25 at 4:00 p.m. **(NOTE: Date of presentation was subsequently changed of May 2 at 6:00 p.m. time certain to allow more time for adequate notification.)**

4. Mention was made that Tom Conlon would be proposing a resolution on the Pioneer Press sale. The language must come from Tom and it will be addressed as a new business item at the 4/25 Board meeting.

VI. Adjournment

MOTION:	Ms. Carroll moved the meeting adjourn, seconded by Mr. Goldstein.
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Motion Passed.

The meeting adjourned at 7:45 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk, Board of Education