Minutes
Lenawee C2C Executive Committee
May 23, 2017, 10:00 a.m. - Noon
LISD Education Service Center, 4107 N. Adrian Hwy., Adrian, MI

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-crade-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:

- 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

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

January 2017

Collaborative for Academic, Social, And Emotional Learning

www.casel.org

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TRAUMA INFORMED COMMUNITY TRAINING

August 16, 2017
8:30am—4:00pm

Madison High School, 3498 Treat Hwy, Adrian, MI

registration required: 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

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

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
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.

**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.

*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.

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
**A3 Management and Reporting Tool**

**Kindergarten Readiness**

**February 3, 2017**

**Result**

All students entering kindergarten will be ready for school.

**Current Conditions**

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Target(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Cognitive</td>
<td>• Knows many aspects of personal information</td>
</tr>
<tr>
<td>Academic/Cognitive</td>
<td>• Recites most of the alphabet correctly</td>
</tr>
<tr>
<td>Academic/Literacy</td>
<td>• Reads most uppercase letters correctly</td>
</tr>
<tr>
<td>Academic/Mathematics</td>
<td>• Has much experience with books and text</td>
</tr>
<tr>
<td>Academic/Development</td>
<td>• Sorts most objects correctly</td>
</tr>
<tr>
<td>Development</td>
<td>• Counts most numbers by rote correctly</td>
</tr>
<tr>
<td>Language Development</td>
<td>• Matches most quantities with numerals</td>
</tr>
<tr>
<td>Language Development</td>
<td>• Determines most totals of two sets correctly</td>
</tr>
<tr>
<td>Physical Development</td>
<td>• Demonstrates most gross motor skills correctly</td>
</tr>
<tr>
<td>Physical Development</td>
<td>• Demonstrates many visual motor skills correctly</td>
</tr>
<tr>
<td>Physical Development</td>
<td>• Prints most of one's personal information correctly</td>
</tr>
</tbody>
</table>

**Target**

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**

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**

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**

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

**Testing the Interventions**

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lenawee Great</td>
<td>Provide resources to children and families before they enter the public school system</td>
<td></td>
<td>At events On social media In agencies</td>
</tr>
<tr>
<td>Start Collaborative</td>
<td>• Language Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Cards &quot;On the go&quot;</td>
<td>• Social-Emotional Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;On the go in home&quot;</td>
<td>• Large and small group activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Access is available at all times online</td>
<td></td>
<td>At events On website</td>
</tr>
<tr>
<td>Lenawee Great</td>
<td>Use a readiness screener for all children birth to age 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Collaborative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lenawee Great</td>
<td>Collect social-emotional data on all students entering kindergarten</td>
<td>Spring of 2017</td>
<td>At kindergarten registration / round up</td>
</tr>
<tr>
<td>Start Collaborative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scale and Spread Successful Interventions**

**Act**
**Result**

All Lenawee County 3rd Grade students will become highly proficient readers.

**Current Conditions**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>53.0</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>48.8</td>
</tr>
</tbody>
</table>

**Community Outcome**

<table>
<thead>
<tr>
<th>All Students</th>
<th>Students of Non-White Ethnicity</th>
<th>Students with Disabilities</th>
<th>Students Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA Proficiency</td>
<td>48.8%</td>
<td>42.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target**

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 3rd Grade ELA Assessment in the Spring of 2020.

**Factor Analysis**

- **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**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Intervention</th>
<th>SMART Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Reading Programs</td>
<td>Analyze Summer 2016 pilot data</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Implement a Motivation to Read Profile (MRP)</td>
<td></td>
</tr>
<tr>
<td>New State Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
Lenawee County 4-Year Dropout Rate, by Cohort

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

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

Interventions/Strategies
Do

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<thead>
<tr>
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</thead>
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<tr>
<td>Parent Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive relationships</td>
<td>through role models/coaching</td>
<td></td>
</tr>
<tr>
<td>Response to behaviors by</td>
<td>institutions</td>
<td></td>
</tr>
</tbody>
</table>

Testing the Interventions
Do

Monitor and Improve
Study

Scale and Spread Successful Interventions
Act
Result

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

Current Conditions

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 databases.

Factor Analysis

Plan

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Culture</th>
<th>Engagement</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of student</td>
<td>loss of middle class</td>
<td>higher education</td>
<td>living wages</td>
</tr>
<tr>
<td>awareness of</td>
<td>(move from manufacturing)</td>
<td>parents</td>
<td>costs associated</td>
</tr>
<tr>
<td>employment</td>
<td>drug culture, family stability</td>
<td>“readiness”</td>
<td>with attending</td>
</tr>
<tr>
<td>training/support</td>
<td>“summer slide”</td>
<td>Behavioral, academic, emotional challenges</td>
<td></td>
</tr>
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Interventions/Strategies

Plan

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<tr>
<td>Increase awareness of valued credentials earned in Lenawee County</td>
<td>Create an inventory of credentials earned by students in Lenawee, other than the ones found in the NSC data</td>
<td>The percentage of students with a valued credential will increase from __ to __ — __ percentage points, using data from a variety of sources outside the National Student Clearinghouse and workforce databases.</td>
</tr>
<tr>
<td>Under-represented populations need more awareness/readiness/support</td>
<td>Target community groups that support African-Americans (NAACP), BGC-Hispanic, and Special Education (Project SEARCH) with special “intervention” programs</td>
<td>The number of students in identified subpopulations who participate in three &quot;early intervention&quot; programs will increase from __ to __ by the end of the 2017-18 school year, using results from EDPs found in career Cruising.</td>
</tr>
<tr>
<td>Awareness of manufacturing jobs as options to livable wages and employment in this sector.</td>
<td>Using the systems of the ALIGN work group replicate and use mutually reinforcing activities to promote this message</td>
<td>The number of students who identify a change in their future plans as a 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.</td>
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Monitor and Improve

Study

Scale and Spread Successful Interventions

Act