**NORTHLAND PIONEER COLLEGE**

**Community Outreach, White Mountain Campus**

Meeting Minutes

*October 10, 2017*

*Time:*

* *Present:* Michael Wright, Shad Housley, Daryl Seymore.

* President Jeanne Swarthout, Mark Vest, PJ Way, Maderia Ellison, Jessica Kitchens, Martha Kanteena.

*Meeting Location:* 1001 W. Deuce of Clubs, Show Low, AZ

 Learning Center Room 108

1. **Introductions, Jeanne Swarthout**
2. **Recommendations and comments from Community Members**

**Jeanne Swarthout:**

We are here once a year, to kick back from our regular jobs and duties for the day and listen to community members, particularly community leaders about what it is that NPC could do better and could do more of. What things that we haven’t thought of that you feel the community needs that we might be able to address. So, it’s really for us a kind of listening session. We’re busy and we have a lot of students; not as many as we want. We are trying some new things, innovative things from the high schools. There is always more that we could be doing. So, what do you want? We don’t do world peace, let me start there, we don’t manage the Department of Education in Washington, but exclusive of those grand things, where do you think we could do better or more of?

**Daryl Seymore:**

* The question that always comes, that I hear and deal with is: could you do better if you were more centralize to one or two locations? If they were bigger, better, into one or two versus several campuses.
* Would we be able to meet the needs better if one campus was larger? We could bring students from all over the state and possibly start to get more help from our bigger universities.
* I know you guys have filled a great need of education throughout the White Mountains but you’ve done it through several different locations. If the locations were consolidated, would you be able to even compete in the world today?

**Jeanne Swarthout:**

* It’s an intelligent question and one we ask ourselves as well. One that the board has also come to grips, quite frankly. One of the difficulties in making that kind of decision is there will be communities who will feel left behind and we had that experience three years ago. I proposed to make the Snowflake/Taylor, the Silver Creek campus not a campus but a location which has several activities there. None that really affected student offerings and no one came unwound around me. I spent six months down there once a week dealing with community outrage. It’s something we think about, even talk about. But it’s a hard decision to leave communities.

**Daryl Seymore:**

* But as a whole are they better served? I don’t know the statistics.

**Jeanne Swarthout:**

* There are a lot of numbers to be taken into account. We are actually playing them again right now. If we do this, what happens here? Ultimately, it’s an important decision. We can present the data to the board, but the board is going to have to deal with that decision. Boards are infamous for not always agreeing what staff recommends, regardless.

**Mark Vest:**

* It’s a locally elected board because it’s got the same boundaries of the Board of Supervisors.

**Jeanne Swarthout:**

* There’s politics at the board. Yes, that’s a tough decision.

**Daryl Seymore:**

* You know we recently went through that a little bit with our fire districts here. Coming together with the fire department is suppose to save us all, dollars and cents. They had to also increase their quality of delivery. There are fees that we are now associated with that we didn’t have before. We have our taxes and we are paying more for a fire then we are for anything else.

**Jeanne Swarthout:**

* That also goes in the equation. One of the things that sits at the back of my mind is the effect on enrollment and while over time we can regain that enrollment in different ways. We have something called the expenditure limit. Even though we statutorily fix it, there recently was a bitter battle with the legislature with ATRA. That fix may not work for very long for us if our enrollment drops. So there’s all these pieces. Do you have expenditure limits?

**Michael Wright:**

* Yes. We are limited to our budget capacity whatever it is, driven by student aid and student population.
* The one thing I would do better but more of is the distance learning. It’s going to become increasing difficult to find Chemistry, Physics, and advance English teachers. We were very fortunate to dodge that bullet this year. I can see that in three to five years we are going to need three or four of those folks since we are not going to be able to fill them with brand new kids out of college. There’s simply not enough programs.

**Shad Housley:**

* It’s affected our dual enrollment because we don’t have so called qualified students to do dual enrollment under NPC requirements. So, we have to work something out to make that match happen.
* We didn’t get in line to participate in the Talon grant so we missed out on some of those distance learning opportunities.
* I also think from our perspective, an increase in the amount of offerings of concurrent enrollment classes probably happen during the day.

**Michael Wright:**

* The parental feedback on the Talon has been outstanding. It pushes the kids that are in the top 10% or higher to want to be challenged and it’s worked out super for us. I think we have four or five classes.
* The direct courses that our kids can enroll in; we have four or five seats and they are high-level courses or even just a math and algebra class provides more capacity for scheduling. NPC provided a projector for our kids and we just had to provide an aide to be there to supervisor the kids. It’s just been wonderful. The opportunity we have to grow, that is significant and we would be willing to contribute with those four teachers.
* With all things considered, that is probably close to three hundred thousand dollars if they have the credentialing and with benefits. If we pay a third of that it’s a good win for us. We would definitely be willing to contribute to the salary of the staff and we can fill those classes from our perspective. We can put the mid-range, entry-level college courses to intermediate and can probably fit fifteen or twenty kids immediately that can take advantage. We have a couple of very small courses in our calculus, too. We might have eight kids in our course, but they still take up that capacity and that teacher. Some of those types of courses would be wonderful.

**Jeanne Swarthout:**

* The advantage is you can tie your eight in calculus to five more in another calculus to a school district and another five to build that capacity.

**Daryl Seymore:**

* You need to look at how did ASU expand from a state university to a national university. Basically, they are an online service, partnering with Starbucks was one of their first big steps. Starbucks got on and said we will go ahead and pay for everybody’s education through ASU. So, you are able to go with that rather than building more brick and mortar buildings here. Can you expand your case by broadband? Right now trying to gather a consortium with all these different communities to try and bring in higher speed broadband. What does that open up for the college here to be able to get on board with that. Possibly higher internet speed. What will that do for you?

**PJ Way:**

* I’ve had the opportunity to be actively involved with part of the development process. The county and the hospital are trying to lead that charge to bring that to this area. The development process has actually gone very well. There was an open RFP and several people have already responded with offers and ideas. Actually, two weeks ago on a Friday, Show Low had an open talon. One of the providers wanted to come in and put on a demonstration on what they do and how they do it.
* Probably 2019, 2020, is really where we are looking to have that put out. We currently pay $20 - $25 per MB and have the potential for as low as $2 per MB should the proposed solution become feasible. The cost impact is exponential and you could find those savings to reinvest in other pieces of technology inside of your own environments. There is definitely opportunity in the college and we are well aware of it.

**Jeanne Swarthout:**

* One of our big issues is bandwidth, but it’s also service reliability. When you are delivering distance, service reliability is a huge factor. When service gets interrupted in the White Mountains, there’s some of it we can’t back up, some of it we can. It’s a real problem in this area and we’ve got to stabilize that environment to be more reliable.
* Mike, I want to go back. More distance. What do you mean by distance?

**Michael Wright:**

* I mean online education.

**Jeanne Swarthout:**

* It’s define differently by different people and certainly we look at the Talon delivery as a distance system as well.

**Shad Housley:**

* From our perspective, for whatever the reason might have been, we didn’t get involve with the Talon program. So that leaves us outside looking in. We have a need that’s extensive and so whatever we have to do to make that available or allowable to us, at least not the Talon program but the pieces that are provided through that, or do we have to do something on our end to support it. Like everyone else here in a situation where it’s hard to find someone who, for instance, qualifies to teach or get dual enrollment credit.

**Jeanne Swarthout:**

* It’s just not NPC requirements, it’s our accreditors. We were fortunate because when they did the enforcement of those accreditation standards for faculty, we were already there. We did a complete audit of dual enrollment, adjunct, and full-time faculty. We only had two people who were not meeting those, whereas some had hundreds. In retrospect, we were very wise, because it is a struggle to get these people either accredited, qualified or rated. So it’s been a challenge.

**Michael Wright:**

* For us too. For one thing, that’s been on our minds is how can we help our students with the changing of concurrent enrollment in the fact that a college class doesn’t have to meet a certain number of hours to not jar that line.
* Concurrent enrollment allows our students to access college and high school credits at the same time but walk away with an associate’s degree and a high school diploma both at the same time. This an indicator of future success in their bachelor’s degree and in continuing their education. That is something that is on our mind and we hope to see that drive.

**Mark Vest:**

* We know from looking at our own students, that a student facing dual enrollment while in high school is about two and a half times as likely to finish their degree and come to NPC after they graduate from high school. Compared to a group from your high school specifically who didn’t do any dual enrollment or NAVIT while they were going to school.
* NAVIT students are almost ten times likely to come and finish because they are so close, they already have a handful of general education courses.

**Jeanne Swarthout:**

* Online. Is our population skilled enough to take online courses? They’re tough, takes a lot of discipline. It takes a certain minimal tech savvy. They don’t have an email address, so this is not going to go down well.
* How do we help make them successful? This is one of our challenges. The national retention in online courses is quite poor, because it takes a lot of discipline and a lot of commitment. Quite a few underestimate what it takes. So we’ve got to build a learning curve in terms of what it takes to do online and then we’ve got to learn to incorporate this. How many courses do we have online?

**Mark Vest:**

* This fall we have a block of business courses and a block of gen ed, which is mostly in the English and Arts. In the spring we will add the CIS degree which will be the first online degree.

 **Jeanne Swarthout:**

* We have not put a high priority on it simply because when you look at Navajo county and the demographics of how many potential students don’t get access to the internet, it became a low priority for a long time. Now that’s changing and that’s our challenge to figure out how to do that.

**Shad Housley:**

* I can’t speak based on facts but speaking, if you are going to increase a number of offerings online and you want more participants who are able to participate through that medium of instruction, it speaks to me you would have to increase the number of offerings through mediums like Talon or other programs like that. Once they begin to feel that is a part of their education, they’re more likely to enter that medium when they reach high school and look at ways to be educated. There are a number of online high schools happening around the state. I would imagine those kids are transitioning from that kind of environment to an online environment in college because it fits who they are and it becomes a part of them. If we continue to keep all of our offerings in a traditional high school setting, you are going to continue to give traditional high school kids who want a brick and mortar place to go and being those who will struggle wanting to transition to the online environment.

**Jeanne Swarthout:**

* To be quite honest, this institution was founded in the 70s. It was built for a traditional environment. We have classrooms that Mark and I go, “What were they thinking?” A tiered lecture room. What do we do with that? It’s built for an environment that is no longer sustainable.

**Michael Wright:**

* I think in this area where you do not have the skill and technology is also a challenge. That’s definitely created by partnering with those individual schools like Shad was saying. The technologies are in the schools. That gap can be bridged if you say we would allow before or after school use of our facilities. We certainly have room. Ideally, during the normal class day and the student, the teacher would be a NAVIT facilitator, because traditionally, that is what is happening. Good instruction looks more and more like facilitation rather than sit there and write all this stuff down on the board and regurgitate it. I would look at it as saying as far away as Window Rock, all through the Navajo reservation, the Whiteriver and through our communities, we have alot of kids. Even if you have 10% of each population, it would be pretty significant at 5%.

**Mark Vest:**

* We know as Dr. Swarthout has said, that the biggest completion issue for students in this area with online instruction is self-discipline. They fall behind, they can’t catch up and they wind up dropping. Our drop rate on our online classes is 20% higher than they are in the classes that offer live or through a system like Talon. As a supplement to something like Talon, say two, three years from now, have a set of online classes where you send your students down to your computer lab at the high school. They would have a lab aide there to deal with that self-direction issue by saying for this hour and a half, whatever your time block is, we will work on this online class.

**Michael Wright:**

* Right now, 175 of our students do that and that’s with the aide. That does work because you have the facilitator going, “Where are you at in your process?”

**Mark Vest:**

* It also deals with the tech access issue, because you are providing the access on site and it doesn’t derail you financially because you still have them on campus and are giving them the aid.

**Michael Wright:**

* It’s wonderful for us and it enhances our scheduling capacity. We struggle with providing our very high-end and our very low-end students.

**Jeanne Swarthout:**

* How is the other end?

**Michael Wright:**

* The other end don’t read and that’s a challenge of public education. That’s why the charters don’t take it and we do. We have to try to find a way to move the high-end kids. Look where the charters go, they go to Gilbert, Arizona. They don’t go to Whiteriver or Apache Junction. They go to areas of high income. The kids at the very low-end also have the socioeconomic challenges. The kids on the very high-end are going to Europe. I do believe that technology provides the variance that you need advance math. You can take calculus, too.
* We are trying to get creative with some of those. We’ve had exceptional experience with our kids that came here, brick and mortar or Talon and I think its’s a huge asset. We’ve got to be able to leverage.

**Shad Housley:**

* Things allow us now to send students to NPC physically, still collect Average Daily Membership (ADM), still do those things to help partner with using ADM to pay for tuition and other things to keep them here at our site and not have that transition time. We could lose alot of hours, minutes per day just transitioning to a brick and mortar facility, where we sent them down to our lab for that college offering. Much more efficient. We could put someone there to monitor that and it would be a good use of time and resources for us.

**Michael Wright:**

* I just think that is the only way to create the scale and you know the sad thing is everywhere you go there is a far-flung community where there is a lot of intellectual capital being wasted. I was with my group, my twelve members and I said, “Brenda, how many of your siblings went to college? Brenda Thomas-Martinez is Navajo, Hopi, and an MBA. Brad Pico, who has about six or seven brothers who are either attorneys, doctors or are in education. My dad, a homeless white kid from south Texas. From six to seventeen, homeless, he graduated at fifty with a doctorate in Physical Education. It’s education, public education. Alot of kids are not getting that. So if we can find a way to take our challenges, I think we can remediate kids a lot faster online. It’s hard to find to cart out kids to say, “We can’t son, you’re in sixth grade but you’re reading at a second grade level. If we could find ways to find the bottom line in remediation for our students. I recognize it is not college credit, but talk about community impact, oh my goodness. We could bring probably a third of our students up to grade level in two years and right now we probably have 30% that are way below grade level.

**Daryl Seymore:**

* There are so many things the business world here could have that they would be willing to pay for. It doesn’t have to be a college credit. It could be some classes on sales, on bookkeeping, on how to be a cashier, or how to take an order.
* There’s so many things we would lose in this world because the kids are coming out of school are not prepared to even get a job in some cases. How do we continue to train them? Through the college, through a system of online or maybe we use the city to bring them to city hall to use a library there in the evening. But it’s a course and you can go to businesses and say how many of you would like a course on basic sales skills and send those employees to that class that night. I think it would bring the quality of customer service on a level that‘s really lacking here.
* When we go to conventions and try to recruit businesses to move here, all they have to do is call up Walmart or Home Depot and say can you hire people. They say we are struggling to keep staff, to pass drug tests, and we are struggling to house people. Now businesses are looking at hiring a hundred people moving to Show Low. Do I feel I can fill those hundred people to a job?

**Michael Wright:**

* Those are great points. The websites that are visited most frequently are those that people use the resources. They might not be interested in our product, but they find the website to be very resourceful or informative. I think if I were a part of your team, I would want to make this a community asset. Why don’t you get more people familiar with what is going on. I think it is the best kept secret and I tell our kids, “You’re absolutely crazy if you are not in dual enrollment.” I think six graduated and now they are Juniors. You saved your dad $20 grand or yourself student loans. No wonder the graduation time is only two years. What a great deal.

**Jeanne Swarthout:**

* Yeah, it is a great deal. We get excited anytime somebody is graduating from high school and us at the same time. We need to see and promote more of that. In some communities, we really are a secret. A while back and I won’t name names or positions, but an individual in a community slightly north of us, who is in an leadership program for that community, had no idea that NPC was anywhere in his community. He was shocked to find that we were in his community and he had driven by us every day.

**Michael Wright:**

* It’s such a terrific value when you’re looking if you could deliver it at a similar price point per credit, holy smokes.

**Jeanne Swarthout:**

* It’s one of the board goals; very conservative price point. I assume they will continue to be very concern about being very conservative about price point. We have lots to do.

**Mark Vest:**

* Did you want to talk a little bit about the conversation with ASU and education?

**Jeanne Swarthout:**

* Both of you were at the last superintendent meeting? Steve Yoder from Concho was leading this internship discussion on how ASU needed everybody to travel and Prescott College was too expensive. I worked a little bit with Steve. We have a number of people coming up from ASU’s education division in November, to have a conversation with superintendents, the college, and ASU, about what we can do about the needs of education with no travel. ASU is very interested in bringing people up. It started with the internship conversation; they wanted to see what they can do for us there. But I think this is a much broader conversation about how can we connect distance-wise (which we already do with ASU, quite well), but how we can bring the education programs into that connection more strongly.

**Michael Wright:**

* There are alot of talented people that live right here that can offer their training just through ASU as adjunct or whatever. I think ASU is trying to find their way into some northeastern areas. We would be interested in that.

**Jeanne Swarthout:**

* The meeting is on November 20. We can do this better with ASU than NAU. The experience with ASU has been positive. Students will have more than one choice.

**Shad Housley:**

* Eastern Arizona College have partnerships with ASU and NAU. Both pathways are available for students.

**Jeanne Swarthout:**

* Some pathways are the results of a temper tantrum from a joint meeting with the community college presidents from the university college presidents. The Eastern president had been whining about four-year degrees forever and Michael Crow got tired of it and said, “We are sending this person down there and she is going to camp in a trailer until we do something.” I don’t know how long ASU will maintain an interest in that because enrollments are small. Havasu invested about $3 or $4 million dollars in a closed junior high school to renovate that entirely to get ASU to come there. ASU’s enrollment has struggled out there. The vision; for a while Michael Crow was recruiting in California. The vision was to have Southern California students come to Havasu. It struggled and I don’t know at what point ASU is going to say, “Okay.” This is part of the reason why ASU is not committing to Payson.

**Shad Housley:**

* From our perspective with teacher shortages and building people who can become teachers, the Sahuarita school district along with Pima Community College have a pretty solid pathway to certification and helping people to stay in that district for a long time.

**Jeanne Swarthout:**

* Is it just a pathway determination? You can’t do these things in a helter skelter curriculum, it’s got to be a very strong pathway. What we have to do and this has to do with ASU, is find a way whether it’s the technology that already is happening, like some of your classrooms at Blue Ridge, whether it’s a Skype technology added to, we have to find a way for those kinds of programs. For observations through teaching experiences to take place across a distance spectrum. Otherwise, we could do all the coursework, but when you have somebody who says, I need to see the student teacher three times a week to do x, y, and z, then we’ve got to have a way to join that experience.

**Shad Housley:**

* All the student teacher interns I’ve had as a superintendent while in this district and in other districts, very rarely did U of A or any other institution come in and observe their student teachers. They came once a semester.

**Jeanne Swartout:**

* You can’t have a student teaching up here and then go down to Phoenix and replicate that experience in some different classrooms. We’ve got to figure out, and the technology is there, we’ve got video cameras and we’ve got Skype, five or ten different ways whatever to connect that experience.
* ASU is insisting the interns travel to Phoenix on Fridays during that internship experience. How do we use that kind of technology to start up a business? We do have a business industry position dedicated to service this industry with noncredit. Things like sales training and one of the big ones up here is customer service. Yet, when we try to round up all the employers who say customer service up here is terrible, it’s really hard to get their people to a customer service experience. SBDC has done a really good job on working with the city on the incubator, but I think we need to improve that experience as well.

**Daryl Seymore:**

* I was the first one to move from the educational level they have to improve their educational level for the jobs that they’re currently at so that they can move up. How can we make our community more self-reliant than what they are right now? How do people become a little bit better? Let’s say a mother who has three children, what does she need, what can she do to get a better paying job. It doesn’t take a lot but one learned skill or one learned education level that yield possibly two, three, four dollars an hour more at the business down the street.

**Shad Housley:**

* That’s a great point because the unintended consequences of the minimum wage increase, families who would otherwise qualify for the free or reduce lunch at school, the federal guidelines did not change, the threshold is still the same. We have a lot of families who no longer qualify but are paying more taxes. In 2020 when that goes to $12 an hour they won’t have a way to jump from that to get out of that line between yes or no. It is going to be difficult for those people.

**Jeanne Swarthout:**

* The increase in the minimum wage is not an increase to a livable wage.

**Shad Housley:**

* Take a two-person income that they already made $35 an hour, so $16 as a combine and now they are over $20 as a combine. It jumps that level.

**Daryl Seymore:**

* It effects the businesses that are having to pay their employees x more per hour. I don’t have any more sales coming in, how do I survive, what do I do? Do other businesses have to bring on another line of business or something else to fill that void to generate more income?

**Shad Housley:**

* The challenge is the skilled labor force that we might hire, we would actually bring someone in who is skilled in some construction or maintenance department and maybe start them out at $14, $15 an hour depending on how many years of experience they have. Now at the $12 an hour, that gap is close. So how do you provide the affordability of skill building so they can see a jump in their salary? The skilled laborer and someone who is without skill are so close in salary.

**Jeanne Swarthout:**

* + What do you need an hour to not qualify as working poor?

**Daryl Seymore:**

* + Make money to put you comfortably above. Receiving welfare that’s going to pay you $40K a year versus going out and getting a job that’s going to pay you $38K. There’s that level of what people are getting for nothing versus the level of what they have to put forth in effort to receive. I think that’s a scary level.

**Michael Wright:**

* + How does a family make it on $50 grand a year? We have within our community one-third of the people at or below poverty level. All the poverty problems are open enrollment students. We have four reduced government subsidize housing. On a bus ride, 80% of the kids got off at the subsidize housing and the others got off at a trailer park. The poverty level in this area has increased significantly.

**Shad Housley:**

* That’s about $24K a year, slightly under entry-level teacher’s salary.

 **Mark Vest:**

* 130% of the poverty level, whatever the poverty level but that’s a sliding scale depending on the number of children. We did not notice that when we applied for the Talon Grant, because one of the things we had to demonstrate was financial need of the area, so we fell back on the free and reduce lunch. In between the time we initially researched it and applied, the first step came in and it significantly changed the number of students in every school district.

**Michael Wright:**

* I think we are at 52% district-wide for free and reduce. In 2007 there was 16% at free and reduce. In that ten year period there was a huge shift in your demographics.

**Jeanne Swarthout:**

* Where is yours now?

**Shad Housley:**

* 51%. As kids get older, parents’ income tends to increase over time. Parents of high school and junior high kids don’t turn it in because they don’t want anyone to know their income whether if they qualify or don’t qualify.

**Daryl Seymore:**

* A guy who makes $75, $80k a year and self-employed can quality for subsidize healthcare and subsidize lunches if he reports his income at $40k. The system creates its’ own problems.

**Jeanne Swarthout:**

* What else should we pay attention to?

**Daryl Seymore:**

* Let’s put the car show at NPC. Use your parking lot and put some of the vendors out on your nice grass and they can take a tour of the building.

**Jeanne Swarthout:**

* That’s a great idea. We’ve got asphalt to die for.

**Daryl Seymore:**

* Drawing a lot of people here.

**Mark Vest:**

* Do we do things like that?

**Jeanne Swarthout:**

* We do. We don’t get a lot of demand.

**Maderia Ellison:**

* It’s not, it’s goes to mostly nonprofits, but we do offer it. The parade gets set up in our parking lot every year at Fourth of July.

**Jeanne Swarthout:**

* That’s a really good idea. The most popular facility we have for requesting use is our Performing Arts Center in Snowflake. We don’t do that here because we don’t have the interior space.

**Jessica Kitchen:**

* We have hosted a business expo here.

**Maderia Ellison:**

* If it were a car show, what would it attract? What kind of age group?

**Jeanne Swarthout:**

* Everything.

**Daryl Seymore:**

* The car show is growing, but what we want is to move it off the ball field. You bring Show Low Days, or our city barbecue, we are turning right around and trying to get that field ready for one of our main softball tournaments. The fields aren’t as nice as they could have been, because they have ruts. NPC has a fantastic facility that could house the public. You have grass and the asphalt, both. I think it would be a neat Show Low Days, car show, or multiple things that could jump with that.

**Mark Vest:**

* We could shuttle our fleet up to Snowflake for the weekend.

**Daryl Seymore:**

* Give you that exposure and you can let people know more about NPC. .

**Daryl Seymore:**

* How many parking spaces do you have?

**Maderia Ellison:**

* I think this location allows 250.

**Mark Vest:**

* Plenty of space to park vehicles. Give them some space in between so you are not worried about them getting ding and you’ve got all the green space in between where people can walk around.
* They can sit out there and we can open the buildings up for restrooms.

**Daryl Seymore:**

* We can pull power or bring in generators. That is a challenge whenever we station events.

**Jeanne Swarthout:**

* Who should we talk to at city hall?

**Daryl Seymore:**

* I will talk to Jay (Jay Brimhall).

**Shad Housley:**

* Job fairs or hiring expos, can you bring those to one area? Businesses and schools can come in and have hiring events for positions that are available.

**Mark Vest:**

* We do a couple of those a semester on this campus. We do one advertised for Veterans and it is open to the public. Most of the employers that we have respond and attend those expos are public sector jobs or the power plants. We do not have alot of smaller businesses that come in. You have a better idea of what our job seeker numbers are.

**Jessica Kitchens:**

* This past one we brought in around two hundred to two hundred and fifty people walking in or out. We set it up in the Aspen Center in the hallway and classrooms.

**Mark Vest:**

* We are handicapped there because we do not have a community building on this campus. They are all classroom buildings. We are a little tight for space.

**Jeanne Swarthout:**

* How well do we advertise those?

**Jessica Kitchens:**

* John Spadicini takes care of a lot of it. We get flyers and John goes out into the community to get employers to come in.
* Signs on the Deuce are put out and John starts those a week before the event.

**Mark Vest:**

* We push at DES. Radio stations love to advertise things like this and will interview our resource coordinator in advance.

**Shad Housley:**

* How many qualified teachers will walk through that fair? A fair number of people with bachelors’ degrees will walk through and for us we can say our pathways for education are open to you for certification.

**Jessica Kitchens:**

* This past one, we had one teacher bring her class.

**Jeanne Swarthout:**

* The general public who come in may be interested in teaching, has enough to talk about pathways. Need good pathway material or it’s an idle concept.

**Mark Vest:**

* We make sure to have a group of academic advisors there. Talk to some of these people and tell them what education they need to get the job.
* We need more of those pathway options.

**Shad Housley:**

* Fortunately, the State of Arizona says you need finger print clearance to teach. Mothers who raised their families want to join the work force, have a bachelors’ in accounting but do not want to be an accountant. Well, how about education?

**Mark Vest:**

* Need to talk at the superintendent’s meeting to see if we need to be doing an education or teaching specific. We have better luck at job fairs when we target them toward a specific job market. When we do a generic job fair and have everything from forest service to summit fair, nobody was happy.
* When we say we are doing an Allied Health or Nursing Job Fair, the employers who are there know the applicants who show up are looking for those disciplines. We haven’t done one in education.

**Shad Housley:**

* Some don’t even know education in pathways that they can consider.

**Jeanne Swarthout:**

* What if we could offer them a pathway and a way to do this without leaving the community. That is the key. We deal with a lot of place-bound either by culture, by faith, by family or by income. They are not going to drive to Phoenix or go to NAU. We’ve got to grow our own. No one is going to come rescue us.

**Daryl Seymore:**

* Take a roomful of people and ask how many were born here. It’s less than 50%. Our state is influence by other places coming in.

**Jeanne Swarthout:**

* When I moved to Arizona in 61’, in the valley at that time, you get 5% born and raised in Arizona.

**Daryl Seymore:**

* This is getting to be the trend, more and more. Do you have any numbers of home-taught children?

**Shad Housley:**

* The county would have those. They are supposed to register with the county school superintendents’ office.

**Mark Vest:**

* It varies community to community. In Snowflake for example, we have a fairly good chunk of students who come in during the day and some of their homeschooling is really taking the college coursework from us if they were first transferred through their homeschool program. We have students on this campus right now from the school district from Sequoia, homeschooled students. This is our youngest campus in terms of average age.

**Jeanne Swarthout:**

* Shall we wrap up? The car show.

**Daryl Seymore:**

* Every one of those cars is going to Pinetop and parade through our town. This whole city is marketing. We as a community has to market ourselves to attract people. The council of people don’t think that way and they just say I like it the way it is. Idea of branding. We are part of a league of cities where we have an annual convention for the cities to show what some of them have done to step their game up. Show Low does something, it helps Pinetop or Snowflake and if Snowflake does something, it helps us. It’s vice versa. If NPC is great, it just helps everybody. If we pass a bond, it helps the whole community. Raise water taxes, water fees, it hurts but we still have water.

**Jeanne Swarthout:**

* Good work on bonds. Lots of positive things. It’s a risky business these days going after bonds. You never know.

Thank you