

PRE-CONSTRUCTION PROGRAM

CTE helping to meet the needs of
students in the challenge of meeting
the Michigan Merit Curriculum

The Need.....

- ▣ Local high schools were challenged with 9th & 10th grade students that were not necessarily a behavior concern in the school, yet not engaged in the courses that they were enrolled in. The students could not see the benefit.
- ▣ The only options the local high schools had were to enroll the student into the same course that they had just failed, or hope that the student/parent would follow through with summer school or other means of credit recovery.
- ▣ This is difficult to keep the student motivated to continue with the courses knowing they have to take the same class they had previously failed.

Collaboration is a key component

- ❑ The principals and counselors from the Branch Area Careers Center and three local high schools came together to discuss these needs.
- ❑ The objective was to work together at student selection, course needs, allotments from each LEA, and funding.
- ❑ The resolution was reached quickly as it was a positive program added to the high school course availability that they did not have to monitor . This was also incentive for the students as it was in the environment of CTE building for $\frac{1}{2}$ of their academic day. So superintendents looked at the shared program costs as minimal for what they were able to offer in curriculum to the struggling students.

1st year with
student
success.....

Partial
improvement of
courses/credit

Grade 9

Year 2013 - 2014

Course	T1	T2	T3	Earned Credits
English 9	E	E		0.500
Algebra I	E	E		0.000
Biology	E	E		0.560
Seminar	S	S	S	0.000
English REC			G	0.250
Science REC			G	0.440
Strength Training			A	0.250
CR English 9			G	0.500
CR Biology			G	0.440
Pre-Const 1	C+			0.500
Pre-Const 2		B+		0.750
World Hist CB 1	D+			0.500
World Hist CB 2		D		0.500
Health CB 2		C		0.500
Sign Lang 1	B			0.500
Intro to Spanish			G	0.250
T-ASL Test Out	B+			2.000
				8.440

2nd year with student success.....

Overall improvement of courses/credit

COURSE	CREDITS EARNED	S1	S2	AB	S1	S2	AB	S1	S2	AB	S1	S2
PRE-CONSTRUCTION	0.500				A		0					
PRE-CONSTRUCTION	1.500						0					
ENGLISH/LANGUAGE ARTS												
NAVIGATOR ELA A	0.500	B-					0					
NAVIGATOR ELA B	0.500		B+				5					
ENGLISH 1A	0.500	D					0					
ENGLISH 1B			E				6					
ENGLISH 2A	0.500				B-		2					
ENGLISH 2B	0.500						0					
ENGLISH 1B (SUM SCH 2014)	0.500 <				CR		0					
MATHEMATICS												
ALGEBRA 1A	0.500	D-					1					
ALGEBRA 1B			E				3					
GEOMETRY A	0.500				D+		2					
GEOMETRY B	0.500						0					
ALGEBRA 1B (SUM SCH 2014)	0.500 <				CR		0					
PHYS ED, HEALTH & RECREATION												
HEALTH	0.500	C					1					
PHYSICAL EDUCATION A	0.500		B				7					
SCIENCE												
PHYSICAL SCIENCE A	0.500	C-					1					
PHYSICAL SCIENCE B	0.500		D+				5					
BIOLOGY A	0.500				D		2					
BIOLOGY B	0.500						0					
SEMINAR												
SEMINAR	0.083 <	CR	CR				5					
SOCIAL STUDIES												
U.S. HISTORY 9A	0.500	D					0					
U.S. HISTORY 9B			E				6					
U.S. HIST B (BACC)1ST SEM	0.500 <				C		0					
WORLD HIST A (BACC)1ST SEM	0.500 <				C		0					
TOTAL EARNED CREDITS		4.583 CREDITS			4.000 CREDITS			0.000 CREDITS			0.000 CREDITS	

Program Components:

COURSES:

- ❑ 2 semesters of Edgenuity (E-2020) Social Studies (or other course if needed and can be provided)
- ❑ 2 semesters of Wood Shop elective credit
- ❑ 1 semester of American Sign Language-ASL
- ❑ 1 semester of Edgenuity (E-2020) Health

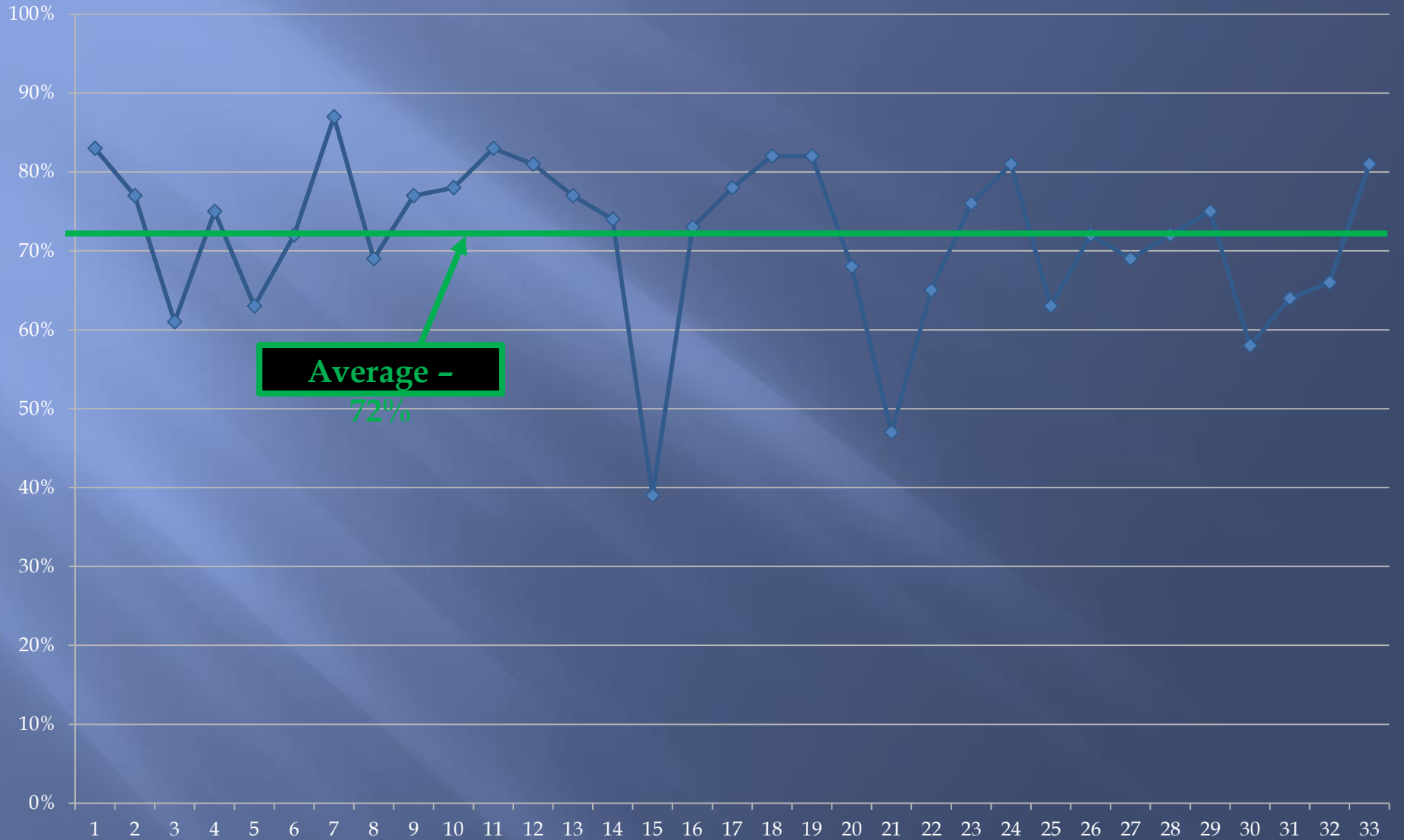
SCHEDULE:

2 nd Semester	Pre-construction Downstairs lab	E 20/20 Social Studies Upstairs comp/lab Room #204	E 20/20 Health Upstairs Room #204	Sign Language Room #141
4 th Period 11:50 - 2:40	Brady Augustin Kais Justin Trevor Jeremy Jacob Eli Andrew Brody Jay Engineering Arts-10	Yakelyn Erik Rolando Cody Kameron Christy Adrian Haylee Claudia Austin Chase Luke Kaden Jacob Bryce Miguel Lou		
5 th Period 12:45 - 1:35	Erik Claudia Cody Adrian Christy Haylee Austin Chase Miguel Lou	Brady Kameron Jacob	Kais Justin Trevor Jeremy Eli Andrew James	Augustin Yakelyn Rolando Jacob Brody Kaden Luke Bryce Jay
6 th Period 1:40 - 2:35	Yakelyn Rolando James Kaden Luke Bryce Engineering Arts-21	Augustin Kais Justin Trevor Jeremy Jacob Eli Andrew Brody Jay	Noah Orrin	Haylee Claudi Erik Cody Christy Adrian Brady Austin Chase Jacob Miguel Lou BACC-ASL Pending

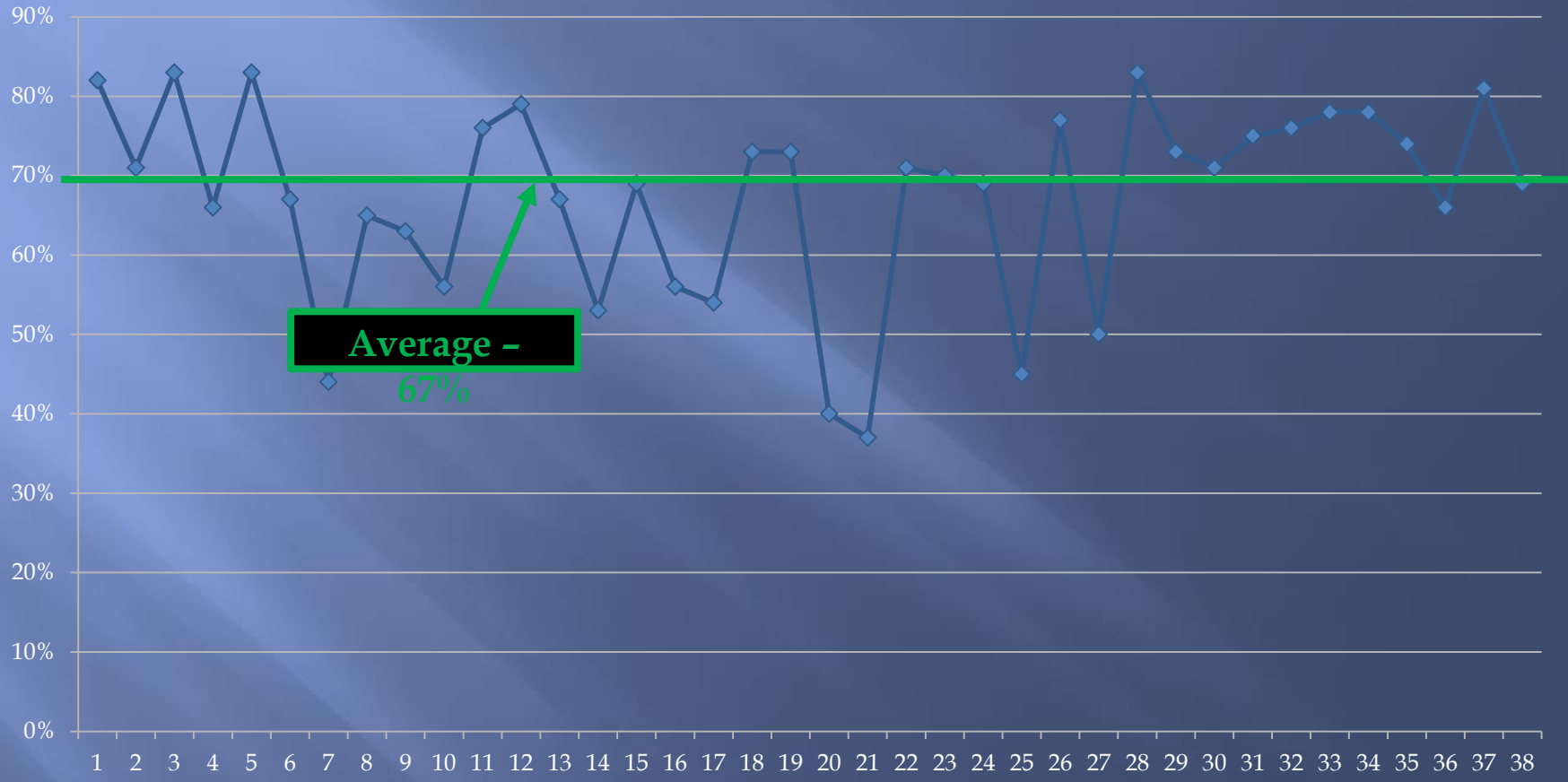
Edgenuity E-2020

- ▣ In May, the counselor from the participating high school provides the BACC - CTE counselor with the names of the 9th & 10th grade students, as well as the course selections.
- ▣ The E-2020 instructor sets up the log-ins and courses in E-2020. The BACC counselor sets up the 1st and 2nd semester online schedule .
- ▣ In early January, if any new students are added for 2nd semester, the E-2020 instructor will again set up log-ins and courses for these students.
- ▣ The E-2020 courses may – and are encouraged to - be worked on during the off-school time of evenings and weekends.

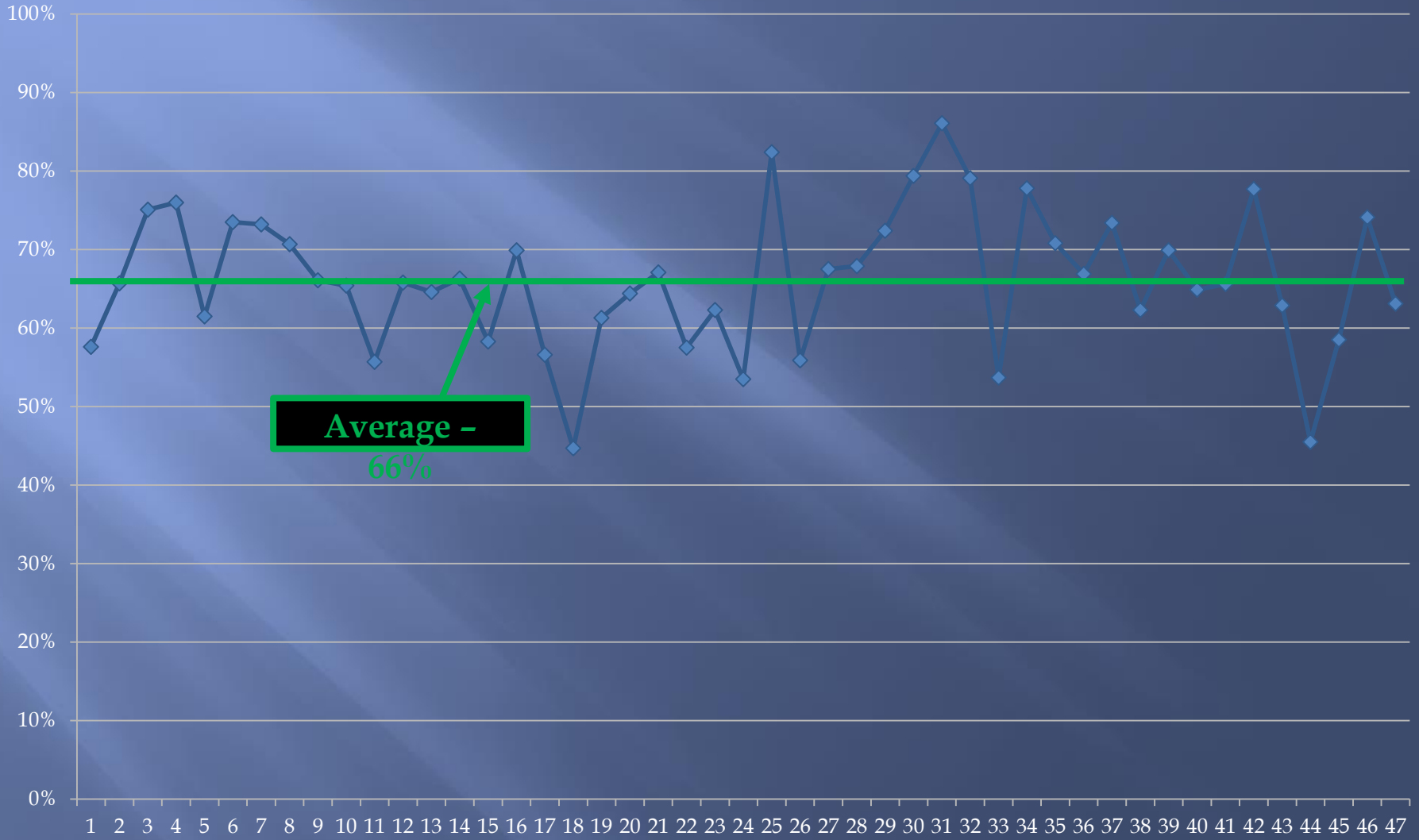
Semester 1 Grades - 2013-14



Semester 2 Grades - 2013-14



Semester 1 Grades - 2014-15



2013-14 Edgenuity

- ▣ Courses from Edgenuity
- ▣ Partially aligned to local curricula
- ▣ 14 local aligned courses
- ▣ 50+ individual courses attempted overall
- ▣ 18 courses completed
 - (80% complete – 60% min grade)

2014-15 Edgenuity

- ▣ Modified Courses from Edgenuity
- ▣ Fully aligned to current local curricula
- ▣ 18 local aligned courses
- ▣ 60+ individual courses attempted
- ▣ 13 courses completed (1st Semester)
 - (100% complete – 60% min grade)



Time Schedule

7:45-8:15
8:15-8:45
8:45-9:15

Dismissal Bells

8:55-9:00
9:00-9:05

What we have learned

- ▣ Align curriculum to locals
- ▣ Discuss goals & grades with students
- ▣ Add extra 'motivation' for students
- ▣ Demonstrate the drive to complete tasks
- ▣ Even the struggling student can be successful

American Sign Language

- ❑ This is a one semester course so it may be completed in either of the two semesters dependent upon the schedule availability and request of the LEA counselor.
- ❑ Students enrolled in ASL can receive two credits toward Foreign Language requirements. The class is one semester with a conversational proficiency test given at the end of the semester.
- ❑ Each school system in Branch County evaluates what requirements for passing will be. Some schools allow for an overall passing score, other schools require the student to pass both the class and the proficiency test in order to receive the two credits.
- ❑ Standards for passing ASL are similar to that of Spanish in local districts. Students must demonstrate the ability to have a conversation at a Novice High level using vocabulary/discourse learned in class (ACTFL guidelines).

Sign Language Practice



Wood Shop/Pre-Construction

- ❑ Carpenters and Cabinetmakers perform a variety of jobs from home improvement and remodeling to residential construction and finish carpentry to working in a cabinet, furniture or millwork shop.
- ❑ Carpenters and Cabinetmakers may perform the following tasks:
 - ❑ Read and follow directions laid out in plans and drawings to understand how to go about building projects.
 - ❑ Understand and use a variety of building and joinery techniques always with a focus of building as strong as possible.
 - ❑ Utilize a variety of hand tools, portable power tools or woodworking machinery.
 - ❑ This program provides an elective 1 credit/year for the students.
 - ❑ Also provides the students with basic skills, sense of accomplishment , as well as confidence.

Pre-Construction/Wood shop





Funding Component

- ▣ Sign Language instructor salary is paid by Special Education Department.
- ▣ Wood shop instructor salary is paid by CTE.
- ▣ Equipment and materials are paid by CTE.
- ▣ Edgenuity instructor is paid by the participating LEAs, splitting the costs dependent upon the number of students each LEA has enrolled.

Students perspectives

- ▣ The students engage in this type of program when other things in the environment of academics do not work. When asked why they believe this program is good for them, their responses are:
 - I feel a sense of accomplishment
 - Even the on-line classes are more hands-on for me. In class with a teacher, I did not participate. With this program I put my headphones on, listen to the teacher on-line and answer the questions about the lecture.
 - I do not have the amount of home-work assignments. I can just do my work here and be done.
 - My grades are better than I have gotten at the home school. That feels good.
 - Having the wood shop class gives me a break from the academic classes.
 - I feel more in control of my grades, classes now.