

Education Town Meeting
Session 1

A. Institutional Racism

a. Borough 50 yr plan

- takes a long time to get to (s) level
- how do we speed up process
- practical tools and info for (ss)
- liaisons for ASs to bridge cultures
- where do other cultures go?
- is there a student level liaison
- dominant and non dominant cultures have tools to work together well
- Change system 10 (ss) know if they have problems they will be addressed
- system accessible to all and advantages

b. Action Plan (discuss further)

- community- wide group *
- Cultural celebrations
 - arts
 - food
 - all people
 - not superficial
- teachers /Parents/ Student (community)
- strategies for getting issues on the table*
 - media
 - comprehensive training (such as roach)
- Community wide members: Bill Bailey, Wendy Dominique, Kristina Bruphy, Brenda Sadler Badger, Kattie Cook, Traci Gatewood, Donna Baum, Barbara Short, Bob Sawyer, Fawn, Karen Gabork
- Transition from high school and college
 - jumping through hoops
 - challenges of the process
 - need for support
 - advantage for those “ in the know”

- smaller learning communities
 - connections and help available
- g. realationships
 - formal/ informal
 - adults and students
- understanding student – where they come from
- educating teachers
 - zero tolerance of derogatory remants
 - respect differences
- youth counsels
 - class/ retreats/ learn about cultures
 - elective → requirement

C. Supporting Families

- a. what do we do as a school district to support families?
 - drop out prevention in highschool
 - generalist in e
 - connect parents with resources to help
- parents don't know what services are available in headstart level
- central source of readily available information for families with structured dissemination of info
 - community based info- not necessarily school based
- before/ after school option for working parents to cover 10 hr block
 - silent families who need support lack community support for youth and young parents
 - opportunities for children's activities community wide, not just within the schools
 - efforts to get families clean and sober

b. Action Plan

- make schools more available for after school activities
- master list of support for families
- how to reach out to families at risk
- support quality early childhood education
- corporate support for employee help/ mentoring in the schools
- more of a community support rather than school district effort.

- Homevisiting

D. Foreign Language starting in at primary levels

F. Bridge the disconnect between early childhood education

- transitions between EC programs and Elementary for Families
- preparing EC children for kindergarten
- understanding EC goal to help develop social-emotional skills/ language rather than academics
- Volunteer universal Pre-k
- Pre-first step class*
 - between kindergarten and 1st grade transition for children that don't quite have the maturation for 1st.
- Support for birth to 5 yr. families and children
 - imagination library
 - getting information to families
 - (idea) create a "first night" within community to inform population of resources similar to current "first Friday's"

b. Action Plan (?)

- Implement to school district to have full-time aids in kindergarten classrooms
- (idea) support lower ratios in kindergarten- 2nd grade classes (15-20students max)
- Get rid of "flex time" unless that is the 20 head count max per class.
- (idea) create oppurtunities for community early childhood programs to work with head start to pool ideas and practices that are working and learn from each other.
- (idea) develop a strong community awareness plan to develop awareness of what children birth to 5 yr need for success
- Develop resource pool(\$) to help educate parents and early- care providers of appropriate needs for children birth to 5yr.

G. Bridging high school to college student

a. Student preparedness

- look at elementary level to begin to broaden their view.
- needs to be clear goals. Help kids to develop long term goals.
 - over arching leadership to create expectations
- RAHI experience for urban students → inside out

- Study skills in High school
 - study skill courses/ workshops
 - basic life skill course
 - problem solving
 - job reading
 - course planning
- early identification skills
- greater communication between high schools and college
 - coping skills, adaptation
 - real communication
 - two way learning experience
 - open environment
 - recognition of learning styles
 - How do we break the barriers?
- *Communication* possible solutions
- ask to be part of prof. Dev days
- reframe message of education/ future preparedness
 - Tools
- convene key players to identify standards of college readiness
- evaluate instruction leading to that.
- Expand the K-12 model to K-16
 - includes discussion of mastery of subjects.
 - expectations are too low
- Early college opportunities
 - expand to all schools
 - Dual credit
 - Peer mentors
 - tech prep
 - study skills
 - cohort- learning environment
 - developmental support
 - Challenge : rotating schedule
 - Blow up the calendar

b. Action Plan

- early college option to all schools an all students

- expand school year and ditch rotating schedule to expand student options for more challenging options and engaged
- Provide developmental support for students
 - clerical support for scheduling
 - counselors do counseling
- Convene UA and HS key players to define preparedness and open communication
 - identify standards

H. Brain development

- birth to 3 Important
- by 8 80% of adult
- neural development/ synapse forming strengthening with repetition and exposure
- form rapidly / easily thru 8
- pruning “(decrease) by 10
- 2nd language easily when young sound exposure pre-8 months
- reading / writing/ vocabulary important
- parental/ caregiver speaking
- *Community education*
 - Alaska native ads- speak to children
 - teaching brain/ child development to high school students
 - early childhood educators/ caregivers
 - broadcast science of brain development
 - Thru public health
 - parenting ed classes
 - school borough resources Dr. Amen
 - Gloria Digaetano
 - curriculum department
 - daycare- childcare resources and referral
- books, resources
 - David Sousa : how the brain learns
 - Daniel Amen : adolescent brain
 - Dev. (esp. for depression drug and alcohol use)
 - Di Gaetano: importance of early conversation (birth- 3 yrs)
 - Impact of Screen culture on birth -3 yrs. Development
 - Parental education

I. Career education for students not getting 4 year degrees

a. Summary

1. Better awareness of all that is available in career tech ed and how to increase access and opportunities outside classroom.
2. Mandated career readiness course as defined by industry.
3. Funding for cte programs including instructors (m certified)
 - o Especially for areas we don't have already
4. What do you want to be when you grow up? Not all college
5. Parents should know about apprenticeships.
6. Support system for businesses who hire teens ..training support
7. Need more career ed. Re-introduce more trades
8. More options for career tech that hutch
9. More apprenticeships
10. Got retired trades people into school to assist programs
11. More access to career ed
12. Go to trade schools for hs credit
13. job coaches hs and / or college job sharing
14. Need to teach employment standards more clarity more intentional on the teaching of those skills
15. Goal setting skills need to figure out a plan for after hs.
16. Portfolio of career interest k-12
17. Identify child's natural aptitude and intelligence.
18. Transition programs for all students
19. Better utilize the facilities we have to increase access
20. More counseling for career and aptitude state district
21. Funding formula needs to change for career tech ed
22. Create academic curriculum 6-12 that has integrated with career tech
23. Seniors help mentor younger students
24. More applied academics
25. Comprehensive proper include "work keys" assess it
26. Need to get everyone aware of all the opportunities in our community
27. Coordinate communication between employers and schools what do employers want?
28. Need qualified instruction- good part
29. Job readiness skills class

K. Gender differences in education (summary)

1. K-8 magnet school most subjects separated by gender
2. Some subjects separated by gender k-12
3. more male teachers elementary prek-k-6
4. some separation, some mixed subjects for socialization
5. Uniforms

L. Unique learning environments of adolescents

- Choices of environments for many needs (do a needs survey)
- Active
- Relevant
- Builds interest
- Nurture/ love -a connection to a caring adult
- Morning academics - every afternoon careers service learning
- Build confidence- “I can handle anything.”
- Understanding multiple futures
- Change out current model
- *Problem solving curriculum- students are active participants who ask the expert for help.
 - active learning not passive learning
- magnet schools for middle and high.
- get teacher buy in and let them choose where they want to teach.
- Research - backed
- hand more responsibility to students → build the culture recruit diverse groups
- Schools with emphasis areas other versions of diploma
- Pick your own path
 - but have ability to move paths.
 - keep old system as a possible choice
 - small groupings connections 2 adults per group same teachers
 - Middle school= try out different strands 7-9th grade
 - Get as far away from current model as possible we’re stuck in a rut!!
 - High school is just one stage and college isn’t the end
- Teach students how to be continued learners, not containers of facts
- Teach process
- Teach how to think like a scientist historical
- Info. Overload- access and get inform sorted out
- Emphasis on technology as a **tool**

- student processes the info
 - Whole different mindset of teachers.
 - Focus on future. -attain a ways to access info all the time where's the connection
 - Opportunities to look at a broader future- not just college.
- b. Action Plan-- Tree Diagram: Elementary Core Idea
- Pick your own path but have ability to move paths
 - Responsibility for own learning.
 - Small groupings connections to consistent adult
 - Schools with emphasis areas- other versions of diploma
 - Problem solving curriculum students are active participants who ask the experts for help
 - Educators who are willing to adapt

M. Non Violence Education (no notes)

N. Setting and maintaining high standards

- Confused as to educating public about standards.
- Fnsbsd has ~ 60 diverse groups
- Cookie cutter ed?
- What are high standards?
- Disconnect between what teachers and parents know and do about standards
- Are teachers adequately prepare to teach diff learning styles?
- State standards are minimum standards.
- Kids meeting minimum standards through h.s. are not necessarily prepared for college
- We need to have a broader view of standards for our children for success in life
- Connectedness with community and conversations is needed.
- What are the other "living skills" standards./ social/ work."
- How do we assist community in realizing helping with these standards.
- Need conversations about what is essential and integrating at all levels.
- Sat standards there's a presumption of control.
- Are grades needed important?
- Nclb made a lot of diglicts etch. Set up to the plate. It's checks and balances
- Big hole, not enough parents and teachers helping to do this job."
- Grade levels not important
- Kids are still graduating with out basic skills and trying to make it in college.
- Only persons responsible for a students education is the student and his parents

- Parents need to continue to stay involved in middle schools and beyond
- Teachers set expectations and standards in classroom.
- We want to de mystify the standard and set them up in levels. We can't help if at the "needs assist" level an move on to acceptable level.
- All children can believe that they can achieve to their highest potential.
- Historically expectations have been low and students / parents continually only live up to those
- This is not an over night fix

High expectations must come from home and students themselves.

Education Town Meeting
Session 2

A. Designing and supporting adult education

General Notes

- a. Education to empower all people (Alaskans) to move forward in career in technology and resource management.
- b. Some opportunities for remediation for adult learning, but who pays?
- c. Proof of abilities—"certifications" vs. "grades"

B. Respect and involvement

General Notes

- a. Already have compact of shared responsibilities.
- b. Parents/student involvement—less at higher grades.
- c. Parents volunteer (at home parents help more), have business time off.
- d. More service learning opportunities Less emphasis on exit testing (graduation exams).
- e. More emphasis on job training.
- f. Training in what parent involvement actually is.
- g. Truancy.
- h. PTA involvement.
- i. Create a course on respect for adults and kids (reciprocal—2-way street).
- j. Individual learning styles.
- k. Teachers learning how to do to with disrespectful kids.
- l. An outspoken society needs to learn social etiquette.

Action Plan:

- i. Respect is a two-way street.
- ii. Utilize different parent support and involvement.
- iii. More service learning opportunities direct toward individual learning styles.

C. Development learning for the kindergarten students

General Notes

- a. Universal kind—fully funded state programs.
- b. Universal preschools that are developed using State of Alaska Early Education guidelines in conjunction with National Association for the Education of Young Children (NAEYC).
- c. Parent education.

D. Creative arts as a valued component of education

General Notes

- a. What is being learned when we are involved in the arts?
- b. Should not be used as emotional leverage.
- c. Arts as a component of graduation requirements.
- d. Educate the public at every opportunity.
- e. Recognize how arts affect how we interact in our communities.
- f. Internalize and reorganize learnings that are expressed out to our interactions with others.

- g. Arts help you look closely at the world and then you are able to describe it.
- h. Arts support self-regulation and self management skills.
- i. Gives tools to be more creative in the jobs they do.
- j. Allows students to develop who they perceive themselves to be.
- k. Leads to good jobs in technical and commercial art industries.
- l. Communicate the values and importance of the arts to funding groups.
- m. Develop alternative models and integrate art as critical component of education.

Action Plan:

- i. Develop alternative school model that integrates arts
- ii. Constantly educate various constituents (policy makers, funding groups, public, parents, administrators).
- iii. Educate to parents the value of arts at early development.
- iv. Expectations for elementary classrooms to have weekly arts (art, dance, drama)
- v. Have an arts graduation requirement

E. Gifted/I.B.

General Notes

- a. High school counseling needs
 - i. Multipotentiality
 - ii. 2E
 - iii. gifted in arts
- b. Good program—keep strong
 - i. UAF Scholar Program
 - ii. Keep graduating kids in AK
 - iii. Keep scholarships commensurate with costs
 - iv. Honors courses
- c. Not all kids need to go straight to college
- d. Teach how to learn
- e. Wider range of courses

Action Plan:

- i. Acceleration
 - 1. subject
 - 2. grade skipping
 - 3. early entrance
 - 4. compacting
- ii. Increased awareness of research support for acceleration
- iii. Training for school counselors in special needs of gifted
- iv. High school scheduling—counsel not just dropouts and juvenile delinquents

F. Promoting self-sufficiency in students and young adults

General Notes

- a. Lots of kids don't relate to school. Tie in life skills—make what they are learning relevant.
- b. Different kinds of diplomas

- c. Promote students taking responsibility for own education.
- d. Can't take away need for support
- e. All students need to have a plan
 - i. Okay to ask questions
 - ii. Mechanics of scheduling get in the way of career counseling
 - iii. Tie in parent education—help them learn how to raise self-sufficient kids
 - iv. Mentorships encouraged
- f. General business class (checkbook, loans)
- g. Are we saying that our children are less self-sufficient than we were?
- h. Generational loss/shift/difference—the society is not the same that I grew up in.
- i. Some very smart kids don't function well, don't do well in school
- j. Amount of information available has impacted the approach to education
- k. Different ways to attack and use information—How to learn how to use it and be self-sufficient?
- l. A lot of countries require military or civilian service between high school and college—gives discipline and maturing tool
- m. What is self-sufficiency (checkbook/check card)?
 - i. Pace of life
 - ii. Economic
 - iii. Oral/written communication
 - iv. Skills you need to live outside your parents' home
 - v. What's more/less important—values
 - vi. Be happy
 - vii. Know how your actions affect others
 - viii. Awareness of place in the world
 - ix. Learning how to think clearly and make decisions
 - x. Not being afraid to tackle problems
- n. Balance between survival and self-sufficiency—we need to recognize that many can't get beyond survival
- o. Self-sufficiency looks different in different countries
- p. Families bridging village and urban life
- q. Alaska standards address things other than academics
- r. Responsible for own health, family, and community health and safety
- s. Role of before/after/extracurricular activities in developing self-sufficiency
- t. Awareness of resources and support system
- u. Service learning

G. Slow learners in high school/drop outs

General Notes

- a. Family support is important
- b. Tutoring in schools
- c. Resource Education (reading/writing), Title I
- d. Study skills—must qualify
- e. Slow learners—drop out

- f. IQ 70 or below—get help
- g. Life skills—organization, difficulty with rotating schedule
- h. Parents sometimes “not parenting”
- i. Teaching skills often taught in the home
- j. Abnormal social development—could teach teachers in Professional Development
- k. Problem solving—how to deal with problems
- l. Does not connect with social atmosphere—what is challenging?
- m. Better support in K-6
- n. 7-12 multiple teachers
- o. Working up to potential
- p. Middle school—team concepts
- q. Parent support in personalizing schools

Action Plan:

- i. Personalize connections (need to feel important, sense of belonging)
- ii. Hutch—more available
 - 1. small schools, schools within schools, mentor programs, trades back in schools, a community within the school, ownership of small schools
- iii. Identify drop outs before
- iv. Sports—accepting/supporting

H. Computers to diversify education (no notes)

I. Out-of-school time education programs

General Notes

- a. Link between activities in school and out of school time programs
 - i. Science-grad students helping in programs
 - ii. Projects in schools supported by out of school time programs
- b. Speakers from different careers—K-12 and career education linked
- c. Encourage non-tradition careers for each gender
- d. Field trips—industry partners
- e. Career exploration opportunities or demonstrations (demos, very hands on, interactive)
- f. Career fair K-6 age appropriate
- g. Help youth to see career trades and what draws people to those fields
- h. Hands on learning

Action Plan:

- i. Community liaison to bring career trades/schools/out-of-school time programs/BI Partnerships
- ii. K-8 Career Day

J. Pre-school for children with special needs

General Notes

- a. FT Art Special Ed. Instructor
- b. Educate parents on early intervention
- c. Pediatric Awareness
- d. Connection between Head Start and school district

- i. Both services available to families
- e. Specific location for all pre-school classes with the school district
- f. SD Ask for input from professional in field to help make decisions

K. Creating a community culture that values and supports success

General Notes

- a. Community picnic
- b. Youth talent event
- c. Increased awareness of sense of place
- d. Developing sense of responsibility
- e. Clearing house of interactive programs
- f. Advertising more success
- g. Fostering a mentoring culture
- h. Emphasis on tutoring
- i. Community based classes on topics of youth interest
- j. Technology computer bridging
- k. Awareness of community websites (FBKInfo.com)
- l. Youth forum workshop
- m. Youth friendly approach to gathering input
- n. Creating larger communities of support to incorporate the smaller community
- o. Community resource for whole families
- p. Developing relationships with youth
- q. More old fashion weed and seed approach
- r. Incorporating the wisdom of elders

Action Plan:

- i. Focus on engaging families
- ii. Removing barriers
- iii. Community showcase/Nordale—annual event
- iv. Media based approach featuring upcoming events
- v. Coordinating information to be user friendly—building a network.

Education Town Meeting-Session 3

C: Broadening the Definition of Success

General Notes:

- Success in and for students-culture ideas are:
 - Good grades
 - Off to college
 - Makes good money
- Successful students are
 - Happy
 - Well-balanced
 - Life is innovative
 - Entrepreneur
 - Transferable
- Students need to be connected to school
 - Caring
 - Competent
 - Confident
 - Character
 - Commitment to learning
- Students
 - Follow students-
 - Portfolio of Me
 - Go through school-developing a strong, diverse knowledge of self and a flexible plan that inherently grows:
 - Caring
 - Confidence
 - Character
 - Commitment to learning
 - Excitement for life
 - Communication with others
- Ready by 21, ready for college/work

Action Plan:

- Portfolio of Me
- Look at other kids ready by 21
- Staff Development

D: Early Childhood Education

○ **General Notes:**

- FAEYC Outreach Ideas: School District presentations, advertising, offer food, publicize meeting dates
- City Mayor- "Talk Tuesdays"= use to publicize/organize
- School District set up specific early childhood in-service (local programs involved)
- "Imagination Library" start program in Fairbanks" State of AK?

○ **Action Plan:**

- Neighbor-based connection needs to be strengthened
- Reduce stigma of special classes for young kids (parent's perception)
- Lisa Casey is developing workshops for family, childhood workers, and teachers
- School District needs to work on education parents regarding programs available-daycare providers
- Lobby legislatures to support HB360 or 306
- Use school setting to promote preschooler/parents outreach family night
- Get lobbyist specifically for Early Childhood Education in AK
- Support/become involved in local advocacy programs for Early Childhood Ed (FAEYC)
- Mobilize parents to impact change (clear, specific message is important)
- Develop a "link" from early ed. Programs to elem. School
- School District and FAEYC collaboration/partnership
- Gather information from parents: are they satisfied with their current childcare?
- FMH offers support at childbirth, but follow up support is needed because parents are overwhelmed
- Need for more childcare in Fairbanks, especially for infants
- Currently, discussion at state level to support funding for preschool programs
- Invite parents, community programs to school district trainings
- Strengthen communication with community
- Blend the developmental continuum not 0-5 but 0-adult
- Set up meetings with PreK-K teachers and local childcare groups
- Gap between childcare assistance and cost of running a daycare needs to be narrowed/eliminated
- "Quality care rating"-already in progress
- Childcare programs are being eliminated because parents can afford them (the domino effect)

F: Matching Instruction to Students

- Finds ways to groups students according to:
 - What they're ready to learn
 - How they learn best
- Develop clear measurement criteria to support the above
- Use computers as interactive adjunct to teachers and to measure achievement
- Proposal: An in depth study of standards as benchmarks

G: Teacher Learning

General Notes:

- Teacher Mentoring
- Training Ts in collaboration models/structures
- Embedded/ongoing
- Time- early outs/late starts, different calendar

- Integration of academic areas-team model
- Pre service (5th year, 1st year T support)
- Bringing in/welcoming/supporting new Ts
- Brain research
- Learning styles
- Interventions
- Collaboration (focused of 5 learning)
- Opportunities for Ts to share new learning and implement
- Share “home grown” knowledge
- Admin. Modeling of collaboration

Action Plan:

- Mentoring/collaboration
- Time/training for collaboration
- Pilot school
- Communication

H: Learning Styles for All Students

Action Plan:

- Every student takes a learning styles inventory periodically through K-12
- Teachers understand and address learning styles throughout the curriculum K-16
- Professional development for all teachers in learning styles
- Teacher preparations at university level
- Each student takes for his/her learning style and is able to adapt in the classroom

K Jr and Sr High School Structures with High Success Rates

- Exit exam signaled end-came too early
- Separate college bound from tech bound
- Break stigmatirim between college vs. tech
- Ensure kids connect school with their future career choices
- Connect kids with their education
- #80/90 kids to 1 teacher
- stop rotating schedule
- Longer teaching blocks
- Fewer classes longer times
- Smaller schools (school with in a school)
- K-18 structure=removing diplomas along the way
- Year round school schedule
- Build structure to support
- Good instruction
 - Teacher collaborative
 - Attract top teachers
 - Change staffing
- Schools without walls
- 400-600 schools
- 7-16 models as a choice
- Early College models
- Success
 - Higher graduation rates each student is know

- Lower discipline
- Ability to plan ahead and problem solve
- Better prepared for employment or college ready
- Integrating college into the clarifying structure
- Defining costs
- Integrate working parts
- Continue this group “Structure and Transitions”
 - Bill
 - Torie Fook
 - Sandy
 - Amy Golloway
 - Leslie H.
 - Steve Lyon
 - Community at large
 - More students
 - Sean Olnostead
 - Eric Ballam (email: arcticnerd@hotmail.com, cell:978-3759)
 - Bob Sawyer (email: Vincent@gci.net cell: 378-6835)
 - Annallarie Swoffer (email: aswoffer@northstar.12.ak.us)
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L: Keeping Student and Parent Involvement

- Joint parent/student academic projects
- Parents
- Better education for parents on how to communicate with their children to prevent downward spiral of at risk behavior
- Better articulation between elementary and middle school for parents/students
- Expectations for school involvement continues beyond elementary
- Parents need to know they are needed in middle school and high school
- Make opportunities available outside normal school hours
- Student comment: lack of parent involvement in after school activities/tutoring, parents as mentors
- Communication between parents and schools
- Parents must be allowed to be involved in the school
- Each teacher implements a parent component designed into their classroom program
- Need for true parent liaison t bridge gap between parents and district
- Administration at all levels need to truly support parent involvement and listen to students
- Stronger support for at risk students/families
- Bridge gap between parents and school district

M: Increasingly enlightened respectful discourse in an age of technology

- Want to make sure students are able to listen, discuss, problem solve with others
- Kids are watching how adults act and solve problems
- Creating kids that aren't involved in community and political process
- In regular discourse- we need to have a discussion about what is appropriate discourse/acting out when mad
- Complexity of life has heightened the frustration in individuals
- Check curriculum for when/where/how to bring up issues and expectations
- Need blended approach- interpersonal interaction and enhance technology
- Clear articulation of what is respectful discourse
- Tice in technology- What's appropriate in email (Written, oral, radio)
- How do you incorporate into education/curriculum
- Part of it may be discouraging anonymity
- Need to keep in mind mobile devices and well as computers expand discussion in curriculum and policy
- Need to work with youth/peer group in setting standard for community discourse
- How do we expand beyond the school?
- Need appropriate channels in government and businesses for people to reveal concerns- people need to know channels and help create an appropriate channel
- Community compact on civil discourse, central beliefs in a solving issue
- Counselors should be able to do counseling
- Very excited about discussions that can be opened up
- Anonymity can be a problem
- Need to address on line etiquette- Internet safety
- Interested in promoting civil discussion, concern of lack of civility
- Definition of technology is so broad, concerned about how casual it has become
- Distraction or learning tool
- Adults may not be aware, kids way ahead of adults
- Civility of discourse- Internet can accelerate
- Brain development had changed, exposure to technology
- Put technology in its place as a tool
- Balancing 1st amendment concerning civil discourse

Action Plan:

- Curriculum Development
- Parent and Community Education about standards
- Begin community discussion about respectful discourse
- Raising the expectations

Education Town Meeting Summary Thoughts

- FAEYC will contact school district/early childhood/others
- Cluster ideas → who?
 - Andre—community based areas (willing to work on next steps)
- Website for purpose of informing of existing resources
 - Use other means too
- District → 5 public forums for students and parents
- Look at Fairbankinfo.com website
- Early childhood Com. → website of family resources
- Get youth to share info via MySpace and FaceBook
- Assure youth that you *will* listen (trust, anonymity)
- Brenda Sadler → KFAR
- Organize a fly-in to Juneau
- Communicate with media
- Brian Rogers → these notes to Dermot
- Think of this effort within thinking of our own community
- Parent forum or meeting to inform/engage parents
- Have these meetings regularly (new groups of students)
- City mayor com. Meetings, talk Tuesdays
- Attend school board meetings and other meetings
- Schedule meetings and promote in paper's schedule of meetings
- Gather info about what's going on now; who?
- Recognize need for partnerships
- Reconvene this kind of meeting
 - More advance notice
 - More funding

Commitments and Next Steps

- FEDC coordinate ongoing Task Force on education
 - Support work groups
 - Post info on investfairbanks.com
 - Send notices of “next steps” meetings
- Attend FNSBSD secondary ed meetings (Feb.)