



## CAREER CONNECTIONS GROUP

**March 12, 2009**

**Orrin E. Bailey, Secretary**

<b>Members:</b>	<b>Present:</b>	<b>Excused:</b>
Ms. Carol Barbacovi-Muscoe	X	
Mr. Paul Bonsall	X	
Mr. Tony Ebli		X
Mr. Larry Godwin	X	
Mr. Chuck Guay	X	
Mr. Andy Hongisto	X	
Ms. Laurie Kaufman		X
Dr. Paul Lang		X
Ms. Gina Lindquist	X	
Ms. Robyn Loviska	X	
Mr. Don Mourand		X
Ms. Johanna Ostwald		X
Dr. Steve Piereson	X	
Mr. Steve Pontbriand		X
Mr. Michael Powers		X
Mr. Tony Retaskie	X	
Ms. Jenny Short	X	
Mr. Darlene Smith		X
Mr. Tom Sparacino		X
Ms. Sheila Veraghen		X
Ms. Judy Watson-Olson		X
Mr. Alan Yeck	X	

**I. Call to Order**

Co-Chair T. Retaskie called meeting to order.

**II. Roll Call**

A quorum was present.

**III. Approval of Agenda**

C. Barbacovi-Muscoe moved to accept the agenda with no additions or corrections; seconded by C. Guay, the motion is approved.

**IV. Reading, Correction and Action on Minutes**

C. Guay moved to support the December 18, 2009 minutes; seconded by J. Short, the motion is approved.

**V. Old Business**

**a. Education Work Group**

G. Lindquist reported that the workgroup has updated its work plan to include identifying some measureable outcomes. There is a lack of awareness among members as to the extent of Career and Technical Education activities across our region. Activities such as HOSA and Skills USA occurred with minimal community awareness. A copy of a 2007 CTE Report to the Community was given as an example of a type of report this group would like to see published in our region. With much of

our previous discussion focused on the Michigan Merit Curriculum, members felt that educating the community as to the post secondary success rate of students enrolled in CTE would draw attention to its value. Action steps include: collection of CTE events and activities; developing survey to schools to identify career prep activities; work to educate our education partners that education is not separate from the workforce development system and work within our own membership to build the understanding of the roles and responsibilities of members. Suggested measureable outcomes as a result of the actions steps would include a CTE Report Card to the Community that would be published and distributed; increased newspaper and media coverage of CTE classes and career preparation activities; JFB website to host clearinghouse of regional activities; increase use of Career and Technical Education Centers by community. The goal of the committee is to educate and inform parents, teachers and our community about the value of on-hands learning opportunities that provide youth with the skill sets to compete and be successful. A. Yeck suggested that the Job Force Board be mailed any press-releases about such activities. T. Ebli is working on getting regional information that can be published in the form of a report to the community.

#### **b. Marketing and Advocacy Work Group**

T. Retaskie reported for this work group. The goal of this workgroup is to advocate to our legislature the value of CTE courses, not to negate the importance of rigor within the Michigan Merit Curriculum but also to focus on the importance of relevance in the learning process. Senator M. Prusi responded to the letter sent by the CCG asking that the Department of Education consider not eliminating the endorsements of Technology and Design and Industrial Arts. The response letter indicated that the Department is not eliminating either, but currently examining the certifications highlighting that both T & D and I & A are only offered by a small number of institutions and only a few teachers complete the certification process each year.

The work group will invite legislative representatives to attend either a breakfast or luncheon meeting based on identified advocacy issues recommended by the members. Rep. Joel Sheltroun, D-West Branch, has introduced a bill that would let schools grant a "general diploma" to high school students who complete a course of reduced curriculum requirements as well as authorize up to 15 "specialty schools" with lower requirements but certain performance standards. As described in House Bill 4410, the general diploma would cut back on math, science and social science coursework, but require students to take three career and technical courses. Work group is looking to ensure that Job Force Board convenes legislative meetings and coordinates with the Regional Skills Alliances regarding similar advocacy issues.

#### **c. Career Pathways and Educational Development Plans Work Group**

A. Hongisto led discussion about the goal of this work group to support career pathways through educational planning. The groups' initial discussion focused on all members having a clear understanding on the purpose of an educational development plan. Members felt that by "piggy-backing" on the survey to the schools, a few questions may be added to the survey about the type of EDP plan that is used; how often EDPs are updated; the party responsible for discussing and updating the EDP with the student. Members agreed that the EDP tool could be used for track students in the pipeline and help determine the gap areas of an industry sector that could require more education and marketing to recruit to the pipeline. Part of getting the message out to students would be the suggested activities: adoption of a year long calendar promoting high demand/growth industries; job outlook and career information in media on a regular basis; and identifying through the RSAs targeted industries to celebrate on a monthly business beginning with the fall semester.

### **VI. New Business**

#### **a. 2009 -2010 Perkins Grant**

C. Guay reported that the 2008-2013 long range planning includes involving all K-12 schools desiring to cooperate in planning & the delivery of CTE programs that prepare students for high-skill, high-wage and high-demand occupations while integrating academics and technical business standards in all CTE programs. The 2009-2010 plan requires local ISDs to align all regional CTE programs with the new state technical skill and imbedded academic programs; provide programs with supportive services to special education students; develop local business and industry

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partnerships for each program through advisory committees and work-based learning projects and upgrading program technology and equipment to the standard found in business and industry. 2009-2010 funding has decreased by 6% to \$289,940.00 for the Central U.P. that includes the Delta/Schoolcraft/Menominee ISD, Dickinson Iron ISD and Marquette-Alger RESA.

**b. 2009-2020 Tech Prep**

T. Ebli reported that the intent of Tech Prep is to develop linkages between 11<sup>th</sup> and 12<sup>th</sup> grade Career and Technical Education Programs and post-secondary certificate, associate and baccalaureate degree programs. The 2008-2013 long range plan summary includes developing programs that prepare students for high-wage, high-skill and high-demand occupations while maintaining a program/advisement leadership structure that includes the Career Connections Group in an integral advisory role. 2009-2010 activities include connecting high school CTE programs with college and university programs in 2 + 2 programs of study; renew and expand the region's 99 current articulated (advanced placement) credit agreements with Northern Michigan University and Bay College; and to develop a maintain a tracking system for tracking students from high school to their college/university degree completion and job placement. The 2009-2010 funding was decreased by 3% to \$96,748.00 for the Central U.P. that includes the three ISDs and NMU and Bay College.

A. Hongisto motioned to accept the plans; seconded by C. Barbacovi-Muscoe, he motion passed unanimously.

**VII. Adjourn**