

SIERRA VISTA LIBRARY ADVISORY COMMISSION
REGULAR MEETING
FEBRUARY 22, 2016

CALL TO ORDER:

J. Blaylock, chair, called the meeting of the Sierra Vista Public Library Advisory Commission to order at 4:31 p.m. in the Sierra Vista Public Library, 2600 E. Tacoma Street, Sierra Vista, Arizona.

ROLL CALL:

MEMBERS PRESENT: Joan Blaylock
Debra Depew
Virginia Fuller
Stephanie Fulton
Dottie Simmons
Alvin Slarve
Leslie Clark, Associate Member

MEMBERS ABSENT: Kelly Roberts

OTHERS PRESENT: Emily Scherrer, Library Manager (arrived late)
Sierra Baril, Youth Services Librarian
Debra Chatham, Library Recorder
Rita Spano, Friends of the Library Representative
Trini Valentin, CCLD Citizen Liaison Council Representative

ACCEPTANCE OF THE AGENDA

A. Slarve moved that the Agenda be accepted as written. S. Fulton seconded the motion.

VOTE: 6–0. The motion passed.

ACCEPTANCE OF THE MINUTES OF THE REGULAR MEETING OF JANUARY 25, 2016

A. Slarve moved that the minutes of the regular meeting of January 25, 2016 be accepted as written. D. Simmons seconded the motion.

VOTE: 6–0. The motion passed.

REPORT ON STAFF AND LIBRARY ACTIVITIES

- a. Teen Leadership Conference
Emily Scherrer discussed the upcoming Power Up Sierra Vista Teen Leadership Conference scheduled for February 25 and handed out a schedule for the event.

OLD BUSINESS

- a. Discussion /decision on the library program or service to review next
The Commission ask that the following discussions/presentations be on the March, April, and May agendas, respectively: library databases ReferenceUSA, Ancestry Library Edition and General OneFile, library book discussion program, and interlibrary loan services.
- b. Discussion about National Library Week, 2016
Dottie and Stephanie discussed the committee's National Library Week progress. Commissioners signed up to help with the event. Stephanie said the sub-committee would meet with library staff, and again on their own, before the next Library Advisory Commission meeting.
- c. Discussion on annual commission report to Council
A. Slarve asked if there was a format for the presentation. Emily responded that there is a format.

NEW BUSINESS

- a. Presentation/Discussion about STEAM program
Sierra Baril discussed STEAM programming and presented information about the importance of STEAM education.
- d. Discussion of commission Kickoff Meet and Greet event, and other opportunities for commission outreach and collaboration
Leslie Clark talked about the recent Meet and Greet event and Joan Blaylock discussed an opportunity she will have to speak to a Rotary group about library services. She asked the Commissioners to be aware of such opportunities and said that collaboration among Commissions could be a positive thing for the community.

BRIEF REPORT BY THE CITY COUNCIL LIAISON OF CITY COUNCIL DISCUSSIONS RELEVANT TO THE LIBRARY

Councilmember Mount was unable to attend the meeting.

CALL TO THE PUBLIC

Rita said the Friends made \$805 at the Friends' February half-price sale. Rita mentioned that the Friends' April half-price sale would be the first Saturday of the National Library Week festivities.

V. Fuller asked Rita if people noticed the Friends' new flooring. Rita responded that people visited just to see the floor.

REQUESTS OF THE COMMISSION AND FUTURE DISCUSSION ITEMS

T. Valentin asked that the Report of the Cochise County Citizens' Liaison Council be included on the March agenda.

D. Simmons asked if National Library Week would remain on the agenda.

J. Blaylock mentioned she would like to follow-up on library staffs' outreach efforts on Fort Huachuca on a future agenda.

ADJOURNMENT

There being no further business to come before the Library Advisory Commission, J. Blaylock adjourned the meeting at 5:27 p.m.

The next Commission meeting will be Monday, March 28, 2016.

J. Blaylock, Chair

POWER UP!

Sierra Vista Teen Leadership Conference

February 25, 2016

7:30a.m.-4:30 p.m.

Sierra Vista Public Library, Mona Bishop Room

7:30-8:00: **Registration:** Sign in & Light Breakfast

8:00-8:30: **Welcome:** Icebreaker Activity, Emily Scherrer

8:30-9:30: **Morning Speaker:** Arizona Teacher of the Year, Christine Marsh

9:30-9:45: **Morning Break**

9:45-10:45: **Breakout Session 1:** SVPD Landmine Exercise, Chris Hiser

10:45-11:30: **Breakout Session 2:** Developing Local Non-Profits, Ann Morrison

11:30-12:30: **Lunch**

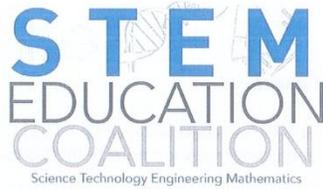
12:30-1:45: **Breakout Session 3:** Instagram Scavenger Hunt, Rachel Jacobs & Dominic Valentin

1:45-2:30: **Afternoon Speaker:** Thomas Barr, Civic & Urban Engagement

2:30-2:45: **Afternoon Break**

2:45-4:00 **Public Art Project:** Mosaic Tiles for Botanical Garden, Traci Mills

4:00-4:30 **Wrap Up:** Announcement of Scholarships, Survey, Wrap Up



The Case for STEM Education as a National Priority: *Good Jobs and American Competitiveness*

Updated June 2013

Why is STEM Education a National Priority?

“60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies.”

-Council on Foreign Relations¹

“STEM occupations will grow 1.7 times faster than non-STEM occupations over the period from 2008 - 2018”

-Office of Science and Technology and Policy²

“In the current overall employment market, unemployed people outnumber job postings 3.6 to one. In the STEM occupations, job postings outnumbered unemployed people by 1.9 to one.”

“STEM employment is expected to grow 17% between 2008 and 2018, far faster than the 10% growth projected for overall employment”

-Change the Equation³

“At all levels of educational attainment, STEM job holders earn 11 percent higher wages compared with their same-degree counterparts in other jobs.”

“The top 10 bachelor-degree majors with the highest median earnings are all in STEM fields.”

“The average annual wage for all STEM occupations was \$77,880 in May 2009, significantly above the U.S. average of \$43,460 for non-STEM occupations.”

“In 2010, the unemployment rate for STEM workers was 5.3 percent; for all other occupations, it was 10 percent.”

-National Governors Association Center for Best Practices⁴

“47 percent of Bachelor’s degrees in STEM occupations earn more than PhDs in non-STEM occupations.”

-Georgetown Center for Education and the Workforce⁵

“STEM workers drive our nation’s innovation and competitiveness by generating new ideas, new companies and new industries. However, U.S. businesses frequently voice concerns over the supply and availability of STEM workers. Over the past 10 years, growth in STEM jobs was three times as fast as growth in non-STEM jobs.”

-STEM: Good Jobs Now and for the Future, U.S. Department of Commerce⁶

¹ <http://www.cfr.org/united-states/us-education-reform-national-security/p27618>

² <http://www.whitehouse.gov/blog/2012/12/18/one-decade-one-million-more-stem-graduates>

³ <http://changetheequation.org/stemdemand>

⁴ <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/building-a-science-technology-en-1.html>

⁵ <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/STEMWEBINAR.pdf>

⁶ <http://www.esa.doc.gov/sites/default/files/reports/documents/stemfinaljuly14.pdf>

How is the U.S. Doing in STEM Education?

“Although most parents of K–12 students (93 percent) believe that STEM education should be a priority in the U.S., only half (49 percent) agreed that it actually is a top priority for this country.”

“Only one in five STEM college students felt that their K–12 education prepared them extremely well for their college courses in STEM.”

-Microsoft STEM Survey⁷

“Only 45 percent of U.S. high school graduates in 2011 were ready for college work in math and 30 percent were ready in science.”

“In 2009, just 34 percent of U.S. 8th graders were rated proficient or higher in a national math assessment, and more than one in four scored below the basic level.”

“Only one out of five households has access to and takes advantage of STEM-related after-school programming.”

“In almost every state, children will get less time for science in elementary school than they did 15-20 years ago.”

-Change the Equation⁸

“Fewer than 40 percent of students who enter college intending to major in a STEM field complete a STEM degree.”

-Office of Science and Technology and Policy⁹

“Fifty-four percent of the nation’s 4th graders and 47 percent of its 8th graders report that they “never or hardly ever” write reports about science projects. Thirty-nine percent of 8th graders report that they “never or hardly ever” design a science experiment.”

“The average mathematics literacy score of U.S. 15-year olds declined about 9 points from 2003 to 2006, and then rose about 13 points in 2009, placing the United States below 17 of 33 other members of the Organization for Economic Co-operation and Development (OECD).”

“The average science literacy score of U.S. 15-year-olds was not measurably different from the 2009 OECD average, though it improved by 3 points from 2006 to 2009. The U.S. score was lower than the score of 12 out of 33 other OECD nations participating in the assessment.”

“About half of Americans said that their local public schools did not put enough emphasis on teaching science and math, an equal portion (48%) said the emphasis was about right, and just 2% said there was too much emphasis on teaching science and math in the local schools (Rose and Gallup 2007).”

-National Science Foundation’s 2012 Science and Engineering Indicators¹⁰

⁷ <http://www.microsoft.com/presspass/press/2011/sep11/09-07MSSTEMSurveyPR.mspx>

⁸ http://www.changetheequation.org/sites/default/files/CTEq_VitalSigns2011_National_0.pdf

⁹ <http://www.whitehouse.gov/blog/2012/12/18/one-decade-one-million-more-stem-graduates>

¹⁰ <http://www.nsf.gov/statistics/seind12/>

Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

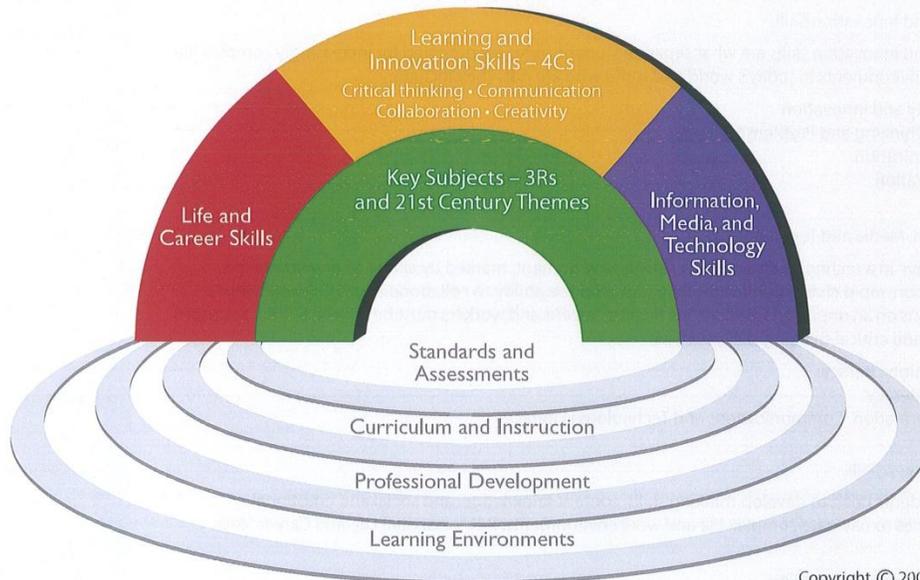
Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member



Framework for 21st Century Learning

A unified vision for learning to ensure student success in a world where change is constant and learning never stops.



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21ST CENTURY STUDENT OUTCOMES AND SUPPORT SYSTEMS

The P21 Framework for 21st Century Learning was developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship.

The Framework continues to be used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. All elements of the Framework are critical to ensure 21st century readiness for every student.

When a school, district, or state builds on this foundation, combining knowledge and skills with the necessary support systems of standards, assessments, curriculum and instruction, professional development, and learning environments - students are more engaged in the learning process and graduate better prepared to thrive in today's digitally and globally interconnected world.

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One Massachusetts Avenue NW, Suite 700 Washington, DC 20001 202-312-6429 www.P21.org

Key Subjects and 21st Century Themes

Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21ST CENTURY SUPPORT SYSTEMS

21st century learning requires an innovative support system to engage learners through applicable skills and knowledge, appropriate technologies, and real-world connections to make learning relevant, personalized, and engaging. P21 has identified five critical support systems to ensure all students receive the kinds of learning experiences that build 21st century competency:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit P21 at www.P21.org.



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- National Board for Professional Teaching Standards
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