

Program Specifics for NSERVE Grants – Maine Twp. Dist. 207

Education Community Involvement Component

Activities that involve parents, local business and industry, institutions of higher education, and/or local education entities to assist in the development, review and improvement of Career and Technical Education programs.

FY15 Goals	FY14 Progress Report
<p>Help facilitate and foster relationships with already developed community and business partners to continue to provide opportunities to enhance student learning.</p> <p>Create viable relationships with community and corporate partners to ensure all programs of study are represented by industry leaders.</p> <p>Continue to work with Oakton to implement the CNA program.</p> <p>Continue to meet with Oakton to review dual credit classes and seek out new areas for articulation.</p>	<p>Geometry and Construction solidified a partnership for the 2014/2015 school year with Fox Valley Habitat for Humanity.</p> <p>Geometry and Construction is working with a local community member, the Methodist Camp Ground, and Des Plaines Historical Society to build chicken coops for the camp ground. These will help facilitate the education of elementary students that take place. As well as cover curricular items not covered in the Habitat project (2014/2015 School Year)</p> <p>Participated in Manufacturing Day at OCC.</p> <p>PLTW, Work Program, Autos and various business courses brought in guest speakers.</p> <p>Nursing and Health Care classes visited hospital and medical facilities as part of their semester experience along with bringing guest speakers.</p> <p>Continued work with Walgreens, CVS and other medical facilities.</p> <p>Continued efforts with Rotary Clubs, Chamber of Commerce and other community organizations.</p> <p>Working with Oakton to design a CNA program offered at the High School.</p>

Career Development Component

Activities to provide career guidance and academic counseling to Career and Technical Education program students to establish a career plan.

FY15 Goals	FY14 Progress Report
<p>Implement a Career Coordinator position to help facilitate opportunities of experience in careers for students.</p> <p>Provide professional development opportunity to help educate staff on implementing and using career plans and programs of study with students.</p> <p>Work with leaders that have expertise in the POS fields to reinforce the connection between CTE, Careers, and core academics.</p>	<p>Met with counseling staff to discuss a 4 year plan for our students - using the Explore, PLAN and other interest inventories to better inform students of their skills, talents and future plans.</p> <p>Introduced and shared new programs of study documents with staff, counselors and administration.</p> <p>Continue to work with district administration to find a way a comprehensive method to share POS with parents and the target community.</p>

	<p>Utilized district events to further support career planning for all students - including - Transitions, Career Options, Career Night, Financial Assistance Night.</p> <p>Support the ongoing work of the Career Resource Centers in each building to assist with career development for all students. CTE staff employ the CRC services to work with our students - through classroom visits - highlighting the CRC website, Naviance, and other resources available to students and their parents.</p>
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Student Support Services Component

Activities that provide services to students enrolled in Career and Technical Education program courses that assist students in the improvement of their current academic and career and technical education coursework. Services are related to curriculum, equipment, and/or classroom modification, supportive personnel and instructional aids and devices.

FY15 Goals	FY14 Progress Report
<p>Include technology and equipment that is relevant in the field for the child development strand that allow us to offer the ECE1 certification during the following year.</p> <p>Update fashion labs so that dual credit can be offered within the higher level courses.</p> <p>Begin to build a maker lab that allow students within CTE to work with and have the opportunity to invent and explore. It will also allow us to draw connections between core academics, future careers, and CTE in the STEM field.</p> <p>Purchase needed equipment for the auto's program to help facilitate a more standard structured curriculum by using shop cars.</p> <p>Purchase industry standard software and certification driven assessment software for various CTE courses.</p> <p>Purchase necessary equipment for the CNA program that is being implemented in the Spring of 2015 through a partnership between Oakton and Lutheran General Hospital.</p> <p>Purchase necessary supplies for PLTW course, Geo Construction, FCS, Applied Tech and Business courses.</p>	<p>Orientation Nights, informational brochures assist students with high school transitions.</p> <p>Professional development in RTI, differentiated learning as well as on going grading discussions will serve to better meet the needs of our students, linking needs with targeted services.</p> <p>PLT teams (meeting each week) collect and analyze student work - continually revising and revamping course content and assessments to meet student needs and interests. Efforts are documented on the PLT hub.</p>

Adjusted Level of Performance Component

Activities to support the development and implementation of strategies to strengthen and improve the skills of Career and Technical

Education students in order to meet the *eight core indicators of performance*.

FY15 Goals	FY14 Progress Report
<p>Continue to work with our PLT - analyzing data and looking at students to support performance and growth.</p> <p>Continue to partner with area colleges and industry experts to analyze areas of growth.</p>	<p>Through Professional Learning Teams we meet weekly to look at student work, progress and academic needs. Information is shared on a district Hub and CTE Google folders allowing staff to make instructional decisions on agreed upon assessments and performance measures.</p> <p>Assessment results provide an accurate basis for all decisions made around student achievement and progress overall.</p>

Professional Development Component

Activities that support comprehensive professional development programs which are more than a day in length or short-term workshops or conferences that provide teachers, faculty administrators and career guidance and academic counselors training. The training should focus on effective integration and use of challenging academic and career and technical education research-based teaching skills, practices to improve parental and community involvement, and use of research and data to improve instruction.

FY15 Goals	FY14 Progress Report
<p>Targeted professional development is essential to career and technical staff.</p> <p>Work with NSERVE to find instruction for cooperative learning and assessment literacy for the non traditional classroom.</p> <p>Work with NSERVE to provide an opportunity for dialog regarding unit assessments in PLTW courses across the NSERVE region.</p> <p>Create opportunities for teachers to showcase best practice within monthly department meetings.</p> <p>Utilize area and national conferences to help further educate staff on best practice.</p>	<p>Faculty members were able to attend several conferences and workshops to grow their knowledge in content of subject, tools and equipment used in industry and best teaching practices to enhance student learning.</p> <p>In house workshops included Differentiated Instruction, Special Needs Workshop, Questioning, Literacy Assessment, Cooperative Learning. NSERVE also provided a number of workshops specific to career programs - including the areas of fashion and business.</p>

Integration of Academic & CTE Component

Activities that address the integration of challenging academic standards into relevant career and technical education curricula to improve students' skills.

FY15 Goals	FY14 Progress Report
<p>Partner with academic courses and begin creating a curricular cross walk so that students can understand the connection between content areas - specifically CTE.</p> <p>Continue to work with teams of teachers to create summative and formative assessments correlated to national and state standards, including common core standards.</p>	<p>Maine East High School offered Geometry and Construction. This program was lead by teachers in both the math department and cte department to create a bridge between concepts taught in geometry applied to real world application from construction.</p> <p>Professional Learning Communities were established to create summative and formative assessments correlated to national and state standards.</p>

Programs of Study Component

Activities to support the development of program(s) of study that include a sequence of courses that incorporate a non-duplicative progression of both academic and career and technical education, beginning no later than the 9th grade, that prepare students to

succeed in post-secondary education and lead to an industry-recognized credential or certificate at the post-secondary level.

FY15 Goals	FY14 Progress Report
<p>Create a system for integration with the POS and all students served within Maine 207 not just CTE Students.</p> <p>Work with community, industry, and academic leaders to help facilitate the integration of the POS.</p> <p>Work with the Oakton Community College and industry partners to ensure classes offered are aligned to a path of study.</p> <p>Continue to offer career fairs and have an open line of communication to inform students and their families with accurate and meaningful career/ academic information.</p>	<p>Through programs of study efforts, students had access to a career planning process. Diagrams provided by NSERVE were distributed to all Maine 207 staff members and administrators. Discussions were held with key staff and administrators to create next steps. A career coordinator position was approved based on these meetings and the needs of our students.</p> <p>Career clusters, fairs and communication assisted students and their families with accurate and meaningful career/ academic information.</p>

PROGRAM ACTIVITIES: Please indicate the number of student or educator participants involved in all activities supported by your Secondary Career Development Program grant funds. Please be sure to describe the activities below.

	OTHER (Please specify)		STUDENT ACTIVITIES		STAFF DEVELOPMENT
	# of Participants	Number	# of Students Participating	Number	# of Teachers Participating
<p>39 teachers</p> <p>20 teachers</p>	<p>Curriculum Development/Revision:</p> <p>All 39 district CTE teachers meet weekly to align curriculum to national/industry/Common Core/College Readiness Standards. This involves development of common assessments/curriculum leading to measurable data that guide instruction and prepares students for careers.</p> <p>The following courses had extended release time for assessment/curriculum development: Entrepreneurship, Fashion, Introduction to Business, Graphic Arts (2), Consumer</p>	<p>All CTE students</p> <p>Dual Credit: 100 students</p>	<p>ICP's - Individual Career Plans:</p> <p>Students in all CTE classes are exposed to a career unit in each of their classes starting in grade 9 and continuing through grade 12. These students have a career plan which leads them through a sequence of courses in high school including a post-secondary plan. Students have the option to enroll in dual credit courses in high school.</p>	<p>39 with many taking several Prof. Dev. opportunities.</p> <p>Inservice/Professional Development:</p> <p>PLTW DE Training, GEO Construction Colorado site visit, NSERVE Business Professional Development, NSERVE FCS Professional Development (Maria Pinto), Certiport Training, Illinois Automotive Auto Instructors Conference, Triton Auto Instructor Seminar, Chicago Area Business Educators Conference, Assessment Literacy, Cooperative Learning strategies, ITech (technology skill development), Questioning Strategies, Dr. Cash presentation, Jim Knight Training (Instructional Coaching Strategies for mentors), Mastery Manager</p>	

	Education				training, CLEAR Training, Preschool visit to Niles HS, ICE Conference, Digital Learning Conference, Early Childhood Certification Conference (June).
	Legislator Visits to School: 0	1,250	Field Trips: <i>Manufacturing field trip, School Age Child classes to Plainfield Elementary, FCCLA, Skills USA, BPA, and DECA, Career Conference in Milwaukee, WI, Kendall College for Culinary students, Oakton Accounting Competition, DECA Business Challenge, Chicago Auto Show, Harper Apparel Construction Competition,</i>		Business & Industry Visits: Various Manufacturing Facilities, Piper Jaffrey for Entrepenuership students, Grant Thornton, LLC for Accounting students, Chicago Bulls Marketing Event/Career Day for business students.
15 teachers 190 student Interns 50 student HCC/ Nursing 115 Coop students	Community Connections: <i>Rotary Interact (Park Ridge) and Des Plaines Rotary, Lutheran General Hospital, Resurrection Hospital and Holy Family Hospital, Maine Youth Association/Problem Based Learning community partner, Numerous community internship and cooperative Education placements.</i>	2,250	Career Speaker: <i>Career and college representatives visit each school. Classes that have individual career speakers include: all levels of Culinary Arts, both levels of Autos, Kendall College, Johnson and Wales, The Art Institute, Everest, Marketing Specialist presentation, US Armed Forces,</i>		Conferences (pls. specify): <i>Psychology Conference National CTE convention DECA state, national conventions FCCLA state convention SKILLS USA state and national conventions BPA state convention</i>
	<i>Dual Credit Expansion: Meeting with Cheryl Turnaur at Harper CC for Fashion dual credit, Oakton staff at NSERVE meeting for Applied Tech courses and Child Development/School Age Child/Preschool with Oakton CC.</i>	East: 120 South: 40 West: 30	<i>Job Shadowing: Internship students in all three schools are placed in non-paid positions where job shadowing takes place</i>		
		350	<i>Career Fairs: Maine Township hosted a district career fair for all Maine students. The annual Options Fair for trade/vocational schools was held at Maine East.</i>		

	Outcomes:		Explanation for Industry Certification:	Additional Information (Industry Recognized Certifications, etc.):
	Certification through Test Out		Students enrolled in A+, Network+, Linux+ classes were prepared to take the corresponding assessments which earned them their credentials through Test Out.	Network+: 31 A+: 65 Linux+:24
	Credentials through Advocate Lutheran General		NCT students earned their CAN levels 1 and 2 credentials from Advocate Lutheran General which leads directly to employment at Advocate facilities.	NCT: 24
	Certification through Certiport/Autodesk		New this year is certification through Certiport for upper level CAD classes.	CAD: 26
	Leading to certification in Adobe		New this year is alignment of Graphics I curriculum to Adobe Certification preparing them for certification next year.	Graphics: (Future)
	Certification through Certiport/ Microsoft Office		New this year is a certification through Certiport for computer oriented internship sites	Chrome Depot Interns: 20 +