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## Minutes

### Lenawee C2C Executive Committee

May 23, 2017, 10:00 a.m. - Noon

LISD Education Service Center, 4107 N. Adrian Hwy., Adrian, MI

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**Attendance:** Stan Masters, Mark Haag, John Haught, Ann Hinsdale-Knisel, Shannon Elliott

**Update on new C2C staff:** The committee discussed the key characteristics/skills they want in the new C2C staff member: facilitator, relationship building, and able to see partnering opportunities.

**Update on C2C Annual Report:** The C2C Annual Report has been completed and is available to view at the following link: <http://www.lisd.us/lenawee-cradle-to-career-2/community-report-card/>

**Upcoming Student Success Network Chair meeting:** Ann Hinsdale-Knisel and Stan Masters reviewed the plan to meet with all the Student Success Network Chairs over the next two weeks to discuss the following items:

- Review the A3 Management and Reporting Tool;
- Review the template for giving network reports at C2C Leadership Team meetings;
- Discuss accomplishments from this school year;
- Discuss plans for 2017-2018;
- Develop list of people to invite to their network tables.

**Recommendation from the High School Graduation Student Success Network to the C2C Leadership Team:**

- The High School Graduation Student Success Network recommends that the CASEL Framework be used in Lenawee County to help with identifying contributing indicators around social-emotional well-being. This recommendation would support work across the outcomes: kindergarten readiness (self-help and social-emotional screener), reading by third grade (part of a larger multi-tier system of supports that the LISD will be studying for the next three+ years), and post-secondary (building traits/characteristics that lead to positive work habits).

**Upcoming Conferences/Training:**

- June 9, 2017, [Talent & Education Development Summit](#): Lenawee, Livingston and Washtenaw Counties, Washtenaw ISD
- August 16, 2017, Trauma Informed Community Training, Madison Performing Arts Center.

**Next meetings:**

Leadership Team: June 20, 10:00 a.m. - Noon, LISD Education Service Center, 4107 N. Adrian Hwy.

Exec. Committee: July 25, 10:00 a.m. – Noon, LISD Education Service Center, 4107 N. Adrian Hwy.



# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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Four million youth in the United States are estimated to have experienced at least one traumatic event in their lifetime

Join us for a no-cost day of learning about the impact of trauma on the development and behavior of children and gain valuable tools to help

*Funded by:*

**MICHIGAN HEALTH  
ENDOWMENT FUND**



# TRAUMA INFORMED COMMUNITY TRAINING

**August 16, 2017**

8:30am—4:00pm

**Madison High School, 3498 Treat Hwy, Adrian, MI**

registration required: [www.lcmha.org](http://www.lcmha.org) —trainings

CEU's (pending) nursing/EMS/first responders/social work/foster parent, substance abuse MCBAP)  
CEUs approved SCECH—5 hours

*lunch provided*

## Open for:

Counselors, teachers, school staff, parents, foster parents, clergy, medical staff, nurses, therapists, social workers, probation officers, law enforcement and others



## Keynote Speakers:

- **Derek Allen MA ACTP**—Impact of Trauma & Intervention Tools
- **Sabrina Corbin MS**—Resilience & Education toolbox
- **Nicole Peters**—A personal testimony

## Participating Agencies:

Department of Health & Human Services; Lenawee Juvenile/Probate Court; Lenawee Community Mental Health Authority; Lenawee Intermediate School District; Adrian College; Siena Heights University; Parkside Family Counseling, Catholic Charities, New Beginnings, ProMedica

# SAVE THE DATE

## Talent & Education Development Summit:

Advancing Postsecondary and Workforce Development for Our Students  
*Lenawee, Livingston and Washtenaw Counties*



We invite you to join Brandy Johnson, Executive Director of the Michigan College Access Network (MCAN), John Austin, Director of the Michigan Economic Center, and the local college access networks from Lenawee, Livingston, and Washtenaw Counties as they share findings from the Reaching for Opportunity Report along with new K-12 and college completion data, and how it all connects to workforce development in our region.

June 2017

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**When:**

Friday, June 9, 2017  
9:00 am-3:00 pm

**Where:**

Washtenaw  
Intermediate School

## Highlights of the Day:

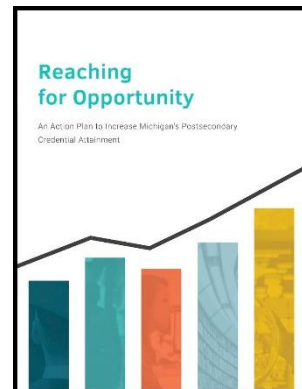
- Using data specific to Lenawee, Livingston and Washtenaw, Brandy Johnson and John Austin will share findings regarding talent development, the need for increased postsecondary credentials, and the economic benefits of a more educated workforce.
- New data from MI School Data will highlight local college access efforts, including college enrollment, persistence and completion.
- Washtenaw Intermediate School District Superintendent Dr. Scott Menzel will moderate a panel of cross-sector leaders including the skilled trades, workforce development, higher education, government, and local business.
- End the day by identifying a policy priority and ways to move the work forward in your community.

District

1819 S. Wagner Road

Ann Arbor, MI 48103

[REGISTER](#)



[Register for the Talent & Education Development Summit Here.](#)

**5 free SCECHs will be available for all participants who request them.**

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*The Reaching for Opportunity Report is a product of a state-wide work group comprised of Michigan business, labor, higher education, K-12, philanthropy, and community leaders, and was made possible with support from the Lumina Foundation, Kresge Foundation, and W.K. Kellogg Foundation.*

*To read the full report, please visit [www.mitalentgoal2025.org](http://www.mitalentgoal2025.org).*

**Hosted in Partnership with:**

Lenawee College Access Network

Lenawee Intermediate School District

Livingston Career and College Access Network

Michigan College Access Network

MI School Data & the Center for Educational Performance and Information (CEPI)

Washtenaw Futures College Access Network

Washtenaw Intermediate School District

Result Plan

All students entering kindergarten will be ready for school.

Current Conditions Plan

50% of our students were “ready” for kindergarten. The characteristics of these “ready” students are:

Domain	Target(s)
Academic/ Cognitive	<ul style="list-style-type: none"> <li>Knows many aspects of personal information</li> </ul>
Academic/ Cognitive Literacy	<ul style="list-style-type: none"> <li>Recites most of the alphabet correctly</li> <li>Reads most uppercase letters correctly</li> <li>Has much experience with books and text</li> </ul>
Academic/ Cognitive Mathematics	<ul style="list-style-type: none"> <li>Sorts most objects correctly</li> <li>Counts many numbers by rote correctly</li> <li>Matches most quantities with numerals</li> <li>Determines most totals of two sets correctly</li> </ul>
Language Development	<ul style="list-style-type: none"> <li>Knows most of the names of the body parts</li> <li>Demonstrates verbal fluency and articulation in all situations</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Demonstrates most gross motor skills correctly</li> <li>Demonstrates many visual motor skills correctly</li> <li>Prints most of one’s personal information correctly</li> </ul>

Target Plan

The percentage of students scoring at benchmark for kindergarten readiness will increase from 50% to 85% by 2022, as measured by the Brigance assessments, administered by local districts in the spring before students enter kindergarten.

Factor Analysis Plan

- Low family income - economically disadvantaged
- Environmental risk - single parent, transient, school of choice, access to health services
- Parent(s) with low educational attainment – culture
- Diagnosed disability or identified developmental delay - special education
- Abuse/neglect of child or parent - emotionally distressed children
- Primary home language other than English
- Severe or challenging behavior - preschool experiences

Monitor and Improve Study

Disconnect between parent and school expectations – priority of sports, and, etc  
 Limited Pre-kindergarten resources, timing of assessment (spring versus fall), not responding to adults during screening

Interventions/Strategies Do

Factor	Intervention	SMART Target
Limited preschool resources	Provide resources to children and families before they enter the public school system	The number of unique hits on social media will increase from 0 to 200 as shown by Google analytics The number of views on social media stories will increase from 0 to 200
Disconnect between parents and school expectation	Use a readiness screener for all children birth to age 5	The number of parents using the online system for screening will increase from 0 to 50 as measured by online submissions
Environmental risks, developmental delays, and severe/challenging behaviors	Collect social-emotional data on all students entering kindergarten	The number of social emotional screeners used during kindergarten round ups will go from 0 to 400

Testing the Interventions Do

Who	What	When	Where
<a href="#">Lenawee Great Start Collaborative</a>  Activity Cards “on the go” “at home”	Provide resources to children and families before they enter the public school system <ul style="list-style-type: none"> <li>Language Activities</li> <li>Literacy Activities</li> <li>Math Activities</li> <li>Social-Emotional Activities</li> <li>Large and small motor skill activities</li> </ul>		At events On social media In agencies
<a href="#">Lenawee Great Start Collaborative</a>	<a href="#">Use a readiness screener for all children birth to age 5</a>	Access is available at all times online.	At events On website
<a href="#">Lenawee Great Start Collaborative</a>	Collect social-emotional data on all students entering kindergarten	Spring of 2017	At kindergarten registration / round up



Result Plan

All Lenawee County 3<sup>rd</sup> Grade students will become highly proficient readers.

Current Conditions Plan

Grade Level	English Language Arts	
	Spring 2015	Spring 2016
3rd	53.0	48.8

Community Outcome	All Students	Students of Non-White Ethnicity	Students with Disabilities	Students Economically Disadvantaged
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Spring 2016 M-STEP 3rd Grade ELA Proficiency	48.8%	Hispanic 42.4% Black 29.2%	21.0%	40.2%
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Target Plan

The percentage of students proficient in reading by the end of grade 3 will increase from 48.8% to 55%, as measured by the M-STEP

3<sup>rd</sup> Grade ELA Assessment in the Spring of 2020.

Factor Analysis Plan

Attitudes: interest in reading, motivation, add value to learning lifestyle

Skills: identify learning styles, mastery of material

Mobility: attrition/retention

Resources: for ESL students

One-on-one Interactions: family structure, mentoring, latch key programs, retirees, college students, cross-age teaching

new State policy

Interventions/Strategies Do

Factor	Intervention	SMART Target
Summer Reading Programs	Analyze Summer 2016 pilot data	
Motivation	Implement a Motivation to Read Profile (MRP)	
New State Policy		

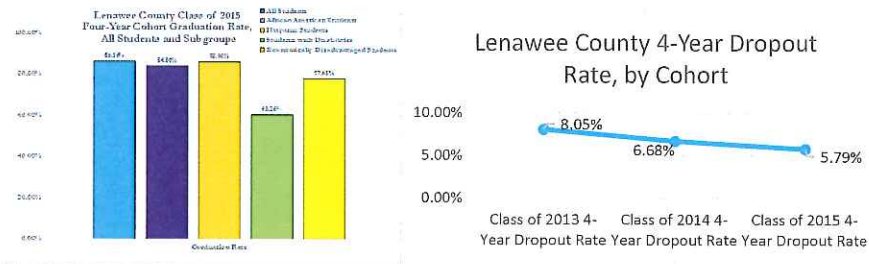
Testing the Interventions Do

Monitor and Improve Study

Scale and Spread Successful Interventions Act

Result Plan  
 All students will successfully graduate/earn certificate of completion from high school within a maximum of five years with a plan for a post-secondary experience that aligns with their Educational Development Plan (EDP)

Current Conditions Plan



Target Plan  
 The percentage of students graduating from high school/earning a certificate of completion will increase from 86.16% to 100% by August, 2023 as measured by the five-year cohort of the Class of 2023, as reported by the Michigan Department of Education.

Factor Analysis Plan

<u>Education</u>	<u>Employment</u>	<u>Behavior</u>
Middle College	Project Search, Internships,	Social service agencies
Dual Enrollment	Southeast Michigan Center	Churches
LISD TECH Center	for Science and Industry (SMCSI)	Courts
SMCSI	LISD TECH Center, Co-Op,	
Project Lead The Way	Job Shadowing, partner with local chambers, Economic Development Corporation	

Interventions/Strategies Do

<u>Factor</u>	<u>Intervention</u>	<u>SMART Target</u>
Parent Involvement		
Positive relationships through role models/coaching		
Response to behaviors by institutions		

Testing the Interventions Do

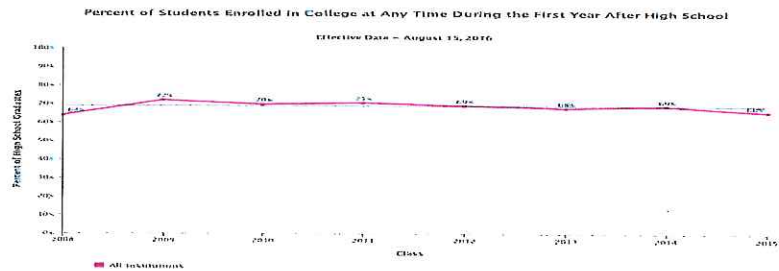
Monitor and Improve Study

Scale and Spread Successful Interventions Act

Result Plan

All students will enroll in a post-secondary education endeavor that leads to a valued credential.

Current Conditions Plan



Target Plan

The percentage of Lenawee high school graduates enrolling in their post-secondary choices within the first year after high school graduation will increase from 66% to 73% by the end of 2019, using data from the National Student Clearinghouse and workforce data bases.

Factor Analysis Plan

<u>Awareness</u>	<u>Culture</u>	<u>Engagement</u>	<u>Costs</u>
Lack of student awareness of employment training/support	loss of middle class (move from manufacturing), drug culture, family stability “summer slide” Behavioral, academic, emotional challenges	higher education parents “readiness”	living wages costs associated with attending post-secondary

Interventions/Strategies Do

<u>Factor</u>	<u>Intervention</u>	<u>SMART Target</u>
Increase awareness of valued credentials earned in Lenawee County	Create an inventory of credentials earned by students in Lenawee, other than the ones found in the NSC data	The percentage of students with a valued credentials earned while in Lenawee County schools will increase from ____ to 5 – 6 percentage points, using data from a variety of sources outside the National Student Clearinghouse.
Under-represented populations need more awareness/readiness/support	Target community groups that support African-Americans (NAACP), BGC-Hispanics, and Special Education (Project SEARCH) with special "intervention" programs	The number of students in identified subpopulations who participate in three “early intervention” programs will increase from ____ to ____ by the end of the 2017-18 school year, using results from EDPs found in career Cruising.
Awareness of manufacturing jobs as options to livable wages and employment in this sector.	Using the systems of the ALIGN work group replicate and use mutually reinforcing activities to promote this message	The number of students who identify a change in their future plans as the result of two strategies that specially promote manufacturing career awareness to under-represented populations will increase from ____ to ____ at the end of _____, using results from an exit survey.

Testing the Interventions Do

<u>Who</u>	<u>What</u>	<u>When</u>	<u>Where</u>

Monitor and Improve Study

Scale and Spread Successful Interventions Act