

2013-2014 Integration of Michigan Merit Curriculum Grant

Final Performance Report

Applicant Information

Tab to each field to complete your answers. Text fields will automatically expand as you type.

Applicant	Legal Name of District: Laingsburg Community Schools	District Code:
	Address of District: 8008 Woodbury Road	
	City and Zip Code: Laingsburg, MI 48848	Name of County: Shiawassee

Final Grant Funds Total: \$50,000

Describe how you have communicated the opportunity to earn academic credit through CTE, to local superintendents, counselors, and parents.

The main grant contributors, Beth Eggleston and Amy Barrett, have played a large role in communicating the opportunities to earn academic credit to all the Laingsburg Community School stakeholders. Additionally, the information was shared at a CTE Coordinator Meeting in Shiawassee County; as a result, at least one other school decided to apply for the grant in the 2014-2015 grant year. In 2014 The Informer newspaper highlighted the grant award for Laingsburg High School and the opportunities it would create for LHS students. Brochures were printed and shared out to students and community. Laingsburg leadership (superintendent, principals, and counselor) met several times to solidify how credit would be awarded and to ensure students were aware of their opportunities. An open house was held for students to learn about the business program, and ask current students questions about their experiences during March 2014 and 2015. Student ambassadors were chosen from each Laingsburg High School program (Agri-Science, Marketing, Sales, and Service, and Finance) to speak to each class at their orientation/course sign up in February of 2015. Agri-Science ambassadors attended the middle school for recruitment. Additionally, an advertisement is scheduled to run in the May edition of The Informer newspaper that is circulated to all of the Laingsburg community. Questions that were created for the Marketing and Economics exam were shared out to the entire Shiawassee county through Illuminate. Atlas Rubicon was utilized to create curriculum maps, learning targets, key vocabulary, assessment types, and unit calendars. The hope is that we can eventually make these courses public to the entire state through Atlas. Tammy Babinski, Laingsburg High School Counselor, has submitted current CTE courses to NCAA for accreditation multiple times. To date, the only course they have approved is AFNR Biology. We continue to submit Accounting, Marketing, Conservation and Vet Science with each request for additional information from NCAA.

Describe how the students know about the opportunity.

Students have been given multiple opportunities to learn about CTE Courses and the ability to earn academic credit in these programs. A survey was administered to all LHS students inquiring about their current knowledge of CTE courses and their ability to gain academic credit in the courses. In August 2014, A display board highlighting CTE Programs and credit opportunities was created for student orientation. Incoming 9th through 12th grade students and their parents attended. After finalizing the Program of Study in 2014 and what courses would count toward academic credit, CTE teachers shared the course requirements and opportunities with each class on the first day of class in the fall of 2014. The course curriculum guide was updated in multiple locations to indicate the opportunity for alternate class options in obtaining MMC credit through CTE. On February 11, 2014, CTE teachers highlighted their programs at the Laingsburg Technology Showcase where community members were able to see students present hands on examples of what they were doing in the classroom with equipment purchased from this grant. The school store made possible by the grant was also open for the Technology Showcase, and multiple basketball games.

Provide the number of credits given and the type of academic content.

BUSINESS (Marketing and Finance Programs)

A program completer requires a student to complete all segments/standards within a state CTE program with a minimum of a 2.0 GPA

Marketing completer: Marketing and VEI courses

Finance completer: Accounting I and VEI Accounting courses

Marketing I

1.5 Credit*

10-12

Marketing I is an experience and project based business class. The students will learn the different aspects of marketing a product. Selling, promotion, risk management, pricing, purchasing, distribution, product planning, financing and how to start up your own business. The Laingsburg School Store, will be used as a classroom lab. The student will leave the class with a completed marketing portfolio. All students can benefit from the material covered in this class. Related career interests include, but are not limited to: Entrepreneurship, Marketing, Psychology, Business Management, Hospitality, Human Resources, and more. Students in this class are encouraged to compete in DECA

Marketing Club. Lansing Community College, Ferris State University and Mott Community College credit is available in this course. (*.5 Credit awarded upon completion of Marketing Program)

School Store Manager

1.0 Credit

11-12

School Store is an experience based class. The classroom activities will include training in the areas of advertising, retail, communication, human relations, mathematics, selling and cash handling. A portion of the overall grade will be achieved through work in the School Store. Students taking this class must have taken or also be enrolled in Marketing I or Accounting. School Store Managers make critical decisions in product offerings, pricing, merchandising, and customer service policies affecting the success of the school. Managers are responsible for the financial success of the store

Prerequisite/Dual Enrollment: Marketing I/Accounting

Accounting I

1.5 Credit*

10-12

Are you thinking about a business major in college? Get your accounting foundation here. Accounting is an essential course for all students to either explore a career in business or for one's personal financial needs. It is required in any business major in college. This course covers the complete accounting cycle for a proprietorship and merchandising business, along with journalizing and posting transactions. Special journals, worksheets, income statements, balance sheets, and other financial statements are also taught. The use of computers to teach automated accounting simulations is a large portion of this course. Lansing Community College, and Mott Community College credit is available in this course. (*.5 Credit awarded upon completion of Finance Program)

VEI Marketing & Accounting

1.5 Credit*

11-12

Would you like to go to work rather than class? It does not get more hands on than this class. Students in VEI apply to positions within a student created business. Departments in the firm include: Accounting, Sales, Purchasing, Human Resources, Marketing, and Chiefs. The VEI class creates a business plan; employees apply to their positions; and as customers, trade products with other virtual firms around the globe. Students will experience competitions and have the opportunity to travel to trade shows in others states (Tennessee, Illinois, California, New York). Leadership opportunities and experiential learning abound in this class. Students in this class are equipped with a strong work ethic and independent accountability, as much of the class is student driven by the Chief positions in the firm. Students wishing to use this class as a senior year math credit must apply to the Accounting Department. . Lansing Community College, Ferris State University and Mott Community College credit is available in this course.

Prerequisite/Dual Enrollment: Marketing or Accounting I (*.5 Credit awarded upon completion of Marketing or Finance Program)

AGRISCIENCE

A program completer requires a student to complete all segments/standards within a state CTE program with a minimum of a 2.0 GPA

AFNR completer: AFNR Biology and Conservation of Natural Resources

AFNR Biology

1.5 Credit*

9-10

Agriculture Biology is a one year laboratory science course. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. This course is centered on an extensive laboratory component in order to connect the ideas of life science with agricultural applications, earth and physical science principals, and other curricular areas, including written and oral reporting skills. Baker College and Davenport College credit is available in this course. (*.5 Credit awarded upon completion of AFNR Program)

Conservation of Natural Resources

1.5 Credit*

10-12

If you appreciate the outdoors and enjoy using natural resources (hunting, fishing, hiking, camping and wildlife viewing) this class will provide a better understanding of our local natural resources and the need to conserve them for future generations. This course is designed to provide students a background in the field of natural resources and its many career opportunities. Students will be involved with hands-on projects investigating soil erosion, water pollution, wildlife management, forestry production, land management and the effects of management practices on the environment. Students will also explore soil conservation practices, water and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, fish, wetlands, and pond management, management of recreational areas, and outdoor safety. "Hands-on" learning activities like Salmon in the Classroom and school recycling encourage students to investigate areas of environmental concern including: identification and management of ecosystems, management of waste, chemicals and environment, soil conservation, land uses, regulations and ordinances, water quality and air quality. Baker College and Davenport College credit is available in this course. (*.5 Credit awarded upon completion of AFNR Program)

Prerequisite-Biology or AFNR Biology

Agriculture, Food, & Natural Resource Systems

1.0 Credit

11-12

This course deals with the nature and extent of systems in agriculture, food, and natural resources applying the physical, scientific principles, and underlying sound practices in these systems. This course requires students to complete project based work independently and participate in a supervised agriculture experience in career fields pertaining to these systems. Prerequisite-Must have completed the AFNR CTE program.

Veterinary Science and Animal Health

1.0 Credit

11-12

This year long course specializes in developing knowledge and skills pertaining to the identification, nutrition, reproduction, health, diseases, veterinary science, care and management of food and companion animals, both small and large. This class has a lab component which corresponds with topics covered in class. Classroom and animal laboratory activities are an integral part of this program, including the safe use and care of animal health-care instruments, animal grooming equipment, basic tools, animal restraining equipment, and field equipment. This program works with small animals from canines and felines as well as rabbits, poultry and large animals including swine, goats and sheep. Prerequisite-AFNR Biology and Conservation or dual enrollment in Vet Science and Conservation. Baker College and Davenport College credit is available in this course.

Describe how you evaluated the success of the integration activity and provide the data collected.

Goal 1: Increasing Elective Opportunities & Decreasing Inequities in Core Class Sizes

(DATA: Class Enrollment and CTE Perceptions Survey Data)

When evaluating the change in PowerSchool course enrollment numbers and class offerings there is evidence of this goal being attained. Average core class enrollment decreased by an average of two students in 2014 over 2013, while CTE course offerings increased by an average of eight students. Additionally, courses that had not run in the past were introduced. The new school store added an additional Segment Q class, and the Marketing program became a two class completer program rather than one. Seven of the twelve core classes affected by the grant decreased class sizes, and three of the twelve classes stayed the same. The grant was effective in reducing or maintaining class sizes for core curriculum teachers in all but three advanced placement classes.

Survey results: After many promotional efforts, it is apparent that students have a better understanding of what CTE is, with 87.2 percent of respondents knowing that it meant Career & Technical Education. More students were aware of the meaning of CTE than MMC when taking the survey. Ninety-one percent of respondents felt they could learn better through hands on activities. Student perception data showed that 56.4% of respondents were aware they could earn Biology credit in AFNR class. Sixty-one percent knew that Conservation could provide science or fourth year math credit. Sixty-one percent of respondents were aware that they could earn economics credit in Marketing class, and 85% knew they could obtain senior year math credit in Accounting. Additional marketing will need to be done to inform students of the opportunities to gain English Language Arts credit, with only 33% indicating that they were aware they could gain ELA credit by becoming a completer in the Marketing program.

Goal 2: Hands on MMC Credit Gained Through CTE

(DATA: Agriscience Contest Participation, Community Sales and promotions of student raised and grown ag. products AND School Store Positive Balance through Ledgers and Receipts)

Before the introduction of the AFNR Biology class there were only a select few students competing independently with poultry flocks from their homes. In the 2013-2014 school year the AFNR Biology class had 100% participation, raising 75 birds, donating 20 birds to the local food bank, and generating \$400 in sales for the FFA student activity account. In 2014-2015 all but three students in the AFNR Biology class participated in the contest, raising 225 birds, donating 55 birds to the local food bank, and generating \$1750 sales for the FFA student activity account. The addition of the small animal barn contributed to the large increase in birds being raised in 2014-2015 over 2013-2014. In 2014-2015 the Agriscience fair project was added to the Biology curriculum. One hundred percent of the AFNR Biology students participated. There were 42 research papers and science fair projects completed. The top six papers in each category were submitted to the state FFA office for submission in the Arthur Berkey State Agriscience Fair. In March these participants competed during the FFA State Convention. There were two state winners who have qualified to participate at the National FFA Convention in Louisville, Kentucky in 2015. The other four participants received silver awards as the State Runner-Up in their division.

The school store was completed in February of 2014. DECA students worked after hours to ensure that the store was operational in the spring of 2014. Six students enrolled as store managers to oversee the Laingsburg Wolf Den and work with the Marketing students who assisted in the store. In the spring of 2014, _____ profit was generated. As of April 2015 the school store had a profit of _____.

Goal 3: Expand the Number of Students Enrolling in CTE & Increasing Completers

(DATA: Number of students enrolling in CTE classes for 2014-15 vs. prior year AND number of students enrolling in the second year of programs to become completers)

There was a net gain of 39 CTE students at Laingsburg High School in 2014 over 2013. The Marketing program was able to become a two year program again, and add the School Store as a Segment Q course offering. The Agriscience program was able to add an additional nine students to the Veterinary Science class (a segment Q), and an additional ten students to the Conservation of Natural Resources class (a completer class) in the 2014-2015 school year. Additionally, an AFNR Systems class was added in 2014-2015 as a segment Q. In 2015-2016 there will two sections of Conservation to make completers.

Provide a weblink to the information.

<http://www.laingsburg.k12.mi.us/hs-cte.php>

Attach a PDF of materials/crosswalks/document/processes developed through the grant to be placed on the MDE website for statewide use.

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Final Expenditure Report

Instructions: The Expenditure Summary and the Expenditure Detail must be prepared by or with the cooperation the the Business Office, using the School District Accounting Manual (Bulletin 1022).

Expenditure Summary:

Expenditure: Objects:

Function Code:	Function Title:	Salaries:	Benefits:	Purchased Services:	Supplies & Materials:	Capital Outlay	Other Expenditures:	Total Expenditures:
110	Instruction – Basic Programs							
120	Instruction – Added Needs			20558.45	8568.68	15477.88		44605.01
130	Instruction – Adult/ Continuing Education							
210	Pupil Support Services							
220	Instructional Staff Services	3600.00	1469.91	225.46				5295.37
230	General Administration							
240	School Administration							
253	Facility Acquisition & Construction Services							
	Operation & Maintenance							
270	Pupil Transportation Services	75.35	24.27					99.62
280	Central Support Services							
290	Other Support Services							
Subtotal:								
Indirect Costs _____% Restricted Rate:								
TOTAL:		3675.35	1494.18	20783.91	8568.68	15477.88	0	50000

Date

Fiscal Agent Contact Person Signature

Date

Project Contact Person Signature

Date

Project Contact Person Signature

Expenditure Detail:

Explain each line item that appears on the Expenditure Summary, using the indicated function code and title (provide attachments as needed).

Function Code:	Function Title:	Expenditure Detail
110	Instruction – Basic Programs	
120	Instruction – Added Needs	
130	Instruction – Adult/ Continuing Education	
210	Pupil Support Services	
220	Instructional Staff Services	
230	General Administration	
240	School Administration	
253	Facility Acquisition & Construction Services	
	Operation & Maintenance	
270	Pupil Transportation Services	
280	Central Support Services	
290	Other Support Services	