

PARENTS, SHARE THIS ISSUE WITH YOUR SON OR DAUGHTER!

A SENIOR SPEAKS ...

Four years ago, I was just another junior high student overwhelmed with the thought of high school a few months away. In less than a blink of an eye, here I am, only a flash away from graduation. My name is **Kara West**, and I am my own American Dream.



Kara West

I never would have thought that I would actually become who I wanted to be. I thought I would always be the one two steps behind the rest, following the path that my mom told me never to walk upon. Looking back now, I'm glad I didn't touch that path. In the fall of 2005, I became a freshman at Grand Traverse Academy, and this is when my transformation started. Within the first semester, I had started making my own path for life, the path of success. I began getting great grades, making friends, and even becoming a class leader. In my sophomore year, I became class president and a member of every school organization I could. I knew then what everyone meant by the sweet smell of success, and I loved it!

By my junior year, I already knew where I wanted my life to go. I wanted to attend Albion College, and I wanted something that could help me get there. I decided to attend the TBA Career-Tech Center. I knew exactly what I wanted to study and that was business. I began in the **Accounting and Office Technology** program where I found my calling.

At first I was nervous, but I knew I would make it because I wanted to make it. My junior year I studied entrepreneurship, the study of small business management. I learned more than I could imagine and I loved it. But, during this process, I also began to grow into a young woman. Before attending CTC I would be the loud, outrageous laughter in a room and the mischief of the crowd. It became very apparent to me that if I wanted to make it in the business world, I would have to change. Yet, again, there's a key issue. I didn't want to or know how to change. This is where CTC really helped me. By the end of my junior year, I no longer was being loud and slightly foolish. I was becoming mature. My teacher noticed this in me, and she rewarded me in the best way: she gave me the opportunity to work at CTC in the main office on a co-op job, where I attend class one day/week and work the other four days. I wanted the job, but I had to work for it. I had to interview and I had to keep up my grades in class. I had a "gut" feeling that I would get the job and I did.

Now here I am, a senior in high school, and almost done with a chapter in my life. This year at CTC has been amazing. I have been studying my new passion, accounting. I also have built my portfolio to the size of a small encyclopedia, competed in Business Professionals of America, met hundreds of peers from different walks of life, and I'm more confident than ever. I've been working all of this school year at CTC on co-op, and it's the best learning experience I've ever had. I also have been busy applying for college, and the hard work has paid off. Next year I will be attending Albion College, and I also am in the accelerated business program called Carl A. Gerstacker Institute for Professional Management. In order for me to get into this Institute, I had to interview. My interview may have been nerve-wracking, but my interviewer took one look at my portfolio and smiled. She told me that it was one of the largest and most impressive portfolios someone had ever brought to an interview. My portfolio helped me get into Gerstacker, and CTC is what made my portfolio diverse.

Four years ago I was getting ready for high school, and now I'm done. It went by fast, faster than I would have liked, but nevertheless I enjoyed it. Four years from now, I'll be done with college, and that will go by fast. For now, I'm just a senior, and I'm just living my own American Dream.

High-Level Academics Have Real Value in Technology and Engineering

Founded at the urging of area manufacturers 14 years ago, the **Manufacturing Technology Academy (MTA)** authenticates its rigorous, high-level academic curriculum with hands-on technical skills that are put to use by students in projects, collaborations with industry partners, and national robotics and engineering competitions.

Much of MTA's technology lab curriculum is related to the content of its engineering-oriented academic classes, giving the students an opportunity to see the "why" behind the "how" of the calculus, trigonometry, chemistry, physics, economics and English classes they take at MTA. All MTA students spend a portion of their senior year learning about leadership in a way that meets and exceeds the "Attributes of Applied Rigor" that the state requires for twelfth grade English Language Arts. Each senior takes leadership of a technical project and manages all or part of that project as a joint English/Technology endeavor for credit.

This year, senior teams built robots for the FIRST Robotics Competition and the National Robotics Challenge. In order to be eligible to compete at these events, the students correctly expected that they would have to apply math and physics concepts from Newtonian mechanics, fluid power (pneumatics) and electricity to design and build a competitively-functioning robot. What they didn't expect was that the science was the easy part! Before they could even lift a wrench or sit down at a CAD computer, they needed to work as a team to develop design concepts, communicate those ideas to their teammates and, finally, reach consensus on the viability of those design ideas. Then they had to determine what components they would need, figure out how to procure them, and then order them and schedule their work around shipping dates, financial constraints, and competition rules and deadlines.



Students competed with their robots in Traverse City, Lansing, and Ohio against student teams from all over the country. Finally, each team assembled a technical report for judges at the Northern Michigan Math Engineering and Science Symposium at the Hagerty Center in May.

ViT Student Creates Graphics for MI Learning Web Site on iTunes U

Katie Miller, a **Visual Imaging Technology (ViT)** and St. Francis student, recently received a \$1,500 scholarship for her logo creation for the MI Learning web site on iTunes U. MI Learning is a K-12 educational audio, video, and PDF resource for educators, students, and the community. Next fall, Katie will attend Grand Valley State University and major in art, design, and graphics.



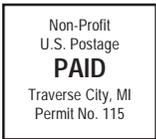
Nondiscrimination Policy

It is the policy of the Traverse Bay Area Intermediate School District that no person shall, on the basis of race, color, national origin, creed or ancestry, political belief, sex, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity or employment.



880 Parsons Road
Traverse City, MI 49686

Our mission is to prepare students with skills and learning experiences for employment and life-long learning.



CTC Graduates Shine!

Two CTC graduates shared their recent college successes. **Rachel Stearns**, a 2005 Northport graduate and former **Visual Imaging Technology** student, recently completed two years at the College for Creative Studies in Detroit after attending Northwestern Michigan College for two years. Majoring in Advertising Design and scheduled to graduate in 2010, Rachel interned at a national advertising agency and has been offered several internships for this summer. **Ben Videan**, a former **Drafting/Design Technology (DDT)** student and 2008 St. Francis graduate, is currently enrolled at Lawrence Tech University with a dual major in architecture and civil engineering. He reports that he has used his knowledge from DDT countless times. For instance, when he has been given the option to manually draft an object or use Auto CAD, he chose Auto CAD because he had become very proficient with the program. His knowledge of industrial standards and drafting rules has come in very handy also. These two students are only a handful of our many former CTC graduates who are successful college students!



Record-Eagle Publishes Student's Endorsement of CTC

Caley Blanchard, a Buckley junior and student in the **Early Childhood Education** program, recently wrote an article that was published in the May 5 issue of the Traverse City Record-Eagle. As part of her Publications class at Buckley High School, Caley wrote an article, directed at the younger members of her high school, which encouraged them to attend the Career-Tech Center. She cited the professionalism of her instructors and indicated that her attendance has helped her decide on her chosen career field – social work. She hopes to attend Ferris State University to earn a degree in Social Work; next year, she will be dually-enrolled at Northwestern Michigan College, taking philosophy and critical thinking classes.



Caley Blanchard

CTC Welding Students Earn College Credit

During the 2008-2009 school year, sixteen Welding students received credit on their Northwestern Michigan College transcripts. These students, coming from eight area high schools in the TBAISD, were enrolled in one of three different NMC Welding Technology classes. Altogether, they earned a total of 47 credit hours!



NEWS AND NOTES

Career-Tech Center, "A Great Place to Learn"

A great deal of media attention has been focused on the impact of the recent bankruptcy proceedings for General Motors and Chrysler corporations on the citizens of Michigan. Learning institutions have been challenged to re-imagine the current educational system so as to better prepare students and thus the region, state, and nation for success in the new global economy. Consider:



*Jason M. Jeffrey, Ed.D.
Principal, CTC*

Seven Survival Skills for the New World of Work*

- Critical thinking and problem-solving
- Collaboration across networks
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

The learning and teaching methodologies utilized at our career and technical education center provide students with the opportunity to hone occupationally-specific skills and develop strong work ethics. In addition, many are consistent with the critical skills identified by experts for survival in new economy. Best wishes for a pleasant summer.

*Adapted from: Wagner, Tony. (2008). The Global Achievement Gap. New York: Basic Books.

ECE Students Work Towards Their CDA Credential

As part of a pilot program this year only, five second-year Early Childhood Education students worked on the course requirements for attaining their Child Development Associate credential. Marsha Miller and Dru O'Connor were the instructors for this program and students earned six college credits as a result of their involvement. Individuals who earn their CDA Credential are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. This credential is viewed as an instrument for career advancement in the early childhood care and education profession.



L to R: Nisha Yetter, Jenn Beaubien, Dru O'Connor, Chelsea Gould, Marsha Miller, Kaelyn Thayer, Amanda Lautner