

CAREER CONNECTIONS GROUP

March 15, 2006

Orrin E. Bailey, Secretary

Members:	Present:	Excused:
Mr. Paul Bonsall		X
Mr. Tony Ebli	X	
Mr. Larry Godwin		X
Ms. Laurie Kaufman	X	
Mr. Dean Masters	X	
Mr. Don Mourand		X
Mr. Steve Norman		X
Ms. Johanna Ostwald	X	
Dr. Steve Piereson	X	
Mr. Michael Powers	X	
Mr. Tony Retaskie	X	
Mr. Bill Rigby		X
Dr. June Schaefer	X	
Ms. Jenny Short	X	
Mr. Kel Smyth	X	
Ms. Sheila Veraghen		X

I. Call to Order

II. Roll Call

III. Approval of Agenda

There were not additions or changes to the agenda.

IV. Reading, Correction and Action on Minutes

December 21, 2005 Minutes accepted for file.

V. Old Business

A. Central U.P. Workgroup

T. Ebli reviewed committee meeting within board packet. The 04-05 Secondary Core Performance Indicators for state approved Career and Technical Education Programs for this region were reviewed. Performance indicators include academic achievement, technical achievement, high school completion, placement, non-traditional enrollment and non-traditional completion. Data indicated that all performance indicators were exceeded except for high school completion and placement. Members voiced surprise at the high school completion statistic because the data reflected a student increase in both academic and technical achievement. Mr. Ebli will be bring more in-depth data to a Career Connections Group Meeting that gives background to what encompasses the

performance indicators and statistical data on this region's career and technical education enrollments.

The '06 -'07 Perkins Secondary Grant was presented to the Career Connections Group for review. These grant dollars support only state-approved Career and Technical Education Programs that focus on strengthening both technical and academic instruction. The upcoming school year funds will be used to continue to align secondary CTE programs with the National Career Cluster Standards; to provide support for special populations students; to promote business and industry partnerships for instructors and students and to provide CTE programs with updated instructional materials and training for teachers and support staff. Funding for the Central U.P. region is \$298,134.

Mr. Ebli also presented the Tech Prep Grant overview for school year '06 – '07 to the Career Connections Group for review. This grant aligns two years of high school with two to 4 years of post-secondary education in order to identify and recognize duplicated high school and college course work and to promote continued training and education beyond high school. The grant activities will include aligning the Career and Technical Education secondary program with one or more "related" post-secondary programs that will lead to a post-secondary certificate; post secondary associate degree; a post secondary baccalaureate degree or employer apprenticeships. The CTE program will continue to develop articulation "credit" agreements with high school and college courses. Our regional allocation is \$97,166.

B. Career and Employability Skills/Applied Learning

K. Smyth presented overview of proposed strategies that the Career Connections Group was identified as the lead to support the Job Force Board's Strategic Plan. Goal #1: Workforce Improvement for Economic Development supports entrepreneurship to foster entrepreneurial spirit in the workforce and to support a diverse economy. It was recommended that the Central U.P. Workgroup focus on this strategy as a continuation to the Entrepreneur grant that was awarded to the Upper Peninsula last year. This will require quarterly updates as to progress of activities initiated under initial grant. Goal #2: Resource Supply and Demand Management. The activities will be designed to support career preparation activities; not duplicate. The CCG will continue to support partnerships that align career pathways with economic development goals. A workgroup will be developed to work on marketing current and projected labor market demands to students, educators and parents. It is recommended that the CCG Career and Employability Skills Committee strategize on how they can collectively get career and labor market information to students, teachers and parents on a regular basis; support the occupation guides through the Regional Skills Alliances and their utilization in the schools. Support, develop and participate in career fair activities that involve parents (i.e., career fairs after hours). Goal #3: Skills development for business and industry. Training for skill gaps by promoting applied learning applications to teachers and students. Recommendation is to utilize the CCG

contextual learning committee to work on developing opportunities for students and teachers to apply career exploration activities at Clear Lake. Members indicated that with the current school assessments and the requirements of No Child Left Behind, little opportunity is given for “applied learning” activities in the classroom. This issue may be complicated with the proposed Michigan High School Reform legislation currently in our state legislature.

VI. New Business

A. Construction Regional Skill Alliance

T. Retaskie gave overview of Construction Regional Skills Alliance (RSA) to members citing the purpose of the grant application is to bring career awareness of the construction trades to both students and parents. The trades are expected to experience a worker shortage within 7-10 years as baby boomers retire. Mr. Retaskie stated that there exists misperceptions about the trades as these jobs are high paying jobs and with benefits. The grant will help to focus on creating more partnerships with the trades and schools while working to increase not only the number of applicants but the skill level of the applicants to the trades.

B. Michigan High School Reform

J. Ostwald distributed information on the recent hearing on Michigan High School Reform held in Marquette Michigan. CCG Member Paul Bonsall’s testimony was included along with a description of the proposed legislation and an update on the Senate Panel endorsing this curriculum. Mr. Bonsall advocated for students to have the ability to choose elective courses that match their career interests and aptitudes. He presented statistical data that demonstrated the effectiveness of Career and Technical Education. CCG members indicated that the strict requirements may lead to higher drop out rates and increased support systems for youth not inclined towards the high challenging math courses, foreign language, etc.

C. Meeting Time

J. Schaefer asked that the Job Force Board consider extending the CCG meeting an extra half-hour. The current hour format leaves little time for discussion of topics that are presented during the meeting. Chair K. Smyth will present to the Job Force Board with notification to the CCG prior to the June meeting.

VII. Adjournment