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Date: March 16, 2010

To: Workforce Development Board

From: Mike Hoffner, EAG Chair  
Kris Jenkins, CTE Director

Re: EAG Report

### Updates

1. Preliminary allocations for CTE Perkins and Tech Prep have been disseminated. There was an increase in Perkins funding: from \$462,384 to **\$486,236**. Tech Prep allocations were decreased from \$113,386 to **\$112,433**. Summaries are attached. Both grant applications are due to the state by April 1. The EAG reviewed and approved the summary plans for both of these grants.
2. Branch Area Careers Center hosted a lunch and brief presentation on the National Career Readiness Certificate, followed by a candid conversation on how Branch County Businesses can implement this new certification as part of the hiring and screening process. The meeting was chaired by Lisa Miller from the Economic Growth Alliance and Hilary Ely from the Branch County Area Chamber of Commerce. Lisa Larson did an overview of the certification process. Mike Hoffner gave an educators perspective with Jim Bentley and Robyn Nicholls from Ft. Wayne sharing how it was implemented by employers from the Ft. Wayne area.
3. Mike Hoffner & Bill Milnes presented the Michigan Merit Curriculum to the Branch County Board of Commissioners. Recent legislation signed into law has made the option of earning credit through "alternative instructional delivery methods" more explicit for students wishing to earn Algebra II credit through CTE coursework. Public Act 205 (2009) amended section 380.1278a of the Revised School Code to explicitly state that "A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum that has appropriate embedded mathematics content, such as a program or curriculum in electronics, machining, construction, welding, engineering or renewable energy". Controversy exists in the recent guidelines that state that a student may earn the

Algebra II credit through CTE as long as the enough Algebra II content is taught in the CTE course. To our knowledge, none of our CTE programs teach enough Algebra II content to award the credit. The County Commissioners asked us to share this concern with the Workforce Development board.

4. The BACC and CACC are retesting seniors on the WorkKeys exams who want to improve their Career Readiness Certification score.

- The next EAG meeting is scheduled for:
  - April 15, 2010Meetings are held at the Calhoun ISD from 8:30-10:30 a.m.

**Barry, Branch and Calhoun - Region 21  
TECH PREP CONSORTIUM PLAN  
2010-2011**

1. **Program Name:** Tech Prep
2. **Program Dates:** July 1, 2010—June 30, 2011
3. **Funding Source:** Carl D. Perkins Vocational and Technical Education Act (federal)
4. **Allocation:** \$112,433 **TENTATIVE**

5. **Tech Prep:** The consortium of local school districts, intermediate school districts, career/technology centers and Kellogg Community College has collaboratively developed a Tech Prep Long Range Plan that extends from 2008-1013. The activities in this annual plan align with and support the long range plan.

**Required:** Tech Prep requires the alignment between eleventh and twelfth grade high school courses and community college curriculum to provide non-duplicative transition from secondary to post-secondary. A Tech Prep student has an EDP and is enrolled in an articulated program leading to a two-to-four year technical degree or certificated program. Tech Prep program curriculum focuses on the integration of technology; educational development plans (EDPs) and preparation for careers that require education and training beyond high school. The Tech Prep program builds student competence and workplace skills through applied, contextual learning and integrated instruction (authentic instruction) in a coherent sequence of courses including math, science, reading, writing, communications, economics and technologies leading to an apprenticeship, certificate, or associate or baccalaureate degree in a specific career field. According to Michigan guidelines, Tech Prep money can **NOT** be spent below eleventh grade, and 25 percent of the funds must be allocated to the community college partner.

6. **Local Plan:**
  - Kellogg Community College funding from this grant will be used to support half of a Tech Prep support position to be a contact for local school districts, facilitate the career pathway and EDP processes from the community college's end, monitor and update KCC's articulation agreements and articulation web page, develop materials to market EDPs and pathways, and help Tech Prep students who will enroll at KCC to take advantage of the seamless transition and articulation process. **\$52,300 Salary – Tony Warren**
  - The region will continue to use Tech Prep funds to provide support for staff development including state and national Tech Prep conference attendance, future counselor academies, support for developing and using articulated technical careers programs and for Tech Prep curriculum integration and contextual learning (authentic instruction). **\$15,000**

- The grant also funds regional coordination of Tech Prep programs, including business and education partnership development, coordination of academic integration professional development and administration of the grant. **\$40,133 Salaries – Kris Jenkins & Brita Blue, \$5,000 Supplies**
- Plans will be developed to address improvement in all nine performance measures
- Secondary and post-secondary will also work in collaboration to meet the minimum level for each performance measure for Tech Prep students and programs. This will require significant sharing of data, resources and information between the secondary and post secondary partners. The Performance Measures for Tech Prep are:
  1. Increase # and % of **secondary** Tech Prep students who enroll in postsecondary education
  2. Increase # and % of **secondary** Tech Prep students who enroll in the same field or major in postsecondary education as in secondary education
  3. Increase # and % of **secondary** Tech Prep students who complete a state or industry recognized certification or licensure
  4. Increase # and % of **secondary** Tech Prep students who complete courses that award postsecondary credit at the secondary level
  5. Decrease # and % of **secondary** Tech Prep students who enroll in remedial math, writing or reading coursed in postsecondary education
  6. Increase # and % of **postsecondary** Tech Prep students who are placed in a related field of employment within 12 months after graduation from the Tech Prep program
  7. Increase # and % of **postsecondary** Tech Prep students who complete a state or industry recognized certification or licensure
  8. Increase # and % of **postsecondary** Tech Prep students who complete a 2-year degree or certificate program within normal time for completion of the program
  9. Increase # and % of **postsecondary** Tech Prep students who complete a baccalaureate degree program within normal time for completion of the program

## BARRY/BRANCH/CALHOUN – Region 21 Secondary Career and Technical Education Perkins Grant

- I. Program Name:** Secondary CTE Perkins IV Grant
- II. Program Dates:** July 1, 2010-June 30, 2011
- III. Funding Source:** Carl D. Perkins Vocational and Technical Education Act, 1998 (federal)
- IV. Tentative Allocation:** \$486,236

**V. Grant Purpose:** Funds from this grant support state-approved career and technical education (CTE) programs that provide students with academic and technical knowledge and skills in Grades 9-12 for further education and careers. Specific emphasis is given to at-risk special populations in CTE programs including disabled, economically disadvantaged, gender equity nontraditional, single parent, limited English proficiency and juvenile offenders.

**VI. Program Description:** Eight core performance indicators have been identified by the state and federal governments as a guide for CTE program development, improvement, and enrollment; and also for program evaluation. The region's CTE Perkins funds will be used to address the needs of special populations students in these areas with special emphasis on indicators that are bolded and italicized:

***1S1 - Academic attainment in Reading/Language Arts as measured by the Michigan Merit Exam***

***1S2 - Academic attainment in Mathematics as measured by the Michigan Merit Exam***

2S1 - Technical skill attainment as measured by technical skill assessments

***3S1 - Secondary school completion***

4S1 - Student graduation rates

***5S1 - Placement in work, post-secondary education, or the military following graduation***

6S1 - Nontraditional participation (CTE participants enrolled in programs nontraditional for their gender)

***6S2 - Nontraditional completion (CTE participants who complete a program nontraditional for their gender)***

**VII. Funding Formula:** Five percent of the total grant will cover administrative expenses for Barry, Branch and Calhoun ISDs. Approximately \$10,000 will be directed to regional planning and professional development for CTE staff in the region; workshops for students enrolled in programs nontraditional for their gender; and promotion of *WorkKeys* Career Readiness Certificates through printed posters. **The remainder** of the grant will be allocated according to this agreed-upon formula:

- 50% will be distributed to CTE programs in each ISD with 20% to Barry, 20% to Branch and 60% to Calhoun.
- 50% will be distributed to CTE programs in each ISD based upon the previous year's student hours from the Added Cost Report (X0107).

**VIII. Activities: Barry ISD** will use Perkins funds in the following ways:

- Continue to facilitate coordination of CTE programs for special populations students. (*3S1/4S1, Guidance and Counseling--\$2,795*)

- Continue funding Drafting/Agriscience program paraprofessionals at Hastings High School to increase the support for reading/language arts skills for CTE students. *(1S1, Special Populations--\$15,000)*
- Continue funding a paraprofessional at Hastings High School to increase the support for reading/ language arts skills for CTE Business Administration & Digital/Multimedia students. *(1S1, Special Populations--\$11,000)*
- Continue funding a paraprofessional at Delton Kellogg High School to increase the support for mathematics for CTE Construction Trades students. *(1S2, Special Populations--\$8,015)*
- To improve academic attainment in mathematics, Delton Kellogg will fund a Plato license for use with CTE construction trades students. *(1S2, Integration of Academics--\$1,985)*
- To improve technical skill attainment for CTE students, Hastings High School Business Administration and Digital/Multimedia teachers will develop curriculum to incorporate components of the required state-approved CTE program standards. *(2S1, Program Improvement --\$1,000)*
- To implement program improvement strategies for Hastings High School CTE Business Administration programs, teachers will purchase new textbooks, workbooks, and online books. *(2S1, Program Improvement--\$10,000)*
- Hastings CTE teachers will purchase relevant laboratory supplies and materials for CTE Agriscience/Animal Science, CAD/Drafting, and Construction Trades programs to improve technical skill attainment for CTE students. *(2S1, Program Improvement--\$8,500)*
- Hastings will provide transportation for CTE students in Agriscience/Animal Science, CAD/Drafting, and Construction, for work-based learning experiences (unpaid work experiences and field trips) related to their CTE programs. *(2S1, All Aspects of Industry--\$3,500)*
- Hastings CTE teachers will purchase instructional materials to prepare students for licensure opportunities and for CTE technical assessments. *(2S1, All Aspects of Industry--\$500)*
- Professional development costs for CTE teachers at Hastings High School to focus on CTE related workshops and training for effective instruction and program improvement strategies. *(2S1, Professional Development--\$500)*
- Support the continued development of the CAD/Drafting program at Hastings High School through the purchase of AutoCAD LT and CAD Academy site licenses; Dynascape software; and technical publications for use with CTE students. *(2S1, Program Improvement--\$3,494)*
- Hastings will provide additional staff time to administer CTE follow-up surveys, and to record, retrieve and analyze the data. *(5S1, Evaluation and Assessment--\$1,500)*
- Administration/Coordination--\$2,431

**TOTAL ALLOCATION: \$70,220**

**Branch ISD**, through the Branch Area Careers Center, will use Perkins funds in the following ways:

- Continue to support one certified counselor *(5S1, Guidance and Counseling--\$22,969.25)* and a second certified counselor *(3S1/4S1, Guidance and Counseling--\$22,969.25)* to work with special populations students to help them plan their academic and skill-related programs; help them develop future plans for education, training, and employment; and provide counseling as needed. One of the counselors will serve as the special populations coordinator. The other will continue to support the intervention specialist to provide

study skills training and assistance to help 30 at-risk students succeed in their CTE programs.

- Support for an academic Math teacher (*IS2, Integration of Academics--\$24,801.25*) and for an English/Language Arts teacher (*IS1, Integration of Academics--\$24,801.25*) to co-teach with CTE instructors on the integration of academics (math & English/Language arts) into our CTE curriculum.
- Continue to support an intervention specialist (*3SI/4SI, Special Populations--\$5,661*) to work with 30 at-risk CTE students, parents, and teachers to improve students' attendance by addressing attendance barriers.
- Continue to provide the services of a paraprofessional dedicated to one program with high special populations enrollment to help students develop necessary skills for academic and technical success. (*IS1, Special Populations--\$4,000*)
- Support online assessments (WorkKeys and Career Readiness Certification Process) on the integration of academics in CTE programs (*IS1 & IS2, Integration of Academics--\$1,000*)
- Administration/Coordination--\$6,564

**TOTAL ALLOCATION: \$112,766**

**Calhoun ISD**, through the Calhoun Area Career Center, will use Perkins funds in the following ways:

- Continue to contract with a teacher consultant who will assist CTE teachers with curriculum integration strategies. (*IS1, Integration of Academics--\$9,000*)
- Continue support for CTE teachers to develop curriculum for academic integration in reading/language arts. (*IS1, Integration of Academics--\$2,000*)
- Continue funding reading/language arts assessments (eDRP) to identify and evaluate reading competencies for CTE students. (*IS1, Integration of Academics--\$8,000*)
- Continue to support an academic teacher who will develop, implement, and evaluate an integrated curriculum in math with CTE teachers. (*IS2, Integration of Academics--\$40,000*)
- Continue support for CTE teachers to develop curriculum for academic integration in mathematics. (*IS2, Integration of Academics--\$2,000*)
- Continue to support staffing to place students in business and industry in a variety of work-based learning opportunities. Public relations materials and student supplies/materials will be purchased to support these efforts. Fund a field trip to Michigan Career Technical Institute (MCTI) for students with IEP's. Occupational assessments will be funded to measure business and industry related knowledge and skills. (*5SI, All Aspects of Industry--\$46,500*)
- Professional development costs for staff to focus on CTE initiatives such as academic integration; or workshops on effective instruction/program improvement. (*IS1, Professional Development--\$8,000*)
- Contract with part-time teacher consultants who will assist CTE teachers with curriculum development to incorporate state-approved program standards to improve technical achievement results for CTE students. (*2SI, Program Improvement--\$21,000*)
- Continue support of the data specialist who collects, analyzes, evaluates, and reports CTE data. (*IS1, Evaluation and Assessment--\$27,000*)
- Contract with a consulting firm to conduct and evaluate the CTE follow-up surveys. (*5SI, Evaluation and Assessment--\$5,000*)
- Continue to support a career resource specialist who coordinates career development activities including career assessments, EDPs and portfolio development; and continued

- funding of computer-based resources to implement these activities. (*5SI, Guidance and Counseling--\$65,350*)
- Continue to support a special populations coordinator to provide support and monitor progress for special populations students. (*3SI/4SI, Guidance and Counseling--\$21,350*)
  - Develop and distribute marketing materials to students/parents about nontraditional careers/CTE options. (*6SI, Guidance and Counseling--\$10,733*)
  - Continue to support a part-time nontraditional support assistant who will focus on nontraditional enrollment, retention, and program completion. (*6SI, Special Populations--\$12,000*)
  - Administration/Coordination--*\$15,317*
- TOTAL ALLOCATION: \$293,250**

*02/18/10*