

Designing a
**WORLD-CLASS
CAREER & TECHNICAL
EDUCATION (CTE)
SYSTEM**

to Meet the Needs of Young
People in a Changing World

**A REPORT TO THE
COMMUNITY**

May 1, 2019

KALAMAZOO RESA
INSPIRING EDUCATIONAL EXCELLENCE

Phase One: Strategic Visioning

The competition for talent in Michigan is fierce. You hear about it in the media and see it in “Help Wanted” signs on store fronts. We listen as employers express concern over a drought of skilled labor for jobs – many of them high-paying – and advertise out-of-state for workers, poach from each other, or give up altogether in the search for young, skilled talent. Too many young people are leaving school without the skills employers desire, without a plan or hope for the future.

No sector is immune to the lack of workers. Health care, technology, education, manufacturing, construction, retail, business, and service sectors are all feeling the pain. While shortages are reported nationwide, the situation is acute in Michigan. Young people need help navigating this new and complicated reality. After the loss of more than 700,000 Michiganders during the Great Recession, our population continues to show little to no growth. Many who left worked in manufacturing and the skilled trades, had school-aged children and have not returned to Michigan.¹ There are approximately 500,000 fewer children in K-12 education than there were 20 years ago. With an aging workforce, decline in birth rates, and the retirement of the baby boomers, it’s clear Michigan faces a challenging labor pipeline problem.

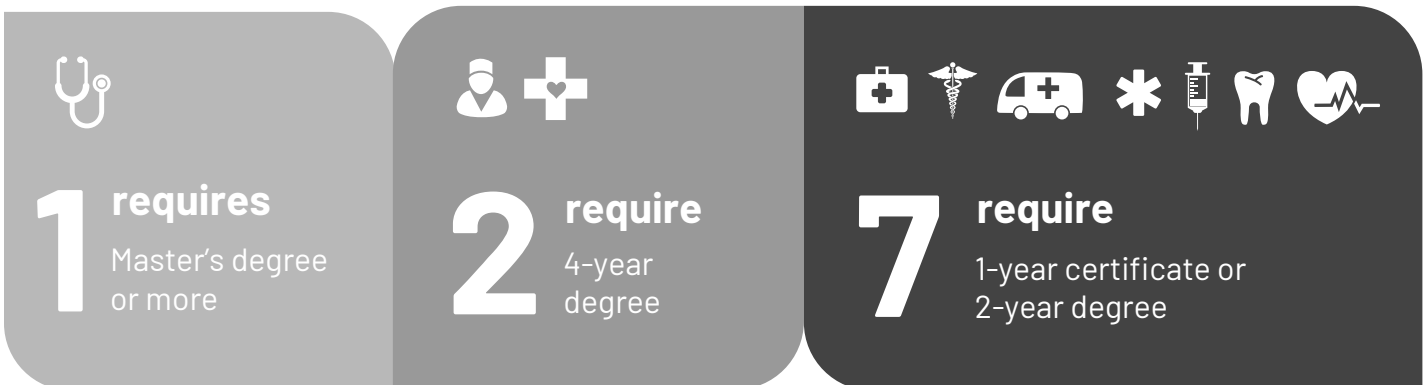
Source: ¹Ted Roelofs, *Young Talent Continues to Flee Michigan*, Bridge Magazine. Jan. 19, 2016

“Our world is changing, and our schools need to change to keep pace. Our schools must prepare ALL our students with the knowledge, skills, and abilities to earn a living, participate in society, and pursue their dreams. Continued improvement in our CTE programs is critical to these three goals...and to a stronger Michigan in the future.”

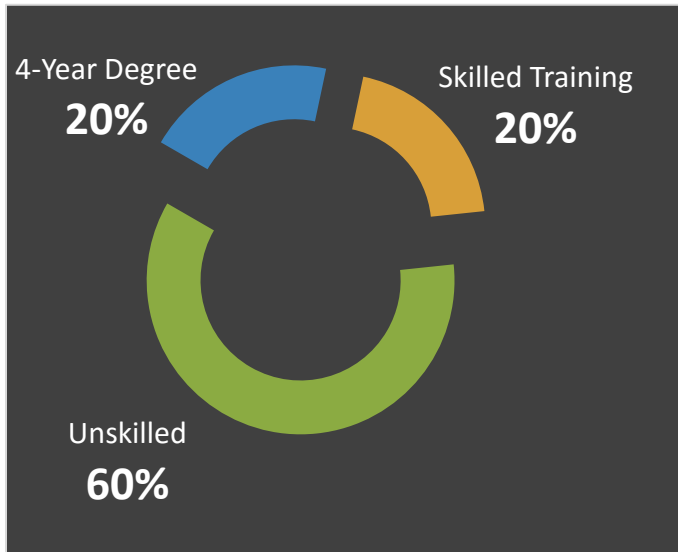
– Michael F. Rice, Ph.D., Superintendent,
Kalamazoo Public Schools

At the same time, the nature of work itself is changing at an astonishing rate. The lower-skill to mid-skill jobs that were the mainstay of Michigan’s middle class, especially in manufacturing, have been automated to a great degree. Students, particularly underrepresented populations, are not being exposed to this new world of work.

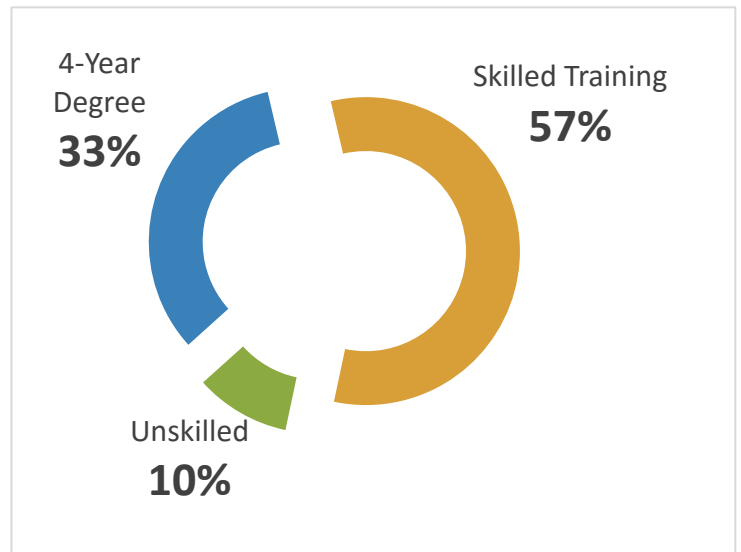
TRUE RATIO OF ALL JOBS IN OUR ECONOMY



Source: (Re)Defining the Goal: The True Path to Career Readiness in the 21st Century, Kevin J. Fleming, Ph.D. July 2016



1960 JOBS



2018 JOBS

Source: (Re)Defining the Goal: The True Path to Career Readiness in the 21st Century, Kevin J. Fleming, Ph.D. July 2016

We add to that the increasing demand for portable 21st Century skills – creativity, communication, collaboration, and critical-thinking – and every economic region in the state should be rightfully asking itself the question: *What are we doing to prepare our young people for this future and, in so doing, preserve our economic vitality?*

That’s why in January 2018, the Kalamazoo Regional Educational Service Agency (KRESA) convened a *Strategic*

Visioning Committee, comprised of 30 educational leaders from throughout the county, to assess the health of the county’s Career and Technical Education (CTE) program – known as Education for Employment (EFE) – and develop, if appropriate, a vision for systemic change. During the process, committee members met with more than 100 business and community leaders, families, teachers, and students to assess the current CTE system. They identified barriers to participation, especially for underserved populations, as well as listened to employers describe the challenges in hiring a trained and dependable workforce. Together, they uncovered a crucial need to help young people develop their passions with the skills that employers value, cultivating hope for the future.

“It’s difficult to imagine a shift in our community priorities without a new, focused commitment from the business community. We have to show them this is in their interest to get involved.”

— Dr. Rusty Stitt, Superintendent,
Schoolcraft Community Schools

“For the foreseeable future, the biggest obstacle to the growth of our company is the lack of qualified skilled workers to perform the work.”

— Rex Bell, President, Miller-Davis Company and General Contracting

As a result of this Phase One system review, the committee developed 15 recommendations for improving the system, found here: [KRESA Secondary Programming CTE Report](#)

Phase Two: System Design

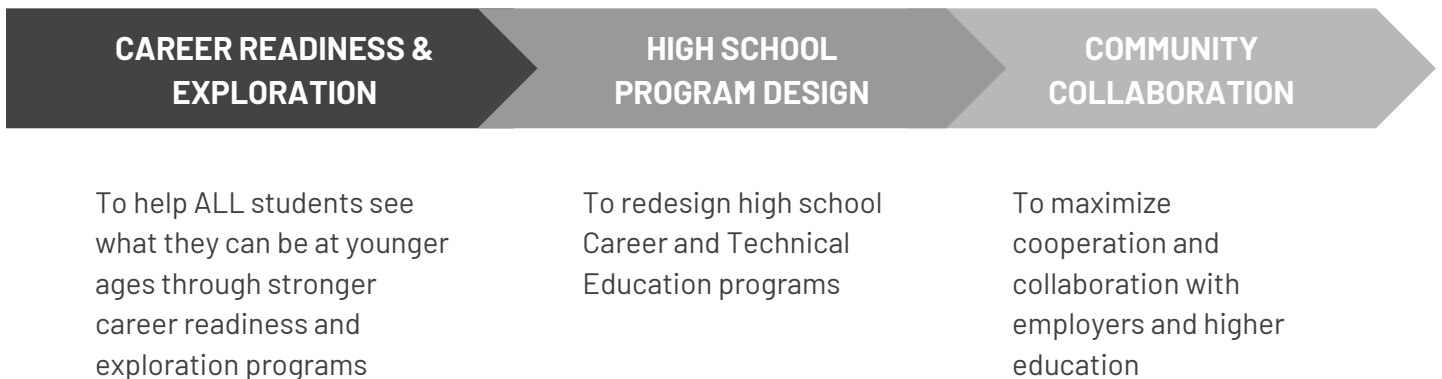
In January 2019, the work of the *Strategic Visioning Committee* was synthesized into three broad system *Design Teams*:

- Career Readiness & Exploration
- High School Program Design
- Community Collaboration

“To ensure that students achieve their potential, we must provide a learning culture with high expectations and a commitment to their individual talents and needs.”

— Mark Bielang, Superintendent, Portage Public Schools

CAREER AND TECHNICAL EDUCATION SYSTEM DESIGN TEAMS



About 75 education, business, and community members representing diverse stakeholder sectors were recruited for the three *Design Teams*. Those teams engaged in additional research, data review, site visits, and interviews to build system components that honored the specific programmatic recommendations from the *Phase One* work, ensuring these guiding principles were incorporated:

- Programming had to be systemic in nature, providing integrated, sustained, and sequential opportunities for all students to engage in career awareness and exploration throughout their K-12 career.
- Career-focused programming would serve as a complement to, not a departure from, strong academic preparation. The system design would focus on integrating academic and career education.
- Career education would begin in elementary school, engage all students, and be integrated into daily lessons and then increase in intensity, engagement, and skill development as students mature.
- Intentional, specific supports would be developed to ensure equitable access to programs for all students
- The system would, to the greatest extent possible, diminish barriers to participation including transportation, site-based obstacles, academic readiness, and other obstacles.
- The system components would, in large part, be countywide developed and supported, but locally implemented.

“We’re in a constant state of search, looking for people to fill well-paying jobs.”

— Dave Maurer, President and CFO, Humphrey Products

- The system would be adaptable, flexible to changing economic and education needs, harnessing the support of local education, business, and community leaders to establish and sustain its world-class status.

CAREER READINESS & EXPLORATION

The *Career Readiness & Exploration Design Team* was charged with framing a comprehensive, sequential curriculum designed to ensure *all* Kalamazoo County students, starting in kindergarten and continuing through high school:

- Explore a variety of career pathways
- Assess their own personal strengths, interests, and abilities
- Develop a general understanding of “what it means to work”
- Accumulate 21st Century skills
- Develop their soft skills (social/emotional skills)
- Consider all career and post-secondary training and credentialing options

As the *Design Team* work focused on the specific objectives of their system segment, they again reviewed world-class, best practices in CTE and noted several relevant data points, including:

- 28 percent of Kalamazoo County eighth-graders select “professional athlete, artist or animator” as their top career choice.¹
- 63 percent of Kalamazoo County students have not earned a post-secondary credential within six years.²
- 70 percent of American employees are disengaged at work.³

Source: ¹ Kalamazoo County Career Cruising Results; ² MiSchoolData 6-year graduation rate of 2012; ³ Gallup poll “The World’s Broken Workplace” June 13, 2017.

“I’ve seen Career and Technical Education work. I’ve seen it make a dramatic difference in students’ lives. We need to do more. Dramatically more.”

– Dr. Jeff Thoenes, Superintendent,
Comstock Public Schools

“We have some 1,200 jobs that could go unfilled today and we have approximately 35% of our working population eligible to retire in the next 5-10 years leaving many more openings.”

– Ron Kitchens, Senior Partner and CEO,
Southwest Michigan First

The *Design Team’s* system segment report outlines specific career readiness and exploration activities and actions for students, teachers, families, and community members. Generally, those activities are designed to produce the following outcomes per grade level:

Career Readiness & Exploration

Target: All Kalamazoo County Students

Key Tenets:

- Countywide developed/locally implemented career exploration curriculum integrated into daily instruction and through specialized activities
- 21st Century skill attainment/badging
- Individualized career planning
- Local educator, family, and community training and supports

Awareness K-5 th Grades	Exploration 6 th -8 th Grades	Preparation 9 th -12 th Grades
<p>Students will be aware of:</p> <ul style="list-style-type: none"> ■ What work is ■ Career pathways ■ Their personal interests ■ Readiness skills 	<p>Students will explore:</p> <ul style="list-style-type: none"> ■ 2-3 career pathways of interest ■ Education development planning ■ Personal strengths related to career paths ■ Readiness skill badging 	<p>Students will experience:</p> <ul style="list-style-type: none"> ■ Career pathway opportunities ■ Education development planning ■ Intro to/enroll in CTE/early college programs ■ Employability training ■ Readiness skill badging
<p>Educators will incorporate:</p> <ul style="list-style-type: none"> ■ Concept of work ■ Career pathways ■ Student interests ■ Readiness skills 	<p>Educators will integrate:</p> <ul style="list-style-type: none"> ■ Community-based projects to curriculum ■ Personalized career lessons ■ Students' strengths and readiness skills 	<p>Educators will increase:</p> <ul style="list-style-type: none"> ■ Career relevant content ■ Strength/competency-based learning ■ Awareness/intro to CTE/early college programs ■ Classes related to readiness skills
<p>Families will be introduced to:</p> <ul style="list-style-type: none"> ■ Career pathways ■ Career awareness activities ■ Child's interests ■ Readiness Skills 	<p>Families will be offered training for:</p> <ul style="list-style-type: none"> ■ Career pathway exploration ■ Strength-based communication ■ Readiness skills communication 	<p>Families will be invited to:</p> <ul style="list-style-type: none"> ■ Attend career pathway experiences ■ Attend student strength-lead events ■ Promote CTE/early college programs ■ Encourage skill badge obtainment

<p>Community organizations will begin:</p> <ul style="list-style-type: none"> ■ Pathway partnerships ■ Understanding interests ■ Supporting readiness skills language 	<p>Community organizations will expand:</p> <ul style="list-style-type: none"> ■ Pathway partnerships ■ Use of strengths with students ■ Use of readiness skills language 	<p>Community organizations will utilize:</p> <ul style="list-style-type: none"> ■ Opportunities for students to engage/learn ■ Strengths as part of job-seeking process ■ Readiness skills badging system
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HIGH SCHOOL PROGRAM DESIGN

The *High School Program Design Team* focused on reviewing and recommending, if warranted, changes to where and how high school students would take career-specific training courses. Under the current Career and Technical Education (CTE) model, Education for Employment (EFE), that training happens in a “decentralized consortium model,” with some programs offered at local high schools, some at work or community sites, and some at Kalamazoo Valley Community College.

Key to their work was addressing what teachers, students, and families were reporting as barriers to participation (transportation challenges, staff turn-over, time away from home high school) and the general decline in CTE participation countywide. Some of the relevant data included:

- Just 14 percent of Kalamazoo County 10th-12th-graders attend traditional CTE programs. Neighboring counties report 15-35 percent of their students take advantage of comparable CTE classes.^{B-C}
- State enrollment in CTE programs has increased 12 percent in the last three years while enrollment in Kalamazoo County CTE programs has declined.^F
- EFE classes located in “neutral site” locations (not in a high school) have a far more balanced and equitable distribution of students from our local high schools compared to programs located in high schools.^{D-E}
- Of Michigan’s economically similar labor markets, Kalamazoo County is the only market that does not have a career center. Battle Creek, Grand Rapids, Holland, Flint, Lansing, Saginaw, and Traverse City do. In addition, students in Branch, Van Buren, and Allegan counties have access to career centers.^H

Appendix B-H: See the appendix for additional information.

“Here at Pfizer, we have a diverse work force and heavily rely on the skilled trades. As we continue to grow, we expect a lot more skilled trades jobs, including those in the area of automation and high technology manufacturing than ever before.”

– Janet Zlomek, Senior Director, Pfizer

“Our rapidly changing society and economy are making it much more complex to be a young person trying to find their way. When young people learn marketable skills through CTE, it gives them hope AND a plan.”

– David Campbell, Superintendent, KRESA

PROGRAM DESIGN RECOMMENDATIONS

Based on their in-depth look at how and where students currently take CTE courses and the barriers preventing enrollment in CTE, the *High School Design Team* recommends a new system comprised of a countywide Career Center with smaller satellite sites. The satellite sites would be located in the community at places such as KVCC, already home to several EFE programs, and the Air Zoo, which currently houses EFE's Aviation program. The Center would host the majority of the CTE programs, resolving many logistical barriers to enrollment, such as transportation, and allow for better integration of the curriculum, upkeep of necessary equipment, and a more inclusive, work-oriented culture. Where realistic work environments are difficult to duplicate in a school setting, other programs would be located in smaller satellite locations. The **Career Center with Satellites** model will offer specific skill training for high school students in high-demand areas based on state and local market analysis and input.

According to focus groups conducted with students in most of the high schools in the county, the most notable barrier to access is transportation. Currently, students unable to drive themselves to programs use a "bus hub" system at Loy Norrix High School. Students from most high schools have to travel to Loy Norrix High School and then catch another bus to the location – most often a high school – where CTE programming takes place. This is a time-consuming and inefficient process resolved with a much more centralized approach.

"There is no doubt that Career and Technical Education (CTE) is critical for training workers to fill the skills gap that employers are increasingly experiencing as the economy continues to grow. But what we also find, which is equally important for businesses, is that CTE improves workers' soft skills as well. The hands-on experience obtained by most graduates of CTE courses and their demonstrated desire to learn both the technical and soft skills extends directly into the workplace when a CTE graduate is hired. The holistic preparation a CTE graduate receives to meet the demands of the workplace reaps huge benefits for both the employee and the employer.

– Randy Eberts, Lead Researcher, W.E. Upjohn Institute

Career Center with Satellites

Target: 10th – 12th Grade+

The **Career Center with Satellites** design needs to incorporate a focus on all students, reorganization and coordination of programs, and improved curriculum and instruction.

Focus on All Students:

- Create a welcoming, positive, inclusive, and safe school culture which reflects an effective working environment
- Substantially increase quantity and diversity of students served in programs, including traditionally underrepresented populations to break cycles of generational poverty

- Collaborate with diverse employer advisory boards that work in a deliberate, transparent and collaborative manner to ensure effective communication of employer needs
- Effectively communicate to reduce stigma associated with jobs historically less valued than jobs that require college degrees
- Enroll the whole family; engage and support families to strengthen support structure around students
- Strengthen coordinated counseling resources to include a comprehensive menu of opportunities for all students, regardless of their future educational and/or career intentions
- Provide counseling and support programs that are connected to local employers to help students enter fields of employment that are of interest to them, even if they are historically unavailable or unattractive

Reorganization and Better Coordination of Programs and Services:

- Recruit and retain outstanding and appropriate levels of staff: leadership, instructional, counselors, teacher consultants, support, career readiness/exploration, work-based learning, marketing, family partnerships
- Strengthen collaborative planning through advisory boards with local districts, KRESA and the business community to provide better oversight, consistency and commitment to the system of Career and Technical Education
- Efficiently and safely provide transportation to all students to increase access
- Allow for flexible staffing levels based on student demand and marketability of programs
- Provide practical and flexible design of facilities to adapt to future program needs
- Never go dark; create flexible programming during out-of-school time to best serve community needs

Improved Curriculum and Instruction:

- Develop student employability skills to be successful in work environments
- Provide comprehensive, continuous services and levels of instruction (curriculum) to meet the needs of ALL students, including students with special needs
- Foster programs that produce industry credentials, including skills certificates for students with special needs
- Integrate core academic skills throughout the curriculum to engage students in the practical application of what they learn
- Include Arts and Communication classes in conjunction with CTE programming to build 21st Century skills, including soft skills and service orientation
- Integrate Science, Technology, Engineering, Arts, and Math (STEAM) into the curriculum
- Create curriculum based on local employer input and state funding priorities including various programming in manufacturing, health care, construction trades, information technology, supply chain management, teacher preparation, and other shortage areas

COMMUNITY COLLABORATION

The *Community Collaboration Design Team* was charged with identifying specific work-based learning opportunities and program initiatives that would result in students acquiring real-world, relevant career training and readiness skills.

Drawing on the richness of the greater Kalamazoo County's diverse economic base, the team identified a host of partnership, immersion, and specific skill training opportunities for students. These work-based learning

opportunities would start late in middle school, continue through high school, and be woven together with career readiness activities. In some cases, work-based learning would continue beyond high school for those students who transition into Early/Middle College to earn a skills certificate or associate degree for little to no cost. While the team reviewed global best practices, local data, and model programs, they again identified several relevant data points:

- 11 percent of business leaders strongly agree graduating students have the skills and competencies that their business needs.¹
- 80 percent of high school dropouts say there should be more real-world learning opportunities.²
- 10 percent of urban, low-income teens of color (aged 16-19) are likely to have a job – any job at all.³

Source: 1 Raising Our Game to Raise Learning Outcomes (Brandon Busteed, Exec. Director, Education & Workforce Development, Gallup); 2 Bill & Melinda Gates Foundation <http://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf>; 3 Nancy Hoffman, *Let's Get Real: Deeper Learning and the Power of the Workplace, Jobs for the Future*, February 2015, p. 4.

To provide a consistent menu of high-quality, work-based learning services and coordinate with businesses using a unified one-stop methodology, the *Community Collaboration Design Team* recommends the formation of a centralized, countywide work-based learning system. This proposal represents a deviation from the current approach by bringing together numerous initiatives throughout the county provided directly by various school districts and related service providers. In addition, the committee recommends several significant work-based learning opportunities be developed or expanded in concert with area employers, as outlined below:

“Let’s design a system that provides meaningful oversight. It’s the only way we can guarantee quality and accountability.”

– Jason Misner, Superintendent,
Parchment School District

“I had no idea I would be in such a good position right out of high school. I was never good in math, English or social studies, but I can truthfully say that because of EFE I was able to find my path and learn what I enjoy.”

– Christopher Blevins, Systems
Technician, Secant Technologies

Community Collaboration

Target: 6th – 12th Grade+

Key Tenets:

- Centralize and expand continuum of work-based learning experiences ranging from short-term exploratory to paid internships/employment
- Leverage local business expertise and work sites for relevance
- Create bridge between classroom learning and work-based application of that learning
- Expand opportunities for students for credentials, certificates, and/or associate degrees through the Early/Middle College



Middle School through High School:

- Business & industry guest speakers
- Career fairs
- Virtual & on-site work and talent tours
- Summer camps
- Work-based projects & simulations



High School:

- Job shadows
- Take students to work
- Business mentoring & coaching
- Volunteering & service learning
- Resume & interview workshops with business
- Supported employment experiences
- Pre-apprenticeships



High School & Beyond:

- Internships
- Paid apprenticeships
- Return-ships (employment after graduation)
- Expanding opportunity for students for credentials, certificates, and/or associate degree through the Early/Middle College

Phase Three: Securing Community Commitment & Investment

WORLD-CLASS, SYSTEMIC REDESIGN OF CAREER AND TECHNICAL EDUCATION

The work of the three *Design Teams* creates a systemic, dynamic, and (arguably) a world-class K-12 CTE system framework. That framework includes restructuring, realigning, and scaling up Career and Technical Education in the KRESA service area. While communities in Michigan and across the nation are developing best practices, few integrate career awareness and exploration into a student's academic preparation as early as kindergarten and then continue to build on that exploration through high school, culminating with:

- Career awareness, exploration, and readiness designed at scale for all K-12 students
- Job-specific skills training in high-demand, high-wage career pathways and early college credit attainment
- 21st Century skill badging (creativity, collaboration, communication, critical thinking)
- Career-specific mentoring and coaching
- Work-based learning opportunities for virtually any career path available in the area economic sector
- Integrated Early/Middle College opportunities so students can graduate with a high school diploma and a skills certificate or an associate degree for free

"Each of our school districts has its own character. That's important. But we need to pull together on Career and Technical Education."

– Doug Newington,
Superintendent, Climax-Scotts
Community Schools

To be sure, the systemic redesign of career readiness and exploration, a **Career Center with Satellites**, and robust work-based learning opportunities would require significant contributions of in-kind and partnership support as well as one-time and sustained, dedicated financial investments from a variety of sources.

"Career and Technical Education has been a vital role of Kalamazoo Valley Community College since its inception more than 52 years ago. Our dedication to building the local workforce and to expanding partnerships that provide opportunities for equitable participation by all keeps us focused on the prosperity of our region. College leadership, faculty and staff will continue to look for new opportunities to work with community, education and industry partners to find the best ways to meet the academic and employment needs of our students. We believe that together is better and we look forward to continuing to serve as an active collaborator in the process of developing programs which positively impact our students and the communities we serve."

– L. Marshall Washington, Ph.D., President,
Kalamazoo Valley Community College

WHAT WOULD CHANGE?

Here are the chief differences that would be achieved with a new design of CTE:

CURRENT	PROPOSED
Programs/facilities throughout county	Centralized programming through a Career Center with Satellites
Inadequate facilities/equipment	Commitment to modern facilities/equipment
Disjointed instructional models	Cohesive, relevant and hands-on instructional model
Many populations underrepresented	Increased access for all students
Consortium/decentralized model	Centralized organization/oversight
Frequent location changes	Long-term commitment to program locations
Inconsistent/inadequate transportation	Coordinated transportation system
Over-reliance on local district funding	Increase in KRESA/community funding
Various career readiness plans	Coordinated curricula for career readiness for all students
Inequitable enrollment by location	Balanced system of opportunity
Lack of curb appeal of programs	Elevated status of programs
Ad hoc involvement of business	Coordinated engagement of business
Lack of skilled candidates	Substantial increase in skilled candidates

WILL THERE BE ACCOUNTABILITY?

The *Design Teams* stressed the need for accountability to ensure achievement of results. Establishing and sustaining excellence at the individual and collective levels will be attained by implementing robust continuous improvement processes. Goals and metrics will be developed for the following areas:

- Substantial increase in student exposure to the world of work, particularly underrepresented populations
- Increase number of students who earn credentials/skills certificates
- Increase graduation rates/decrease dropout rate
- Increase enrollment in Career and Technical Education delineated by ethnicity and underserved populations
- Recruitment and retention of outstanding CTE teachers
- Increase intern/externships and work-based learning experiences
- Increase participation in Early/Middle College
- Good stewardship and efficiencies

“Sixty percent of jobs out there are not jobs for a college degree but technical certification, a two-year associate degree or certificate.”

— Brian Long, Economist

WHY HERE?

If ever a community could grasp the importance of preparing the next generation for the future, this should be that community. The common thread between education, economic development, quality of life, and concern for all citizens have long been hallmarks of this community's success.

The greater Kalamazoo community has benefited from extensive cooperation among local school districts in the KRESA service area. The current Career and Technical Education system, Education for Employment (EFE), although inadequate to meet the needs of a changing world, is a testament to that cooperation. It demonstrates how education has been and continues to be a very high priority here.

The manageable size of the KRESA service area also plays a role in determining, "Why here?" With nine local school districts serving 35,000 students, we have the numbers to support offering a system of K-12 career readiness, including a wide variety of CTE programs

"There are many more educational opportunities out there, especially in Early/Middle College. Our collective destiny is in our own hands."

— Lisa Anderson, Interim Superintendent,
Gull Lake Community Schools,

and work-based

learning. Our community will help us recruit and retain outstanding CTE teachers during this massive teacher shortage, help justify expenditures for facilities and equipment, and create excellent economies of scale.

Similarly, as witnessed by the growth of the business community, this economy has great potential but lacks trained talent in critical areas. Unfortunately, many have been left behind due to an assortment of barriers. A commitment to

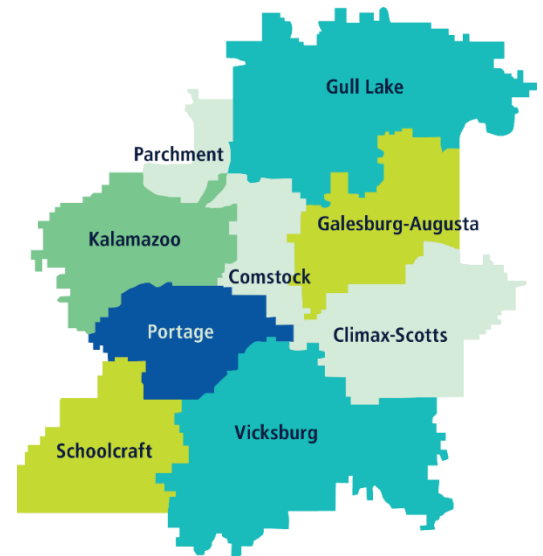
creating opportunities for all students could make the difference moving ahead. In that same vein, even students on a current trajectory of success need to ensure that their talents are meeting the demands of the 21st Century.

WHAT'S IN IT FOR STUDENTS, FAMILIES & EMPLOYERS?

A Career Center with Satellites would **benefit our students**, preparing them for our changing economy and ensuring they leave school with real-world, applied learning for their next step. That's good for **business** and **community**, too. A world-class Career Center with Satellites would provide area business with the skilled, certified and trained pools of talent they need to be competitive. Employees would arrive on the job with real-world, applied learning, reducing the length of, and costs associated with, new employee onboarding. The increased coordination of work-based learning would translate into more candidates with on-the-job training, providing a labor pipeline that allows businesses to "grow their own" skilled talent. A Career Center with Satellites becomes a beacon, a highly visible sign of a strong commitment to innovation, economic development, and education, attracting other thriving businesses and investors to our corner of the world.

"We've seen this programming work. It's time to scale it up."

— Keevin O'Neill, Superintendent,
Vicksburg Community Schools



A new system of CTE would provide work experience and foster employability skills in all **students**, helping them to be more engaged in school. With more career awareness and exploration, all students can develop their interests and strengths and choose a career path they feel passionate about. **Students and their families** would accrue less college debt by working toward certificates and credentials or earning college credit while still in high school. Combined, the benefits to **students, families, businesses, and the community** equal a better quality of life for all.

“Life’s most persistent and urgent question is ‘What are you doing for others?’”

– Dr. Martin Luther King, Jr.

WHAT WILL IT TAKE?

Members of the *Design Teams* spent a good deal of time discussing “why” a **Career Center with Satellites** should be built and why CTE should be redesigned. They also discussed “what” that Center and realignment could entail.

Now, we must determine what it will take to accomplish such a transformation. In order to systemically redesign our system of career and technical education, we need the coordinated effort of local districts. Business and community must be actively engaged. And parents, families, and students must embrace this new direction. To get there, we must:

- Create a guiding coalition of supporters who can help communicate the need for change and work well together in the process
- Clearly communicate the vision for a new design and make a case for support that is easy to understand
- Engage others in this important work
- Recognize timing issues, as public funding options have limited windows of opportunity
- Understand private funding for a **Career Center with Satellites** would depend on the community’s willingness to raise funds, along with the involvement of KRESA and local school districts to make the case for such a systemic change

“Schools can’t do it alone. We need input, guidance and active involvement from the business community.”

– Wendy Somers, Superintendent,
Galesburg-Augusta Community Schools

WILL IT BE FUNDED?

A new, world-class system of K-12 career and technical education, including a **Career Center with Satellites**, will be funded if stakeholders believe in the work, recognize the opportunity we have to improve, and make this a community priority. All students deserve our best efforts to prepare them for their next step, whatever that might be. Education must meet the needs of the community it serves. Together we can substantially improve the current career and technical education system for the benefit of all students, businesses, and our community. With your support, Kalamazoo County can become a world-class example of career and technical education for all students.

Is this a community priority? Will you help to make it a reality?

Appendices

APPENDIX A

KRESA CAREER & TECHNICAL EDUCATION SYSTEM REDESIGN PROCESS



JANUARY 2018

PHASE ONE



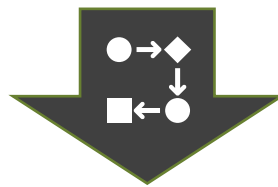
Strategic Vision

Strategic Visioning Committee met for six months and:

- Reviewed research and global best practices
- Assessed status of current system
- Hosted business leaders' panel and community forum
- Wrote 15 recommendations for new county-wide career and technical education system framework
- Recommendations were then clustered into three major themes for further design

JANUARY 2019

PHASE TWO



System Design

Three design teams met for three months and:

- Developed specific CTE system components for:
 - Career Readiness & Exploration
 - High School Program Design
 - Community Collaboration
- Ensured programs met guiding principles including equity and inclusion for all students, design adaptability, world-class outcomes, and ethical stewardship of resources

MAY 2019

PHASE THREE



Securing Community Commitment and Investment

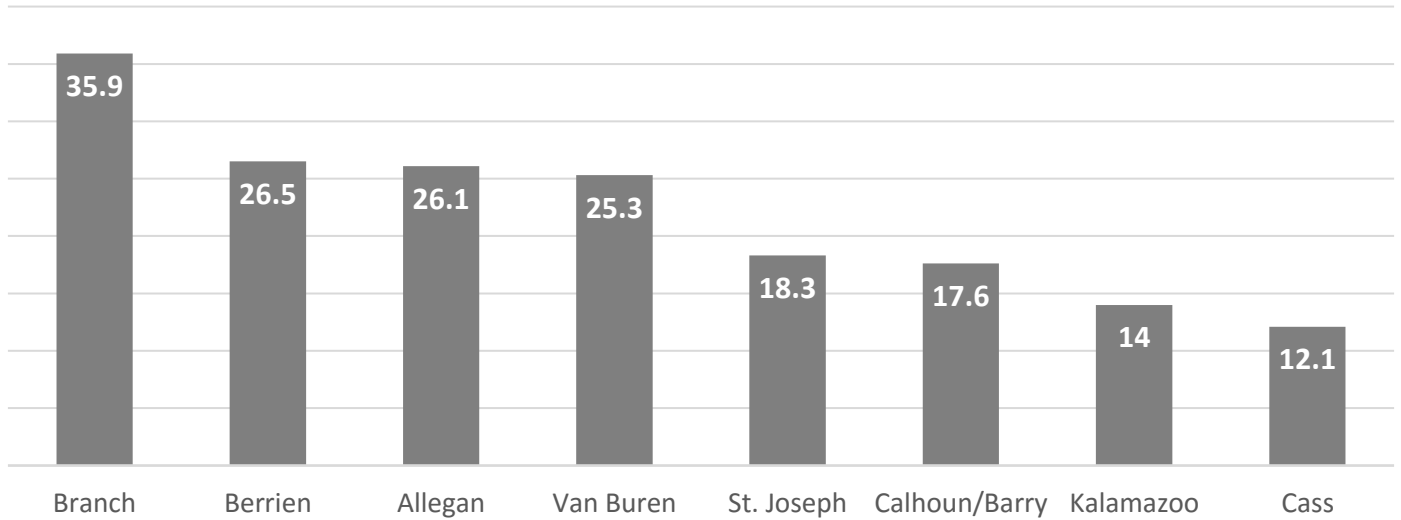
School leaders from throughout KRESA will meet with business, community, education and philanthropic leaders to assess:

- Commitment to the system design and intended outcomes
- Capacity for philanthropic investment
- Capacity for programmatic support including continued program development, work-based learning opportunities, and on-site programming
- Support for seeking sustained dedicated funding sources

APPENDIX B

COUNTYWIDE CTE ENROLLMENT AS A PERCENTAGE OF TOTAL 10TH-12TH GRADE ENROLLMENT IN TRADITIONAL/COMPARABLE PROGRAMS

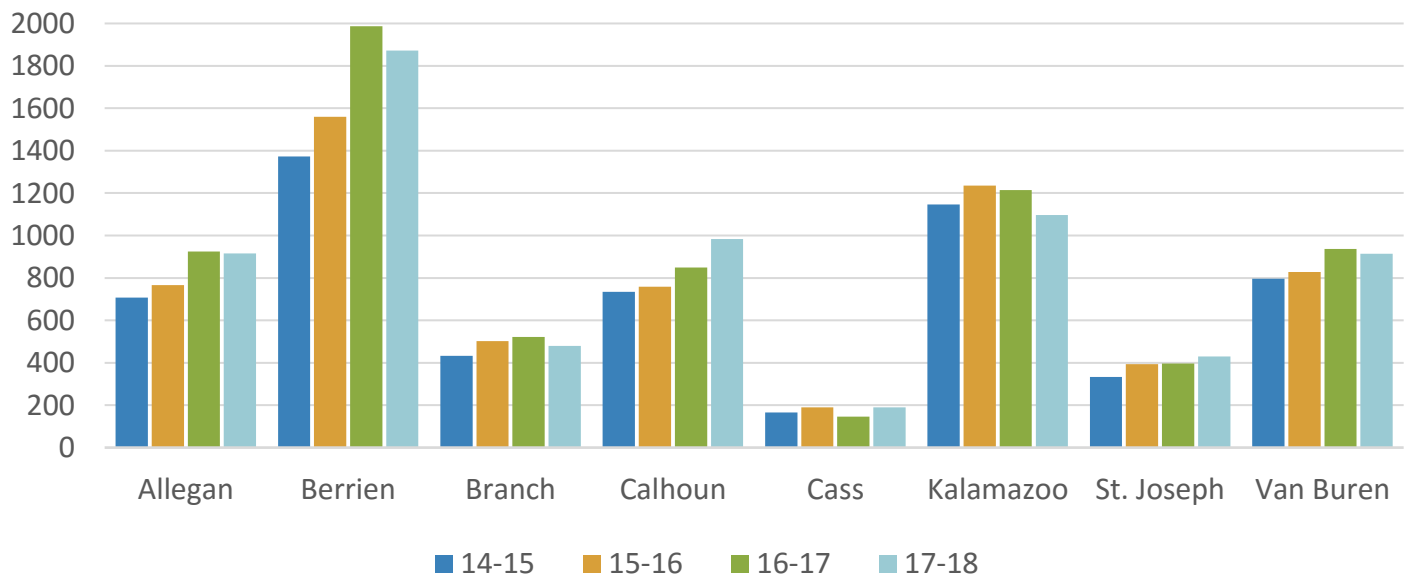
2017-2018



APPENDIX C

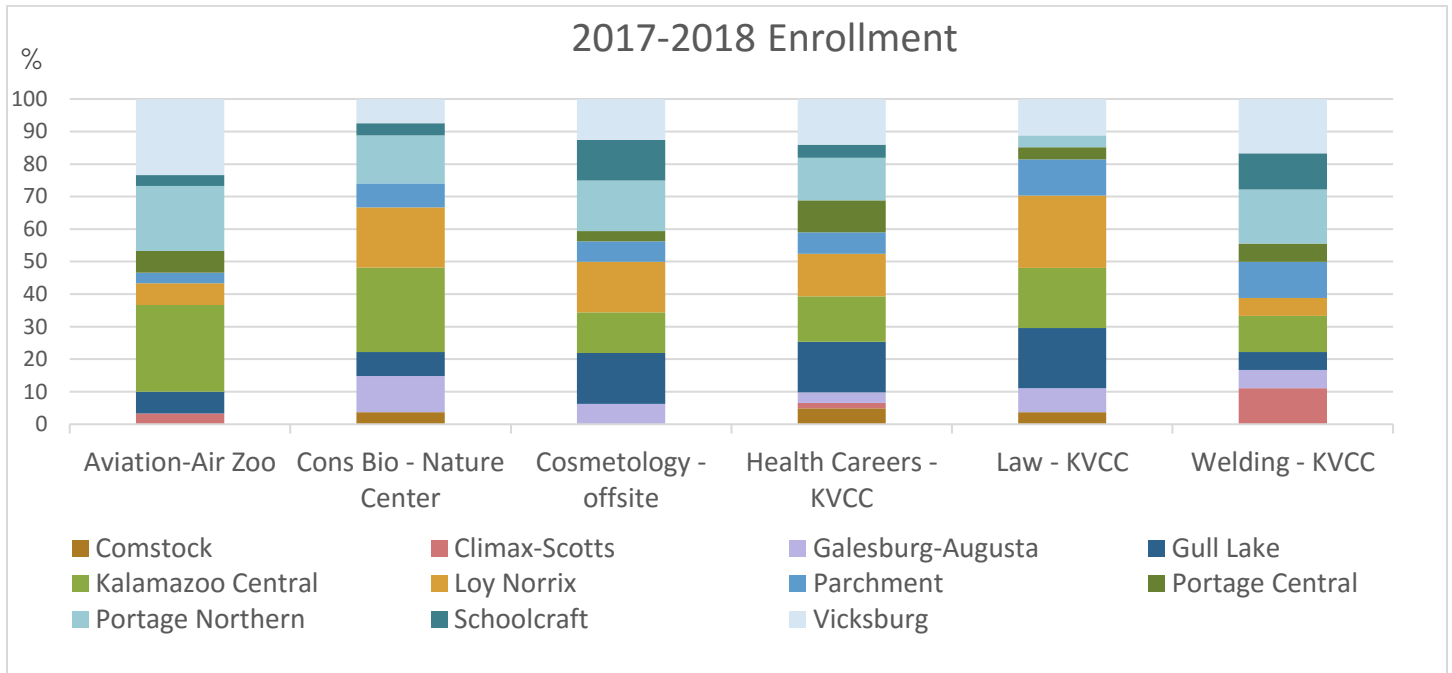
REGIONAL CTE ENROLLMENT TREND

2014-2015 through 2017-2018



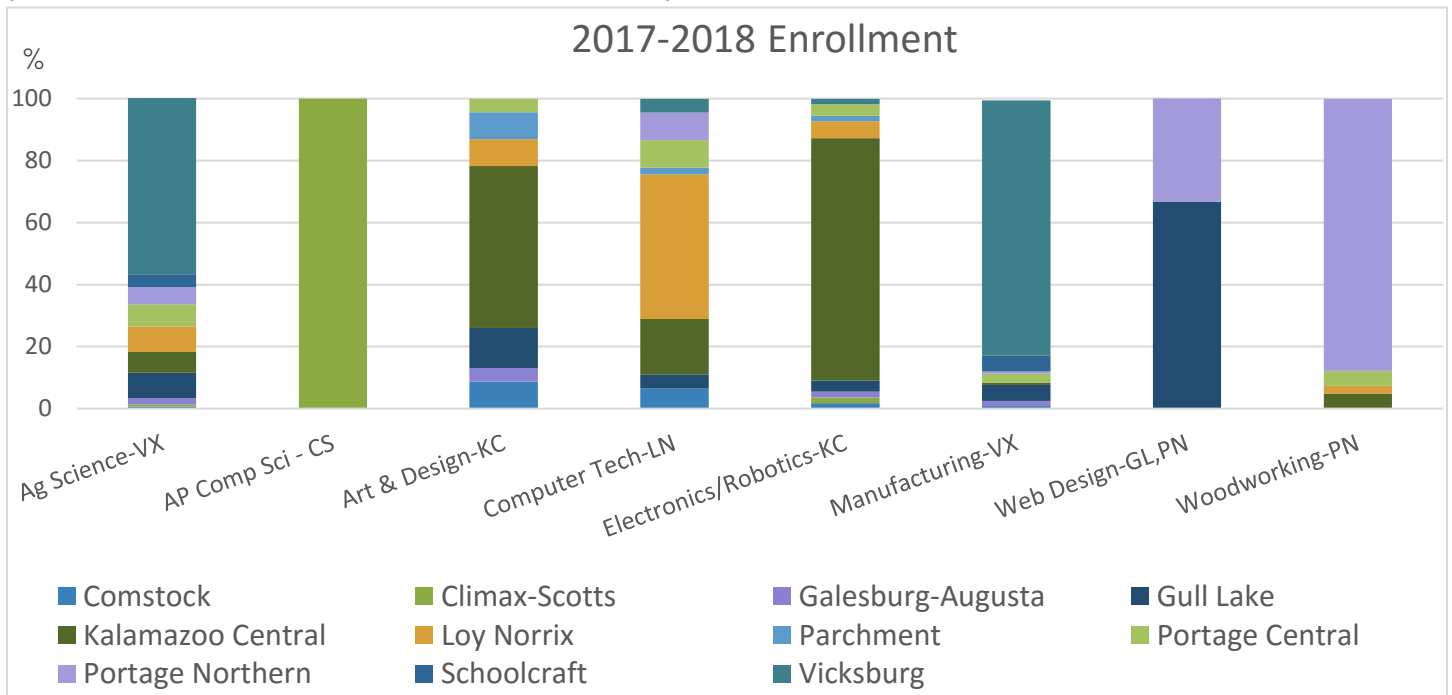
APPENDIX D

KRESA CTE ENROLLMENT BY DISTRICT (PROGRAMS LOCATED AT NEUTRAL SITE LOCATIONS)



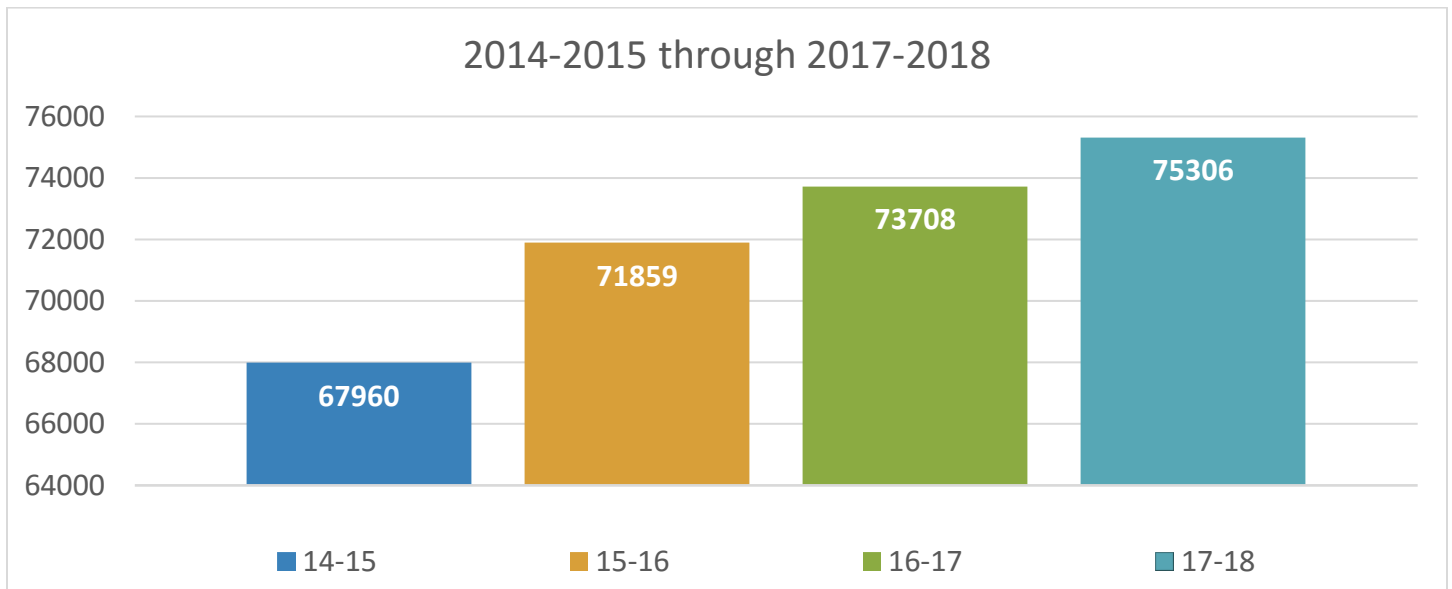
APPENDIX E

KRESA CTE ENROLLMENT BY DISTRICT (PROGRAMS LOCATED IN HIGH SCHOOLS)



APPENDIX F

STATEWIDE CTE ENROLLMENT TREND



APPENDIX G

BRIEF HISTORY OF CAREER AND TECHNICAL EDUCATION

The American education experience has been a remarkable journey, on one hand serving as the driving source of innovation, growth, opportunity, and equality for its citizens, and on the other, falling short and falling behind on matters of social and technological change. Formal education took the place of a dynamic Career and Technical Education (CTE) system dominated by apprenticeships in the early 1800s. With formal education came a greater emphasis on a broader base of skills as the types of jobs changed to suit the needs of the Industrial Revolution.

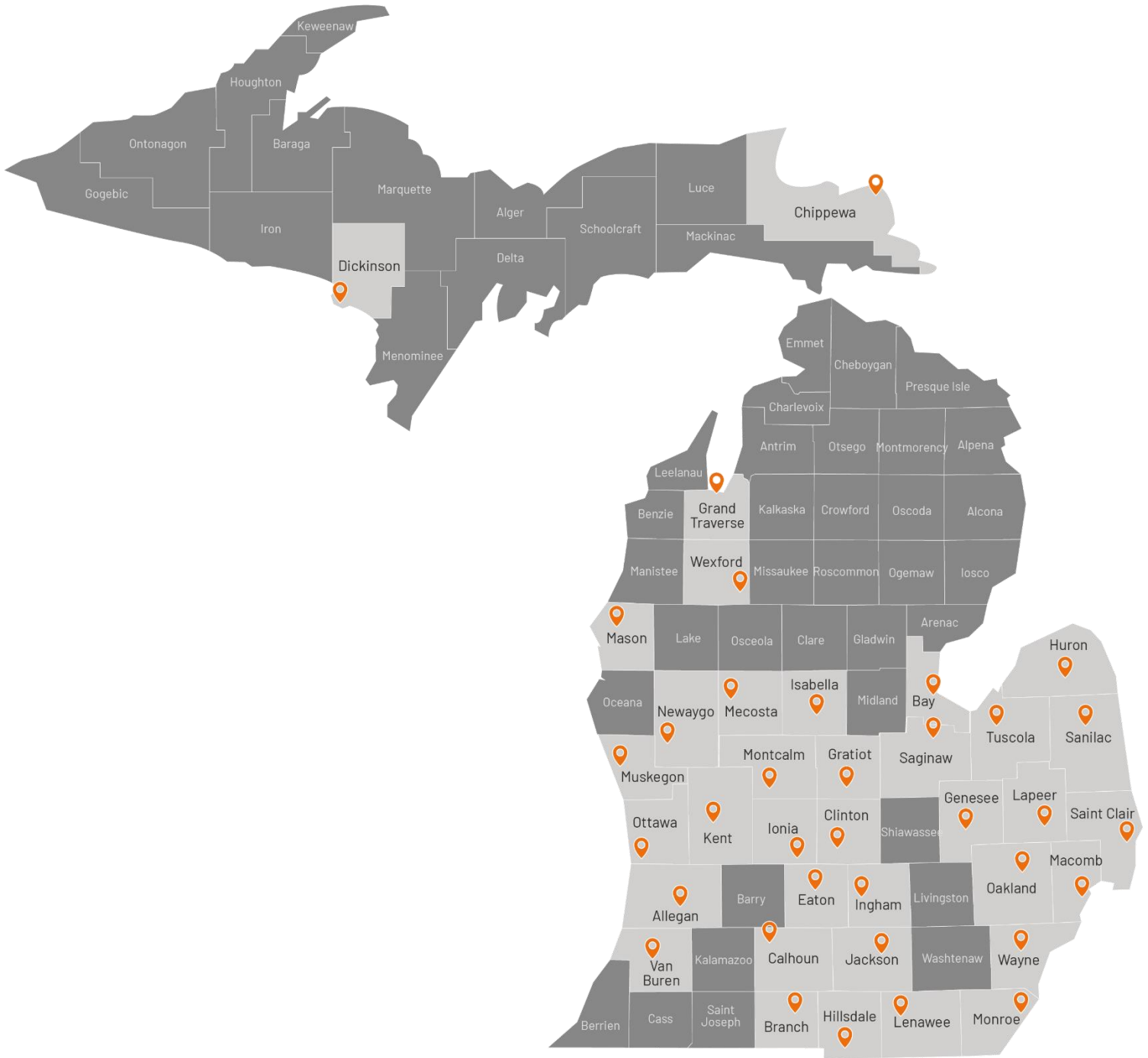
CTE languished until after the first World War when it helped soldiers re-enter the workforce. It surged again in World War II when technical skills were needed for defense purposes. After World War II, when there were more than 6,000 school districts in Michigan, the need for more uniformity of instruction and a more comprehensive approach led to consolidation, which peaked in the 1990s. Today there are 587 school districts in Michigan.

The Michigan Constitutional Convention in 1962 created Intermediate School Districts (ISDs) and the state reorganization act followed in 1964. ISDs were charged with accounting and auditing of student numbers for each school district, overseeing special education, and focusing on CTE, among other things.

Intermediate School Districts are given authority by Michigan law to institute and finance “vocational technical education” programs. More than half of Michigan’s 56 ISDs have done so, and many have created CTE Centers. Many millages were passed and CTE Centers were constructed in the 1960s and 1970s. Some of our neighboring counties have some of the highest millage rates in the state. Branch is the highest with 4.2 mills. Van Buren ISD levies 2.5 mills and Calhoun ISD levies 1.45 mills. Saginaw County was the latest ISD to pass a one-mill CTE levy. These sustainable funding sources allow for programming and facilities to be varied as the needs of employers and students change.

APPENDIX H

MICHIGAN CAREER AND TECHNICAL EDUCATION CENTERS



For questions, email Dave Campbell at dave.campbell@kresa.org.