

# Construction Project Planning Meeting

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## SUMMARY KEYWORDS

outdoor classroom, timber frame, construction project, electrical license, plumbing, student involvement, space requirements, funding, Perkins funds, accessory dwelling units, modular construction, diverse student recruitment, hands-on learning, curriculum standards, community engagement

## SPEAKERS

Speaker 2, Speaker 1, Speaker 7, Speaker 3, Speaker 4, Speaker 8, Speaker 5, Speaker 6

### Speaker 1 00:00

Of the 17 across the hallway an electrical that can come and work together, because we're going to need electricity in there. And that teacher is also a person with a construction electrical license. How do you say it that the your architecture and construction career cluster license? Yeah, I have the words all goofy, but yeah. Anyways, both Doug and Peter cross the hall are qualified to do this. So if they take his 17 kids and you're 12 now you got a team, I'll be the foreman. Looks like it goes there guys

### Speaker 2 00:40

in the corner get some plumbing there as well. Oh, yes. So could be a, could be good project for next year or two years. Yeah, for sure. Yeah, talk about and try and get it going. Yeah.

### Speaker 3 00:57

I mean, if you're happy to get out there and look, I'm not even familiar with what's back there right now.

### Speaker 4 01:02

Not very impressive. There's, there's busses in old tractors built to be gone. They will, yes, got a quote

### Speaker 3 01:10

picture it with no busses. This is what we got. That's right, this is how wide it is. It

### Speaker 1 01:18

doesn't have to be huge. I mean, if you even think about, like, I mean, maybe I'm wrong, but if you think about this space and

01:23

then carry it down, maybe, like the ladder,

**Speaker 1** 01:27

could you have three stalls in a little classroom and a bathroom? I think you could, right, yeah, maybe like a seat to wash things off, wash your hands, little storage

01:35

area, or storage up,

01:38

water too. Yeah, right,

**Speaker 1** 01:39

right, yes. So the little, maybe a little, not a kitchen, but like

**Speaker 5** 01:47

a just bringing a spaghetti even there, and yeah, wash station over here.

01:56

Yeah, yeah, I'd be happy to look that with you. Doug,

01:59

sure go out there. Look at the space. Gonna bring Bob and Wes out. Just say, Hey, let me

02:05

I can be bribed with coffee.

**Speaker 1** 02:11

That sounds picky. Oh, okay, wait, wait. Are you volunteering yourself?

02:38

First step is, what do we got? All

02:40

right, what kind of space do we have

**Speaker 2** 02:45

ADD to look into, how much space do you need for whatever your largest animal you're going to have, how many stalls, you know, what size was a stolen and kind of figure out everything from there, you know, 16 students. How big of a square footage space would you need for a classroom, you know, if you're average, if you're going for the maximum of and we could work on the design from there. As far as

**Speaker 1** 03:10

we could do some like outside, like picnic tables do like some like, little spaces around, like, if you were to be out there for the afternoon, you could have lunch out there too at the end, yeah,

**Speaker 2** 03:21

outside learning space. I'm not sure whose space you'd be taking. So maybe a conversation with Scott Ryan, US and Heather and Bob and Wes just to look at the space out there. Say, Okay, if we're going to knock down this building, storage building. Okay, still need to have another meeting about the outdoor classroom yet, just nobody. Nobody knows it's getting pushed into next year. But we still might start with Bob and West anyway. Still might start part of it this year, as far as doing the foundation footings. Yeah, it might just still try and get the footings done this year, possibly so that peers or peers, yeah, yep, going to 16 by 16 block. We talked about maybe, and then wrapping them in stone. I think that would look nice personally. But we don't have, like, an official finished design, yeah, probably yes, yeah, outdoor classroom seats. Maybe pick the table benches. You know, I'm not sure about the interior space yet. Also need to figure out Heather and Smith mentioned having a fire pit. So I will have have no idea how to vent a fire pit through an open area. I mean, I imagine you just use the same type of piping you use maybe for a was this an indoor so the indoor fire pit in the center? Oh, wow. Building for building, but it's an open air building, correct? So I'm not sure if you need something the size of the fire pit to vent. I'm not sure how that would work. Would need a fan. I'm not sure how that would work in it. Or you maybe don't do anything at all. Maybe the ceiling is high enough to worry it still doesn't I don't know. Yeah, right. So that becomes a whole, yeah, she's but she said they have one at

05:04

what's the other classroom?

05:08

Regular, maybe Northfield, or whoever, something the outdoor classroom. We have another school has a fire pit in it, but it doesn't get used much because of the location of it. Who gets to use this? Whose is it the outdoor classroom for here is it, ours us in the high school.

05:30

science teachers wanted to use it.

05:34

I'm not sure what the other two teachers were

**Speaker 1** 05:36

just selfishly thinking about the barn attracting students to increase enrollment. And I don't think the fire pit is going to be or not the fire pit, but the outdoor classroom, though, totally awesome, would increase enrollment at all. And I guess I'm sort of thinking about, like, not that I really say in that, but like, could two things be I mean, you're going to be busy with one project, and it would take up that time, so then this would push the barn back another year, right? Just saying, yeah, sorry, that might have been an inside thought. But

**Speaker 2** 06:20

what would be more important, the barn or, I mean, who doesn't love a good outdoor classroom, right?

06:28

And we kind of put that on the table already, so you need to a

06:32

little bit. Somebody would need

**Speaker 6** 06:34

to, if you can get the barn going faster than the outdoor

**Speaker 2** 06:38

classroom, or if we could put the, I don't know if you able to put the barn where we considered putting out their classroom, because it's so close to the river. So that might be.

06:50

Sounds like the classroom is further ahead, further

06:53

So, further out.

**Speaker 2** 06:56

Planning. We got more done just but there's more of an expectation

**Speaker 6** 07:03

that, because it's the both the high school and the tech center, that is low or,

**Speaker 2** 07:11

yeah, most, most of you, partly me, I'm a little bit slow with communicating some of the stuff occasionally. But yes, also, because there's so many people involved, yeah, there's like five other teachers, just from the high school involved, just people here yet, who haven't been involved, who should be involved, like Ryan from AG, because he uses that space out there. Oh God, the ag teacher should be involved. And then maintenance permitting, and just trying to get all the legwork on the is Yeah, and still trying to do everything else, yeah. So

07:39

which is why it would be a lot easier if we're doing a product that's just our TCC with our advisory board and our folks here, and then I can help you with, like, the legwork pieces on, like, a permit we need inspector this I can, I bet don't, yeah, I Don't know. You want

08:02

the barn idea?. But nobody said, No barns with us or not Esser, surplus. What do you

08:19

want?.The

08:36

outdoor classroom is a good idea.

**Speaker 2** 08:39

So they're both good ideas. So it's a matter of ones, yeah, obviously, yes. The downside is getting out people have are sort of Oh yeah, great. Now classroom I have to like, oh sorry.

**Speaker 1** 08:52

With the teachers involved in Right? They'll be expecting, yeah, I see what you're

08:55

saying. How busy are you next year?

**Speaker 2** 09:01

So one, one of the options that Heather throughout, since Blaine was busy this year and they have surplus funds to spend, was to look at maybe a which I didn't really want to do, but by a timber frame kit to build. But yeah, so maybe an option, and then you can help us with the barn and make that timber frame. So I still have you involved in some way doing timber framing in here, building something. So, yeah, yeah, if you know any timber frame kits, like in this area of Jamaica cottages, does anything timber? Yeah,

**Speaker 5** 09:36

I think they do do. They do. I don't recommend it. I open one together, and it was a horrendous experience. They didn't line up, yeah. Like, really poor, very poor craftsmanship. They do, actually, they, I don't think they have horrible products. Like, I've seen a lot of their a lot of their stuff is, like, to me, really nice. Like, good, for sure. So it was more but I put together a timber frame home kit for a friend with with a friend. And, yeah, it was a bad experience. And he got a lot of money back, actually, because they made a bad bag. They did no job, wow, and I was able to

**Speaker 2** 10:15

hold maybe it's a new venture for them, and they're still not. Yeah, I don't know. It was clearly,

**Speaker 5** 10:21

you know, like, yeah, there's, you know, it takes a certain amount of care and and knowing what you're doing, and I think they be, yeah, exactly, exactly. It's like an Ikea, yeah, exactly, I made it fit. But then there was, you know, mortises and holes where they shouldn't be, and all that stuff. And, you know, if you had, like, students or somebody who's not fully, like, trying to put it together, and then they're, like, having a frustrating screen. Anyway, Jimmy cottage is not horrible, though. Like, oh, all around, yeah. Anyway, it depends on what you choose to do. Like, if you're, if you're just trying to buy one in, yeah, yeah. There's you can there's bunch of options.

**Speaker 2** 11:05

Again, have a schedule, another meeting, and have a conversation with everybody. And there's a person I we went on a field trip with, not last year, the year before, and they're about an hour from here,

Vermont frameworks, and he was all like, really great with all about stuff for the students. So, because it's a school you might discount, I don't

11:26

know, we could talk to him and say, Hey, this is what we want to do. I

**Speaker 1** 11:29

think it'd be so great to have a project to show and use. We need to market the program more. You do a 12 for next year, but like, it would be great to even grow it even more.

11:44

The press loves furry little animals. Yeah, they

**Speaker 1** 11:47

do, yeah. It's so funny. I'm like, How can we combine that classroom with the barn with the fire pit next to the cow? That

12:00

would be cool, actually, or

12:03

weird classroom combined with the barn. That's

**Speaker 1** 12:07

what I'm saying now, like all of that together, like a little compound village.

**Speaker 5** 12:12

I like Dutch barns. It's like the tall two story barn with like shed roofs going off the side. Oh, then those aisles act as like separate things. You know, those are, like, right one side can be open to, like the bigger barn, and that can be like the animal saws, and the other side could be walled off, and more of like a clean space. That's like the outer classroom. That's like an easy, beautiful design. It totally depends on the space. Obviously, everything has to fit in the space, but like an attractive design, and then where the showrooms meet that center, you know, taller Isle, like you can usually get Windows in there, let a bunch of natural light in, and it's, yeah, pretty good go to for organizational purposes.

**Speaker 2** 12:56

You do the classroom upstairs, if it's nice and bright in there with Windows and yeah, storage downstairs, all right, So schedule, yeah, if you want to schedule Yeah, if you want to schedule meeting, try to start having a conversation. I guess maybe the next thing is, I just wanted to longer term for the projects the next year and maybe the year after we have something to build, if this is a go, but like, longer term for the program in general, any thoughts or ideas we discussed earlier, like ad, like building some of the ultimate dwelling units, or like an alternate dwelling unit that is popular now in Vermont, like a small business, small house accessory, yeah. It is exciting. Maybe successful, yeah. So just

13:54

accessory dwellings, part part of the zone.

**Speaker 1** 13:57

If I look this up and i Yes, big thing allowing people to parcel off,

**Speaker 2** 14:03

parcel off, smaller section of their house and put a smaller house on it, because there's such a shortage of my neighborhood,

**Speaker 5** 14:10

yeah? Oh, for renters, typically a

**Speaker 1** 14:14

small house on your property, yeah? Okay, lot of garage

14:17

conversions,

**Speaker 5** 14:18

yeah, a lot of that. Yeah, there's \$50,000 grants, grant that has been going around the state for the last five years, probably at least four or promoting accessory dwelling units. The state then has to, they require you, for at least three years to rent it to long term renters, not turn around and make it an Airbnb or something, right? But, yeah, they're trying to get more rentable space, permanent rentable spaces. In the state, there's, if

**Speaker 1** 14:50

you type that in, I just did adu home, and then we went to Google Images there. There's beautiful

**Speaker 4** 14:56

architecture, like families, like, they're really cool,

**Speaker 2** 14:59

yeah? So something like that small or, I don't know, I think it's a great thing to

**Speaker 6** 15:07

penalize walls in here because it's indoor, right? Worry about weather, and I don't know, it's more controlled, all right, I

**Speaker 2** 15:14

would like to go totally timber frame. If you can timber frame, you can stick structure. Build a stick structure, no problem. If you could figure out 16 centers and bang together two by fours. So I wouldn't mind making this like a timber frame. I don't think anybody else in the area, or any of the other tech center doing that and doing panelized walls. But, you know, it's a matter of what, what to build, and

**Speaker 5** 15:37

who to how to connect the dots. Yeah, sell it, to

**Speaker 2** 15:40

sell it to and will it be too much for students? Because, you know, some of the stuff they still struggle with. With students is like, and you tell them 1000 times, is handling tools, which the timber, frame, stuff you want, it sharp, you want it, baby it. You want, you know, you want, take care of it like it's a baby goat, you know? And they just don't have that. You know, how many times you tell them to put their screw gun down on the bench, and they still put it up and then it hit the bench? Boom. So, simple stuff. So I don't know if it'd be too much for them to be able to use a extremely sharp, heavy chisel to do a particular thing, unless or a chain mortar, sir, or, yeah. So, I guess, I mean, it's part of the teaching, but I just don't know if, yeah, it's viable, you know, I'm not really sure so, but I wouldn't mind doing that. Yeah, panels, Tim, reframe structure and just keep it small, getting good, if it was just sheds, or once

16:35

you have the move it around,

16:40

yeah? So,

**Speaker 5** 16:43

well, yeah, evening, yeah, shorter than, you know, panelized wall, like an insulated wall, yeah? Sheds and stuff is way simpler, right? Yeah, barns, sheds, things that just have ports for

**Speaker 2** 16:55

walls, yeah? And you still do timber frame portion of it could use challenge. I think

**Speaker 5** 16:59

there's a, I think there's a fairly big demand for them. I don't know. I'm finding demand, yeah, just left and right. I'm building a ton of sheds, barns, stuff like that. Because, you know, a house, like an insulated space of any sort, just, just, okay, you just took the budget times five, times 10, maybe 1520, yeah, compared to, like, a structure that somebody can get something that's really nice, right?

17:26

And usually there's a use,

**Speaker 2** 17:29

yeah, the disadvantage of building sheds is, I think it'd be harder to sell to if you're building a smaller house. Yes, I think because there's more demand, it'd be easier to pre sell and maybe have the person fund the materials and such for, maybe, I don't know, two of them, two of them. And then what ended up happening, one, we sold, one, we couldn't sell, and we donated,

**Speaker 1** 17:56

donated it. Yes, yeah, so, which is crazy, so we

**Speaker 2** 18:00

didn't really, I mean, it's not about getting the money back, but it's nice to store. Back, but it's nice to sort of, and maybe we didn't market property market properly. It was all over Facebook. It just, I don't know. So I think because of the housing shortage, it probably easier to sell something that's livable house, but I think just a little bit more intense, as far as you know, working with students, which is great. I mean, they'll get electrical experience, working with Peter and having them involved through plumbing trades. Here, there's not a plumbing trades, but they will, you know, one of us will have to do plumbing, learn plumbing modules, like I can do plumbing. I just don't know if I'm I don't know if I can teach it. So we can figure it out, though, that pipe doesn't go there, yeah? I mean, we could, probably, I could work my way through it, probably, but I wouldn't be as legit as a plumber teaching it.

**Speaker 3** 18:52

Yeah. So would you want to take responsibility that one leak? Well, that's

**Speaker 2** 18:58

the other thing too. Is you probably, you probably need somebody to I'm not sure if Peter's licensed, but we would need probably have a licensed electrician just sign off on everything, a licensed plumber to sign off. So we need to hook up with a contract, local contractor, say, Hey, can you just come in before we close the walls up and just say, Yes, here's a pressure test. This is good. Yeah. So, and they could keep even maybe come in and do some modules, like do some teaching, say, hey, yeah, this is why this is done this way and that way. It's a matter of making those connections. I don't have those connections. I'm sure Peter has some electrical connections, if he's not licensed, or actually, Greg hands is, Greg is in there. He's licensed. He's a licensed electrician. So he could, yeah, so make the web to maybe sign off, have them sign off. Yeah, I guess that those are the question is, you know, do something like 80, like a smaller structure, or keep it small with like sheds and just smaller projects, or any other ideas that you might have, as far as what demand there is out in the field, and what would be beneficial for students, you know, we're

**Speaker 5** 19:59

learning, I think all these ideas are great, yeah, those, how do

20:05

you make the

20:07

connection? Yeah, yeah, cuz

**Speaker 6** 20:11

all along the way, yeah, yeah, man, especially if you're coming with a school, with a school, you got more regulatory stuff, right? Or, yeah, have

**Speaker 1** 20:19

to fit into the curriculum and tie it to standards and proficiencies and safety, and you get to be a certain age to use the tools, yeah,

**Speaker 3** 20:34

you know, I look in the future and I see a big demand for existing houses that need fixing up. That's, there's huge. There's so many more existing houses than there are new houses, right? And I'm afraid these students are going to get out there, and none of them have taken lath and plaster off a wall before. You know or realize what, what's vermiculite. Oh, man, yeah, you know. And I don't know. I just think there's a huge demand for

**Speaker 2** 21:04

rental work. Yeah, I had to repair a rod itself. How would you Yeah,

**Speaker 3** 21:11

there's not new construction available, right? People are going to sit tight and they're going to put a bathroom or an addition on or something, or just insulate. You know,

21:20

we did attempt to go down that road earlier this year. We went and looked at our property really close to the school, but it didn't work out for this year, I don't know if we should, like, jump into buying property right now. And, like, we had talked about maybe subdividing it, right? And like, doing like, I guess these, like, these little houses, like you're talking about on there, I'd like to see you guys start smaller with, like, tiny homes or

21:53

classrooms or something like that. Or,

**Speaker 3** 21:55

how about a homeowner in the community that wants to

21:58

remodel, licensed like, okay,

22:03

so something to think about.

**Speaker 2** 22:04

Yeah, something to think about. The only, only issue I, like, I possibly see with that, is one timing, because we're not gonna be able to get it done. Like, if somebody wants a kitchen, you wait a lot, or only kitchen bathroom to get it done. Maybe.

**Speaker 3** 22:18

Okay, well, this program remodeled a lot of places. They remodeled restaurant, really, Senior Center down there on Elm Street, not Elm Street. I can't remember the name of the place, but it was they did a

bunch of work in there. They did cabinets, they remodeled, they opened up a wall and made a larger room for the residents.

22:43

Do you think that they did this with a licensed contractor?

**Speaker 3** 22:49

Maybe one was overseeing it. Okay, just like with the electrical, you need somebody to sign off on it. Yeah, the students were doing the work. Tom Hardy's place did a good rehab, pretty much on that over there. You

**Speaker 2** 23:06

remember what year it was? One of the insurance company restrictions, and

**Speaker 1** 23:15

they wouldn't more than 10 like pre COVID. Oh,

23:18

yeah, at least pre COVID.

**Speaker 2** 23:21

They wouldn't let us tear this down, like they want to remove all this, because it's not up to, yeah, up to, like, their code for insurance, it's a liability. And they wouldn't let us touch it or even put a wall up, or you had to partition off. They said, need a license, a contractor, insured contractor, to actually do work, to do hands,

23:41

and they might even, let's see, we needed a plug.

**Speaker 1** 23:47

Yeah, outlet. Thank you. An outlet put in the wall. Our electrical teacher can't do it. We need to hire, we use harmony electric. We need to hire

**Speaker 3** 23:55

harmony to come. So then, how would you build a tiny house? Or

**Speaker 2** 24:00

because it's not attached to the school. It's attached to the school, but it's not part of the building. So

**Speaker 3** 24:06

you are an idea. I mean, if they're not gonna let you do it, no,

**Speaker 1** 24:11

no, because it's a school, it's on school grounds and at school, a school project,

**Speaker 2** 24:16

it's a separate building. So any can't do anything, yeah, can't do anything in these walls or on these walls, or, you know, which

24:25

you can build a new structure,

24:26

building structure. Yeah, that's

24:28

interesting. I think there

**Speaker 5** 24:32

that you do have a really good point. And one thing I thought about just seeing what like demolition is like, it's funny seeing like somebody who has never used the tools before, like a hammer, or, like, a cat spa, or something you know, like, yeah, just even, like, learning how to do that on something low consequence, because you're intentionally basically trying to destroy it, you know, or whatever you know, that can be, like, a really useful way to, like, just like, learn how to, yeah, use tools and stuff like that.

**Speaker 3** 24:55

And some of the, some of the students that have that built up energy and or, and not much attention. Oh, yeah, you give him a hammer crowbar and say, I want this wall down. They would love that crazy. I don't know that's true.

25:10

That's that hands on stuff they come here for so

**Speaker 2** 25:15

sorry. So the superintendent was not on board with doing that because it was we were too new, right? He thought everybody was too new in the game yet. Yeah, maybe a year or two out. Maybe, I think

**Speaker 1** 25:27

ourselves with a, you know, successful build yonder, then I think probably maybe

25:35

she's pushing this barn idea. No, but

25:42

look at pretty sure

**Speaker 1** 25:45

it's really Doug is, is the leader in the project. So whatever it is you decide to support, I'll

**Speaker 2** 25:52

just make a pitch. Just want to build stuff. So, yeah, barn, outdoor, plastic, whatever

**Speaker 6** 26:00

sounds like you need, I think, administrative help, though, just because you got this classroom to run, yeah, yeah. So, wow, that could support move things, yeah.

**Speaker 3** 26:12

Well, I'd be happy with design and, you know, doing everything to get to the point of picking up a hammer. You

26:18

know, I got a couple hours here and there.

26:21

That's very generous to me.

26:24

Okay, yeah, take it up on that.

**Speaker 1** 26:28

That'd be cool for the kids to have, like someone, like they're used to you. That would be cool to have, like a guest to come

**Speaker 7** 26:36

and do some alongside them, you know what? I mean, like, kind of, yeah, impress and motivate them.

26:45

They're nice kids.

26:51

Didn't get an evil batch.

**Speaker 2** 26:54

We got really good kids this year, hopefully next year. Hopefully next year too. Some of them have been in here like they came into just for a visit day, and really well behaved, same thing, but very polite, yeah, very polite. People wanted to be here, type of thing. So yeah, hopefully next year's gonna be equally as Do

**Speaker 3** 27:13

you have juniors coming back next year? I have one, yeah,

**Speaker 2** 27:17

the majority of students ever senior, so they're graduating out this year, right? One Junior is returning. He's good. It's good. Well behaved, good skills. I can explain something to him. He can mechanically, sort of wrap his head around it. Yeah, love that child. He could wrap his head around it. And, like some kids just can't, like, visually see what you're talking about. Me, he gets it like he's kind of mechanically inclined so he can, it's so cool, pieces together. And

**Speaker 1** 27:44

see Doug, like, you know, they're, they're putting up the wall, or they're like, I don't know all the words for all the things you do, man, but they're taping things. They're spackling things. And, like, the two of them are working. And I'm just like, This is so good. Like this so peaceful, and so like it feels like it should like it feels like joy, and that is, is wonderful, and kids that really want to learn and like are respectful and like look up to you. So, yeah, so nice.

**Speaker 3** 28:15

So one thing I was thinking, next year, you're gonna have a bunch of novices, right coming in, yes. So maybe a barn or a huge project like that might be better for those novices to get a year and then their senior year now they've now you got some experience on on board, yeah, because you're going to be doing a lot of the

28:36

work, right? Yep, absolutely. Yeah. Don't

28:45

talk them out of it. No coffee for you, or next year, anyway, give up. I guess if we do go that route, I guess the

29:03

go the timber frame route, I guess to start early with the tools and the state tool safety and all that is would be key with the newer, newer students, the one of the issues I have, and I don't, maybe I should talk to you, you about this at some point, with all the things that we're doing and all the things, other things you have to teach and go through, I still have, I have a very difficult, difficult time plugging in the NCCER core, our curriculum stuff all the time. So it gets a bit wonky with that, because that's like some of the stuff ties in, but doesn't really

29:34

understand the

**Speaker 1** 29:40

how dollars and Perkins fund are attached to these IRC so suits so like 32nd overview. So Doug has these giant books to get through right, and then there are multiple tests with team to get their NCC er IRC right industry if 50% of his students don't get it, then his program, or any program, may not qualify for Perkins funds. So currently, we're on an improvement plan, because last year, hardly anybody got their IRCs. Now as an example, we just gave in diesel, we gave the IRC test, and of an entire the large,

largest class, I think in the school, only one person passed it. And a lot of it, I think, is because kind of what you were saying, like, they're like, all over the place, in their heads. They just want to, like, work. They don't want to sit down and take a test. They're flying through the test. Click, click, click, click, click, and then you pay \$100 for them to get their their credential, and they just clicked right through it, because all they want to do is get back and work on the engine they were working on. And no matter how important you tell them it is, they're not focused on it, and they don't necessarily value it that much. And then we get in trouble with the state. And it's not that it's taking away from the important things that you're teaching. It's not, but it also doesn't always 100% online with the projects that you want to do. So then you're torn between, am I gonna teach the actual skills? No, they need to know. Or am I gonna do the book work, the heat, but will help them.

**Speaker 6** 31:24

Still really important to do will help us. We'll get money. Is that what it

31:28

is? Yeah. So basically, like

**Speaker 1** 31:30

Perkins, funding requires us to have a minimum of eight students enrolled in a class in order for them to give us money for tools and textbooks and IRCs, otherwise, we have to pay for that out of our budget. And what keeps happening is is that enrollment, as it goes down, we can't afford that anymore, so we keep having to close smaller programs because they don't meet that eight person minimum, and we don't get enough money to sustain that. So then our programs, like we're losing three

32:03

next year, they're really small.

32:07

And Doug program has been small for the past, what, three year, two years, sorry, two years. So

**Speaker 1** 32:15

like, with him having 12 now, he'll be in good standing by now, he's gonna get

32:18

six kids to cast this. Yeah. And and,

**Speaker 2** 32:25

yeah, and my opinion, like that. That curriculum, there's only two construction companies, large construction, construction companies. I know that even know what that is like if I said NCCER, oh, yeah, we just started teaching that. But everybody else is like, what is NCC? Er, like that an IRC like, what that was? Yeah. Don't even know what it is, especially in Vermont. Oh, yeah. So there they might be. They might be, well, like, better known, like, so allegedly, if you get your core NCCR card with your number, and you pass all the testing, you're supposed to go anywhere in a country and say, Oh, I have

my NCCR core. I passed all the safety then, you know, whatever testing they have, and they're supposed to recognize that and sort of, sort of give you a leg up.

33:09

So, like PC

**Speaker 2** 33:12

construction, you know, PC construction, they're one of the only companies, I think, that just started teaching some of their newer people that curriculum. So they have, like, the safety thing that they go through, and they have to, so I'm not, and I think maybe D, E, W, or what the other large company was, might know what that is, but nobody, nobody else is really using it for

**Speaker 6** 33:33

commercial or the the core those

**Speaker 2** 33:37

companies. So PC is more more commercial, don't think do yes, they do NS, dw is all more, I think more commercial they might do. So I guess if they're building a big apartment units and stuff like that. So yeah, probably commercial, yeah, they're not building small homes. So for around here, for around yeah, for around here, smaller Mom and Pop, or even your somewhat larger, like Neely and chase again, yeah.

**Speaker 5** 34:00

So there might be like, and I think, isn't that made in like, Florida or something, yeah? So, yeah, other states have actual but for contractors, like, we don't need any, well, we need some licensing here, but it's not like being an electrician or a plumber, okay, right? It's not like that in the state of Vermont, okay? So maybe in other states, maybe you would say that, and people you're a contractor, and you don't, I can say I'm a contractor. You can say you're a contractor. He can be a contractor. We can all be contractors. Yeah, so you know, and you don't need a lot to say that you're one, and just start working. I think the state of Vermont is probably going to change that in the next, in the coming years, they're trying to, they're trying to exactly, they're tightening all that up. But currently, we don't have any national organization or something that you need to subscribe to that validates your experience and knowledge. Yeah, thank you for explaining that is

**Speaker 2** 34:59

discouraging. Yeah. Somebody explained that to me, like they said, like, basically, what they did was sort of like, what s a t did. They just got their name out there, and they were ones who gained traction. So everybody knew to take the s a t test that was an important CCR kind of gained traction everybody else's curriculum. And they, they're the ones who got the ticket to push into wherever they had to push into more long

**Speaker 1** 35:24

there is a loophole where you can, and you probably know this, but you can suggest, or get the AOE to approve a different IRC, if there was A timber

35:36

framing credential

35:40

or something else.

35:41

What's IRC? Again, industry recognized

35:43

credential.

**Speaker 3** 35:46

Yeah, sorry. So did they have different branches, like you say, for just construction or just carpentry, or this one's

35:54

construction and

**Speaker 2** 36:00

electrical together. And actually, that can be used in auto. I think it can also be used in ag and diesel, because it's a little bit random, like the hand tools module would include tools from auto and other so it's a little abroad. There is a company in Pennsylvania or Pennsylvania, what they're using. I looked into last year. I thought it was better than this. I didn't realize that I can go to Yeah, we and say, Hey, I'm not sure if there's a timber framing company or organization that creates curriculum that would be there a

**Speaker 5** 36:37

credential for anything? Not that I'm aware of. But I know a few people. I know few people I can ask in the United States, probably not yet, but, yeah, I'm a part of the timber framers Guild, and I can ask, I can ask them. And then I also got connected to somebody who's doing some pretty awesome educational stuff on, like, a pretty maybe Vermont's, like, I guess ongoing youth educational timber framing thing. It's a one monitor barns up when you're driving Burlington, I forget what town they're in there, like Richmond or something, but they're off to the right the Youth Conservation Corps. Oh yeah, yeah. So I got connected to the timber framers leading that entire, like, project on the barn, and he's gonna tie me in with those, yeah, because I met him, and I told him about the class that we were talking about and stuff. So I can ask him if somehow there's a credential, and I can also ask him a fair school. But

**Speaker 1** 37:33

probably just makes me wonder, though, you guys are making me just curious, like, if you are all working in this field and you're being successful in your field, and you don't have IRCs. Is that really something that we need to focus on you were doing?

**Speaker 5** 37:50

Sounds like you need to for funding purposes, right? Yes, but

**Speaker 3** 37:55

is it the only who's making or who's requiring this? It's just the funding of

38:01

education

**Speaker 3** 38:04

the CTE branch. So this is more than just funding. You've got to meet some education requirements. There

38:14

used to be an older one called Modern carpentry.

**Speaker 2** 38:16

Yeah, same thing. So I don't think there's an IRC tie to that, though they had used that in the past, books, in the workbooks. And this is actually also a very good in my opinion, better than it teaches more to carpenter than it does to some broad, ranging, sort of here's a bunch of different tools that you might use, and all these other situations, programs, fields, totally. So it's a little bit more targeted construction that's worth

38:43

looking into. Then

38:46

a credit. I didn't realize that you

**Speaker 2** 38:50

could question that one. Yeah, yeah. Question Correct.

38:53

A little bit of red tape

38:59

still recording this.

39:02

I We can delete it? Yeah, I'm

39:07

pretty sure I can,

39:09

if not. Oh, sorry,

39:11

we got eight minutes of blank tape here.

**Speaker 3** 39:18

So just quickly sounds like a huge roadblock for students?

**Speaker 1** 39:22

Yeah, I'm learning that now, but I realized I was like, What a great idea. Yes, we should have this, but if it's not practical, then has anyone said this requirement?

39:36

It is. But sometimes these requirements

**Speaker 3** 39:41

can be changed. Okay, great. And some

**Speaker 2** 39:45

of it, like says, some of the stuff in there is relevant, but it's so so broad and so dense that it's also like, correct too much, yeah,

**Speaker 6** 39:54

whereas this, and I think less, but I mean, I have the carpenter, one of the main carpenters I work with thinks a lot of this book, but I don't think he's actually read that much of it, yeah, but he refers to

**Speaker 2** 40:08

it again. I think better textbook than than that. It's like an encyclopedia. So just a quick recap while we're recording so some possible things for the future remodeling, like for future students to learn remodeling, some smaller, either ADUs or smaller structures to build, and modular, modular, possibly modular route. And it's getting late, like, I don't want to hold you up too late. The only, the only thing, if you have a few few more minutes to discuss, was different, diverse, attracting any ideas for attracting more diverse people or genders, like had it up to female population or other, I know it's tough in Vermont, you know, other races, because it's Not majority white male or white Caucasian barn with animals. They'll

41:05

come to that program.

**Speaker 1** 41:08

Because if you bill it as, do you want to be part of building a barn for four animals we're bringing in? Just keep saying animals. The girls would be like, where are the animals? I want to talk about them and

build a barn. I really feel like that'll be a thing. All you need is like, two in here that are Gabby and yaki yaki, and they'll get all their friends. And next thing you know, you'll be like, braiding their hair and building a barn. It'll be great. That's like, I ain't not braiding their hair. Get it

41:36

on YouTube. Get on YouTube. Yeah, how many likes?

41:40

Yeah, it's social media, yeah. I

**Speaker 3** 41:43

mean, you could, you could get the video Absolutely, and just video the whole process, from start to beginning,

**Speaker 1** 41:52

a whole like a documentary about CTE in Vermont. Come to our freezing, yeah,

**Speaker 3** 41:57

come to rtcc. Here's what we do, I

**Speaker 2** 42:02

think we will be the only timber framing Tech Center. Yeah, there is.

**Speaker 5** 42:12

Is obviously different than this high school age range and stuff, but, yeah, connected through like the timber frame skills and stuff. I know a woman, for example, there's a bunch of them, but I know one woman personally who's, like, leading Woodworking for women, plus courses like, yes tomorrow, and all those types of things. And, you know, I think that's like, it's an attractive thing at this time for a lot of yeah,

**Speaker 1** 42:39

maybe goal and popular, great. And like, yeah, yeah. Didn't say something to you about, like, fixer upper, and you were like, asking me about joining she's got books, she's she's got multiple TV shows, and she tears down the walls

**Speaker 8** 42:58

women's work, because that's the name of it, or Vermont works for a couple weeks ago. They do a lot

43:05

of construction. Yes, they do,

43:10

yeah. So I don't know if you could do like

**Speaker 5** 43:14

a summer thing, like, because you need to attract students somehow in, like, the off season, right? Yeah. So it's like, I don't know if, like, a summer thing, like, even just like a little like a camp like, a week thing, or something during the school year that, like, would allow a pass for like, those students to come in, for, like, I don't know, a small guest class, or something taught by like, a woman instructor, or something like that, or something, you know, and then just you gotta, yeah, hype it up and advertise it as, hey, that's an opportunity to try this out. Here's kind of who we're doing this for. Come try it out. That's what kind of

**Speaker 3** 43:47

week tomorrow. Yes, they have a guest zoom in and they people come for a week and they build whatever crazy thing they're going to build. So you guys are so

**Speaker 1** 44:01

full of really good ideas. So glad to have met you. Thank you.

**Speaker 5** 44:06

Well, we had the accreditation to get onto the advisory board. You know, we showed up with if it wasn't for that, right? Let

44:20

me see your license.

**Speaker 2** 44:24

The I hit my transcription limit recordings over.