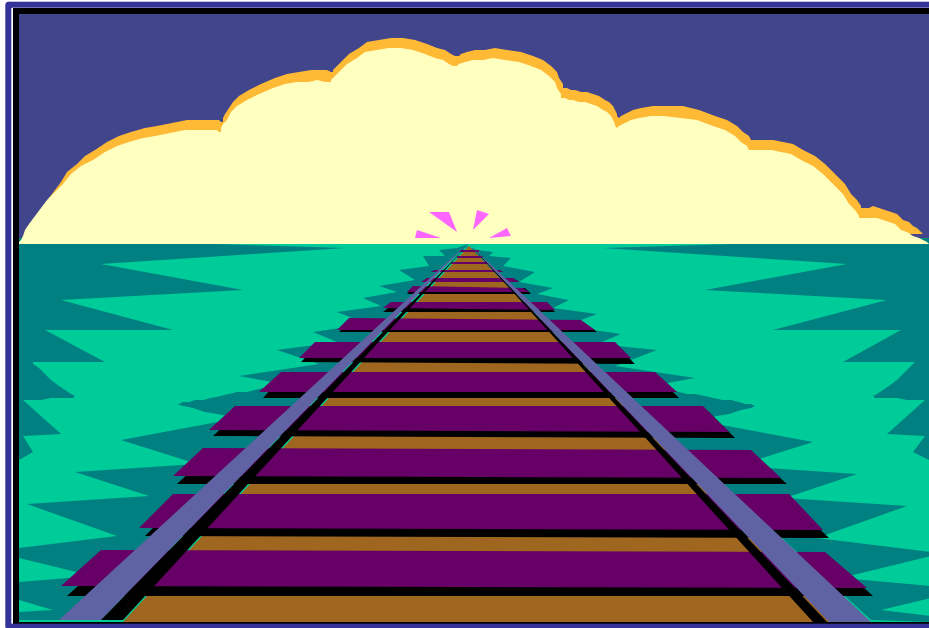


# Comprehensive Strategic Plan for the Capital Area Career Development System



## Operational Plan 2002-03

Presented by  
Capital Area Michigan Works!  
June 2002

This material was developed with the support of funds awarded by the Michigan  
Department of Career Development

**Funding provided by:**

Capital Area Michigan Works!



**Capital Area Michigan Works!**

Jane Pierce, Chair  
Workforce Development Board

Harold J. Leeman, Jr., Chair  
Administrative Board

Douglas E. Stites  
Chief Executive Officer

An equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Michigan Relay Center (800) 649-3777

[www.camw.org](http://www.camw.org)



**Lansing Community College**

Board of Trustees: Brian C. Jeffries, Chair; C. David Patterson, Vice Chair; Mark H. Canady, Secretary/Treasurer; Todd Heywood, Trustee; Olga A. Holden, PhD., Trustee; Kathy G. Pelleran, Trustee; Thomas Rasmusson, Trustee

An equal educational opportunity, affirmative action college. Discrimination on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, handicap, sexual orientation, or any other category protected by law is prohibited. Title IX/Section 504 coordinator is located in the Gannon Vocational-Technical Center, Suite 2370, (517) 483-1600.

[www.lcc.edu](http://www.lcc.edu)

Accredited by North Central Association of Colleges and Schools.

Paula D. Cunningham, President

## Table of Contents

Table of Contents.....	3
Introduction.....	1
Goal 1 – High School Completion.....	2
Lansing Public Schools .....	2
Black Child & Family Institute .....	3
Developmental Assets (Tri-county, excluding Lansing Public Schools), Eaton ISD.....	3
UAW/GM Project Team.....	3
Goal 2 – Career Preparation.....	4
Dansville Schools.....	4
East Lansing.....	4
Haslett Public Schools .....	5
Holt Public Schools.....	6
Lansing Public Schools .....	6
Leslie Public Schools .....	7
Maple Valley Schools .....	8
Mason Public Schools .....	8
Okemos Public Schools .....	9
St. Johns Public Schools .....	10
Walter French Academy .....	10
Williamston Schools (Lighthouse District in 2000-01) .....	10
Lansing Area Manufacturing Partnership (LAMP) .....	11
STAR Institute .....	11
School-To-Registered-Apprenticeship (STRA) Program.....	11
Workforce Skill Preparation Academy .....	12
Goal 3 – Skills Assessment .....	13
STAR Institute .....	13
CAMW! One-Stop Centers.....	13
Goal 4 – Language Barriers .....	14
Capital Area Michigan Works! and Local ESL Service Providers.....	14

[Page intentionally left blank]

## Introduction

This operational plan represents the final step in a strategic planning process that Capital Area Michigan Works! and the region's Educational Advisory Group (Career Connections) undertook in February, 2000 with guidance from the Michigan Department of Career Development's Workforce Advisory Board.



The planning effort began with environmental scanning to identify community trends and performance measures that could have an impact on the region's Career Development System. Areas of concern were then highlighted, leading to four primary goals with short- and longer-term objectives for each. The region's stakeholders – key business leaders, elected officials, school systems, agencies, and many community leaders – reached consensus on the goals and objectives and began working to achieve them. Progress is described in the "Executive Summary", revised June, 2002. The operational plan summarizes the activities and, where possible, the next year's spending plans of organizations within the Capital area that are focused on improving the Career Development System through one or more of the four goals.

In gathering information for the Operational Plan, it became clear that:

- ◆ The Capital area has already made significant progress in each of the four goals, in some cases exceeding the short-term objectives
- ◆ Early indications are that a few key initiatives, such as Career Pathways, may be starting to show evidence of systemic change
- ◆ This region's success appears to be attributable to:
  - ◆ An active, committed Education Development Group (Career Connections) that has the support of Capital Area Michigan Works!
  - ◆ A number of collaborative efforts and partnerships that include different combinations of school districts, General Motors or other businesses, city governments, Family Court judges, organized labor, local colleges and universities, and/or highly motivated community organizations such as the Black Child & Family Institute and the Chicano/Latino Education Initiative.
  - ◆ Lansing Public Schools' willingness to confront and address the problems of high school completion and student achievement.
  - ◆ Dedication of several individuals in the tri-county area who are committed to improving the area's Career Development System, especially through helping kids succeed.
- ◆ Many of the organizations involved did not have detailed, documented plans for the initiatives they have undertaken. This may not be a major concern, since people seem clear about what they are trying to accomplish, and are taking action to meet the four goals.

This operational plan is organized by the four regional goals, and lists the program objectives and budget for each organization that provided information.

## Goal 1 – High School Completion

**Goal 1:** Stabilize the high school dropout rate for the 2000-2001 school year, and then reduce it by one percentage point each year for the next five years.

The main objectives for increasing the high school completion rate are to improve attendance, increase achievement, and improve behavior of its students. Success in these objectives is expected to translate into improved results in the Capital Area Career Development System’s related goals of increasing high school completion and increasing performance on MEAP tests.

All budget figures in the following list are annual totals, not incremental amounts.

<b>Lansing Public Schools</b>	<b>Budget</b>
Maintain the African American Initiative that monitors grades, attendance, and behavior of identified students.	\$118,374
Increase enrollment and achievement levels in the new alternative school program. Funding is received from three sources: Board funds, Community Mental Health, and the Safe and Drug Free funds.	\$1,087,342
Continue the highly successful Attendance/Truancy Initiative. The Lansing Public Schools collaborate with the City of Lansing’s CUTT (Citizens United to Track Truants) program and five Family Court judges who donate their time.	\$ 266,780
Continue to infuse the “Three Cs (Capable – Connected – Contributing) throughout the Lansing schools, with additional emphasis on “Connected” in the 2002-03 school year. The goal is to ensure that every kid is connected to an adult and cared about. Three Cs is the LPS’s Developmental Assets framework. Many of the initiatives in this list are asset-building activities.	No budget independent of individual programs’ budgets
Introduce the Health Realization concept to leadership, some staff, one school (staff, students, and parents) and possibly students referred from truancy court.	\$ 20,000
Maintain the Hispanic Initiative, including the new parent involvement project to assess and attempt to meet Latino parents’ needs.	\$ 148,705
Continue the Learning Centers program	\$ 346,500
Continue and possibly enhance mentoring programs (mentoring is the main avenue for implementing the “Connectedness” goal described above)	\$ 389,871
Continue to identify and implement research-based best practices in the Middle School Reading program	\$ 466,700
Maintain the New Beginnings program	\$ 167,586
Continue to enhance the parent involvement program	\$ 108,187
Conduct professional development activities, including workshops on high schools that work, and evaluation of the achievement gap with district-wide and community involvement	\$ 219,140
<b>Maintain Special Needs Coordinator program</b>	<b>\$ 205,093</b>

## Operational Plan

---

<b>Lansing Public Schools</b>	<b>Budget</b>
Conduct summer school with expanded hours	\$ 453,144
Continue and improve the 21 <sup>st</sup> Century after school activities	\$ 2,009,154

<b>Black Child &amp; Family Institute</b>	<b>Budget</b>
Maintain the after-school tutoring program	N/A
Maintain and continually improve Summer Academic Enrichment classes and after-school activities	N/A
Maintain Guided Group Interaction program	N/A

<b>Developmental Assets (Tri-county, excluding Lansing Public Schools), Eaton ISD</b>	<b>Budget</b>
Continue providing support in the form of consulting, training, surveys, and information sharing.	\$ 41,700

<b>UAW/GM Project Team</b>	<b>Budget</b>
Maintain program in the Capital area	Funded by GM
Study possible expansion of program to other school districts in the region	Funded by GM

## Goal 2 – Career Preparation

- Goal 2:** Increase career preparation by:
- a. Implementing at least one Career Pathway school district in each county by Fall 2001

The 2002-03 school year will be the third year that the Capital Area has supported the Lighthouse District program for facilitating Career Pathways implementation in the local school systems. By the end of the school year, 19 of the region's 24 school districts, as well as Lansing's Walter French Academy, will have achieved Lighthouse District status. The following list describes planned activities for the eleven school districts that will be Lighthouse districts and will receive funding in the 2002-2003 school year.

Other districts that have already been Lighthouse districts in the past are continuing to incorporate the Career Pathways model. One of these, the Williamston Community Schools, has plans listed at the bottom of this section.

<b>Dansville Schools</b>	<b>Budget</b>
Create curriculum guides and course schedules aligned with the six Career Pathways	
Conduct Career Pathways informational presentations for students, parents, community members, and educators	
Provide high school students with student planners that focus on Career Pathways and career planning	
Create EDPs for 8 <sup>th</sup> grade students and teach them how to update and review their plans	
Train counselors in the use of an on-line EDP system to be implemented	
Create teaching units aligned to the Michigan curriculum framework standards	
Ensure that teams of teachers connect with local business and industry professionals, and visit established Career Pathway schools	
Train counselors in Comprehensive Guidance and Counseling	
Implement the Comprehensive Guidance and Counseling program in grades 6-12	
Give Comprehensive Guidance and Counseling presentations to staff, students, parents, and/or board of education	
Total:	\$25,000

<b>East Lansing</b>	<b>Budget</b>
Conduct Career Pathways mini-seminars for students, parents, and staff	
Provide externship opportunities for teachers	
Incorporate Career Pathways in the course description booklet	
Provide EXPLORE for 8 <sup>th</sup> and 9 <sup>th</sup> grade students to identify work interests and academic abilities tied to classroom experiences	

Operational Plan

<b>East Lansing</b>	<b>Budget</b>
Provide a one-day career shadowing opportunity for each 11 <sup>th</sup> grade student, with possible internships to follow in 12 <sup>th</sup> grade	
Ensure that 8 <sup>th</sup> grade students write Educational Development Plans and update them annually; support will be provided by trained teachers	
Conduct EDP awareness workshop for parents	
Train counselors and provide in-service to other staff on the comprehensive guidance model	
Provide professional development on career contextual learning with suggestions for implementation	
<b>Total:</b>	

<b>Haslett Public Schools</b>	<b>Budget</b>
Integrate the six Career Pathways into the K-12 district curriculum maps	
Align high school course offerings with Career Pathways	
Inform and involve staff/community/parents	
Select appropriate interest, aptitude, and academic assessments for 8 <sup>th</sup> graders	
Administer assessments to all 8 <sup>th</sup> graders in the fall of 2002	
Ensure that all 8 <sup>th</sup> and 9 <sup>th</sup> graders develop Educational Development Plans. They will use "MyDreamExplorer" software, and staff supporting its use will be trained.	
Introduce staff to project-based learning through Career Pathways Institute offerings	
Integrate career/employability skills into core academic courses through a district-wide mapping project	
Develop an authentic instruction implementation plan for the 2003-03 school year	
Ensure that counselors at each elementary building, middle school and high school provide direct instruction to students in their classrooms on a regular basis.	
Implement Comprehensive Guidance and Counseling lessons that were developed in 2001-02 based on the Michigan Guidance and Counseling Benchmarks and Standards.	
Provide professional development activities for counselors	
Orient staff and the community to the Comprehensive Guidance Program through staff meetings, newsletters, brochures, and school and community presentations	
<b>Total:</b>	<b>\$35,000</b>

## Operational Plan

<b>Holt Public Schools</b>	<b>Budget</b>
Incorporate the Career Pathways into curriculum planning guides/schedule books	
Evaluate the alignment of courses with Career Pathways	
Train staff in grades 8-12 in "MyDreamExplorer" and develop a plan for students in those grades, including students with disabilities, to use the software to develop Educational Development Plans.	
Provide awareness training in the Comprehensive Guidance and Counseling Model for counselors in grades K-12 and alternative education. Ensure that counselors visit schools or interact with practitioners in other schools using this model.	
Continue providing Career Contextual Learning Workshops for teachers who attended in the 2001-02 school year, and identify additional teams of teachers to attend the training offered by Ingham ISD.	
Ensure that teams of teachers meet with teachers from other Lighthouse Districts to discuss ways in which they have integrated Careers into their curriculum	
Total:	

<b>Lansing Public Schools</b>	<b>Budget</b>
Ensure that all district schools are made aware of, have access to, and utilize currently formatted Career Pathways curriculum and plans	
Ensure that all students are afforded the opportunity to learn about careers within the six Career Pathways as evidenced by curriculum plans and guides	
Ensure that the six Career Pathways are used as an underlying framework for organizing classroom career and contextual teaching and learning experiences	
Provide systemic career planning and awareness preparation for students as evidenced by our ongoing efforts to focus on the career pathways within our guidance and counseling programs, EDPs, and exploration and work-based learning activities	
Ensure that high school courses are aligned into the chosen Career Pathways to reflect the necessary preparation for future careers as evidenced by curricular plans and student documentation	
Ensure that the current action plan designed and implemented to establish the district's comprehensive guidance and counseling moves forward	
Ensure that ongoing efforts to conduct student needs assessments with parents educators and students continue with full EDP documentation on the EDP template	
Ensure that current guidance programs and activities provide for developmental documentation of student competencies in the career areas of planning, exploration, knowledge of self and others. This would include targeting both education and career technical development	

## Operational Plan

<b>Lansing Public Schools</b>	<b>Budget</b>
Ensure that the program components of guidance curriculum, individual planning, responsive services, and system support are in place and aligned with the six Career Pathways. This will provide a full range of activities to enhance student learning and preparation for future career successes as evidenced by the ongoing guidance program and EDP documentation and standardized informational templates	
Ensure that all middle and high schools utilize the district's standardized EDP document as evidenced by student records in each building	
Ensure that all 8 <sup>th</sup> graders are engaged in developing initial EDPs and all stakeholders have an understanding of their learning, teaching, and future career relevance and importance	
Ensure that all developed EDPs are available for review and update opportunities at least annually to reflect career choices and decisions for use in future course selection and planning. This will be evidenced in guidance plans and records.	
Ensure the utilization of the Michigan Curriculum Framework (MDE) 1996 as a guide in development and adoption of a local curriculum program incorporating academic content standards in cross-curricular lesson plan designs	
Ensure that instructional teams are trained and participate in curriculum decision-making and are supported with the necessary resources to design, develop, and implement career contextual activities within the classroom. School improvement plans, guides, and activities will be evident.	
Ensure that career contextual learning activities are systematically planned, revised, and communicated for all district schools' usage and information	
Ensure that teaching and learning activities at each level focus on a variety of career contexts from each of the Career Pathways. Provide students with meaningful instruction in multiple areas of interest and strengths as evidenced by curriculum plans and guides.	
Total:	

<b>Leslie Public Schools</b>	<b>Budget</b>
Finalize EDP process for 8 <sup>th</sup> graders. The EDP piloted in 2001-02 will be revised as needed, and a system will be developed for counselors to follow up EDPs each year at the high school level	
Expand the Authentic Instruction content to include mathematics and social studies. For writing and science, find specific examples and websites that connect the benchmarks to career pathways	
Align high school classes to Career Pathways. Develop student folders or other formats that integrate EDPs with Career Pathways. Ensure that teachers learn about career pathways and begin visitations to curriculum-based career sites	
Pilot counselor classroom visits to support the Comprehensive Guidance and Counseling model. Encourage counselors to visit other districts and begin to develop or adapt lessons that will meet the requirements of this career component.	
Total:	\$ 25,000

## Operational Plan

<b>Maple Valley Schools</b>	<b>Budget</b>
Update the high school course description book to align with the six Career Pathways and develop action plans that allow for implementation through the School Improvement Team	
Inform the public to increase their understanding of the importance of Career Pathways for the students	
Survey staff members to find out what they are already doing in the Career Pathways process	
Develop a survey for parents of junior and senior high school students regarding their knowledge and expectations of the Career Pathways process. The focus of the survey is to inform parents of what Career Pathways is and what the school district is planning to do, and to find out how the school can best meet the career preparation needs of their children.	
Train staff in how to help students with EDPs (which are already in use with 8 <sup>th</sup> graders)	
Develop a portfolio to be used by each student. Portfolios will contain EDPs, updates, and other pertinent career development information.	
Create more opportunities for each student to job shadow in areas that match his or her Career Pathway	
Ensure that student placement and involvement with business and service organizations within the community align with the student's Career Pathway	
Contact former students who are successful in a variety of career areas and people from the community and surrounding area pursuing various professions, and invite them to participate in a career fair open to all students in the building	
Assist teaching staff to create lesson plans geared toward career and employability skills. Efforts will be made to show how objectives taught relate to life outside school.	
Implement Comprehensive Guidance and Counseling. Training has already been provided.	
Add part-time clerical help in the school guidance department so that guidance staff can become more involved with career preparation.	
Total:	\$ 30,000

<b>Mason Public Schools</b>	<b>Budget</b>
Conduct awareness discussions with all staff and parent advisory councils at the Middle School and High School	
Align the High School curriculum with the six Career Pathways by developing a one-page product, linking all courses in the curriculum guide/course schedule guides to each of the pathways through an icon, and developing these products electronically	
Incorporate the Pathways into student/counselor activities using ACT EXPLORE at the 8 <sup>th</sup> grade level and ACT PLAN at the 10 <sup>th</sup> grade level; develop follow-up activities to interpret and use the data	

Operational Plan

<b>Mason Public Schools</b>	<b>Budget</b>
Utilize the pathways model in coordination with the ACT World of Work map when developing student four year plans	
Attend regional in-services	
Use the regional web-based employer database for student job shadowing in 8 <sup>th</sup> and 11 <sup>th</sup> grades	
Expand the EDP process in the Middle School by giving ACT EXPLORE early in the year so results are available for students to use during activities.	
Develop lessons across curricular areas to address EDP standards, and switch the EDP format to MyDreamExplorer	
Continue the High School EDP Team to establish the EDP annual review process	
Develop lessons, if necessary, to incorporate the EDP review into courses	
Conduct externship program by sending 16 teachers to a five day business externship and by developing capacity to continue the program through Train-the-Trainer workshops	
Begin Project Based Learning activities to develop career connections within the curriculum	
Determine next steps for Comprehensive Guidance and Counseling	
Total:	\$ 30,000

<b>Okemos Public Schools</b>	<b>Budget</b>
Provide training in program components and district plans for implementation; include visits with staff from other schools	
Provide training for staff in MyDreamExplorer	
Train Middle School students in Career Pathways prior to taking an assessment and subsequently developing their own EDPs as 8 <sup>th</sup> graders	
Staff members in Social Studies will be trained in Authentic Instruction, and teams of social studies teachers will begin to develop lesson plans based on this model. Externship opportunities will be made available to some staff members	
High School and Middle School courses will be aligned with Career Pathways in student course selection guides	
Employ a half-time Career Pathways Coordinator	
Total:	\$ 25,000

Operational Plan

---

<b>St. Johns Public Schools</b>	<b>Budget</b>
Identify activities to be aligned with the six Career Pathways	
Develop and align course descriptions to match the Career Pathways in grades 6-12	
Align high school courses into Career Pathway choices	
Develop a curriculum guide to reflect the Career Pathways concept in grades 6-12	
Develop a timeline and strategies for communicating with parents, students, and educators regarding aligning secondary courses into the six Career Pathways	
Begin developing a teacher extern program	
Refine the current job shadow program at the high school and explore job shadowing at middle school level	
Improve the current career day experience at the middle and high school level	
Examine current senior interview day and make necessary changes to make it a more meaningful experience for seniors	
Develop career exploration experiences for the elementary levels	
Develop a Comprehensive Guidance and Counseling mission statement and action plan	
Total:	\$ 29,778

<b>Walter French Academy</b>	<b>Budget</b>
Incorporate the Career Pathways concept into curriculum design	
Communicate the Career Pathways initiative to parents/guardians	
Develop Educational Development Plans for all 8 <sup>th</sup> graders	
Ensure that high school students periodically review and update their EDPs	
Total:	\$ 25,000

<b>Williamston Schools (Lighthouse District in 2000-01)</b>	<b>Budget</b>
Improve the 12 <sup>th</sup> grade/senior exit so that it really uses the EDPs	\$ 15,000
Continue professional development through training in Langford's methods, Making Connections (integrated curriculum design), and Problem-based learning. Continue externships to allow 20 teachers to spend a week on-site at a business and develop lesson plans that connect the business to the learning	\$ 14,500

## Operational Plan

---

**Goal 2:** Increase career preparation by:

- b. Increasing enrollments in key high wage, high skill, and high demand programs by 10% each year for the next five years

<b>Lansing Area Manufacturing Partnership (LAMP)</b>	<b>Budget</b>
Maintain the LAMP program at its current level of 60 students per year (which is the maximum number that can be served). The program will continue to receive 80% of its funding from GM, LAMP's business partner, and the remainder from the tri-county intermediate and local school districts.	N/A
Use the Integrated curriculum business partnership model in other career pathways to serve unmet demand. Ingham ISD will be implementing a LAMP-like program in New Media.	N/A

<b>STAR Institute</b>	<b>Budget</b>
Maintain and continually improve the current STAR program	N/A

<b>School-To-Registered-Apprenticeship (STRA) Program</b>	<b>Budget</b>
Continue to increase the number of businesses participating in the STRA program	No Change
Through Career Connections (the Capital area's Education Advisory Group), develop a process to match students from anywhere in the tri-county area to STRA opportunities through any of the four regional career centers.	TBD; still in planning stages

## Operational Plan

---

**Goal 2:** Increase career preparation by:

- c. Ensuring that at least 75% of students in grades 8, 10 and 12 have up-to-date career plans by Spring 2002 and 90% by Spring 2005

Plans to implement career plans (or educational development plans) within 2002-03 Career Pathways Lighthouse districts are included in the list for Goal 2.a, Increase career preparation by implementing at least one Career Pathway school district in each county by Fall 2001.

**Goal 2:** Increase career preparation by:

- d. Establishing a pilot post-secondary Workforce Skill Preparation Academy by March 2001

<b>Workforce Skill Preparation Academy</b>	<b>Budget</b>
Develop competency-based curriculum for people entering the manufacturing industry. The curriculum is tied to WorkKeys assessment criteria and uses WIDS (an on-line instructional medium). Development was funded by a grant, and is nearly complete as of 6/30/02	\$ 127,000
Conduct a pilot of the academy in fall 2002, in partnership with Capital Area Michigan Works!. If a proposed grant is approved, the classes will be paid for.	\$ 91,000

**Goal 3 – Skills Assessment**

**Goal 3:** Show evidence of increased performance among students by  
**a.** Increasing the percentage of students with satisfactory performance on the Michigan Education Assessment tests by 2.5 percentage points each year.

**Black Child & Family Institute** – Please see Goal 1: Dropout Prevention  
**Lansing Public Schools** – Please see Goal 1: Dropout Prevention  
**UAW/GM Project Team** – Please see Goal 1: Dropout Prevention

**Goal 3:** Show evidence of increased performance among students by:  
**b.** Implementing WorkKeys preparation in one school district in each county by Fall 2000 with testing in Spring 2001

<b>STAR Institute</b>	<b>Budget</b>
Administer WorkKeys testing to STAR students in the 2002-2003 school year, possibly starting as early as Orientation in August, 2002	TBD: In planning stages

<b>CAMW! Work-First Center/Eaton ISD</b>	<b>Budget</b>
Conduct WorkKeys information and demonstration meeting with area high school counselors in fall, 2002	TBD: In planning stages

**Goal 3:** Show evidence of increased performance among adult workers by:  
**c.** Preparing and testing adult workers using WorkKeys in the region’s One-Stop Centers beginning January 2001.

<b>CAMW! One-Stop Centers</b>	<b>Budget</b>
Continue to administer WorkKeys testing to adult workers	No Change
<b>Seriously consider methods to increase visibility of WorkKeys in the Capital area. Review and planning are currently in progress</b>	TBD: In planning stages

## Goal 4 – Language Barriers

**Goal 4:** Meet the increasing need for English language skills among the growing Hispanic and Asian populations by increasing English as a Second Language (ESL) funding by \$100,000 in 2001 and by \$200,000 in 2002.

<b>Capital Area Michigan Works! and Local ESL Service Providers</b>	<b>Budget</b>
Maintain increased ESL funding in the Capital area equal to \$224,000 more than was spent in the year 2000	\$224,000
Produce and distribute a directory of ESL services and providers in the Capital area. The directory will be available in hard copy in English, Spanish, Vietnamese, and Arabic. It will also be available in English on a web site. Nearing completion as of 6/30/02.	\$ 10,000

[Page intentionally left blank]



**Lansing Community College  
Environmental Scan Work Team 2002**

William L. Brown  
Lauretta J. Fortune  
Marc O. Thomas

**LCC Advisory Team**

Tony Juliano, BCI  
Jim Predko, Careers Division  
Roxanne Greenia, Liberal Studies  
Diane Cline, Counseling & Advising

**Capital Area Regional Advisory Team**

Tom Griffin, Eaton Intermediate School District  
Edee Hatter-Williams, Capital Area Michigan Works!  
Chris Laverty, UAW Local 652  
Doug Stites, Capital Area Michigan Works!  
Bob Thelen, Ingham Intermediate School District