

**HENRY FORD COLLEGE
OFFICE OF THE PRESIDENT**

BOARD REPORT

SUBJECT: Henry Ford College Early/Middle College Trade School Program

The Henry Ford College Foundation is proud to announce that the Ralph C. Wilson Foundation has awarded the College a workforce development grant totaling \$2.1 million. This major grant award will support the establishment of the Henry Ford College Early/Middle College Trade School Program.

Ralph C. Wilson Foundation's support of program will empower the College to advance its mission objective of building a highly educated and finely skilled workforce to meet or exceed the current and future needs of regional employers in every job sector, and build an economically vibrant and socially stable future for Detroit and Southeast Michigan.

The Trade School Program will serve to strengthen the College's roots to the philosophy of learning by doing and the entrepreneurial spirit of Henry Ford. The program will be a dual-enrollment program facilitated through a combination of classroom lessons at each student's regular high school and practical skills training sessions on the College campus.

HFC will undertake the following initiatives to advance the Trade School program:

1. Expand its catalog of workforce development education offerings, career-ready certificate programs, and skilled trades training options, which may include the development of new courses and training programs not previously offered at the College.
2. Build new and strengthen long-standing partnerships with our region's employers to better identify, anticipate, and meet their workforce needs.
3. Provide regional employers with the workforce resources needed to expand their current operations and launch new economic endeavors.
4. Build a regional workforce pool of highly educated and skilled job candidates that will increase the region's ability to attract new industrial and business ventures to the region.
5. Provide students and working adults with demand-driven education and training options to enter or advance upward within the region's diverse job markets.
6. Bolster skilled trade-based entrepreneurship across Detroit and Southeast Michigan.
7. Reduce regional unemployment by providing traditional and non-traditional students with education and career-ready training options that can lead directly to employment.
8. Serve displaced working adults with training and education options to re-enter the job market or begin work in a new career field.
9. Increase the resiliency and adaptability of the region's workforce so working men and women can better respond to sudden job market changes, job displacement, or economic downturns
10. Bring technology to the forefront of workforce development to build a regional workforce capable of effectively utilizing technology in the workplace.
11. Broaden current, and potentially establish new, apprentice programs.
12. Link people of under-represented populations to education and career-ready training options that can serve as a pathway out of poverty.

As they work toward their regular high school diploma or GED, students would commence their Trade School program studies as early as ninth grade and progress through the Trade School program for up to five years.

While completing their regular schooling, Trade School program students will also be advancing toward achieving one of the following:

- An Associate Degree in Applied Science
- Michigan Early/Middle College Association Technical Certification
- Journeyman card in a skilled trade of their choice
- Earning up to 60 transferable college credits

The Trade School program classroom curriculum will encompass a cluster of course studies and work-lab projects called the Basic Workforce Competencies and Skills Chain. This combination of textbook and hands-on education will systemically serve participating students who have been identified as lacking the basic academic competencies and primary practical skills needed to enter the workforce.

As they work toward their regular high school diploma or GED, students would commence their Trade School program studies as early as 9th grade and progress through the Trade School Program for up to five years.

Trade School program students will gain the following assets:

- Organization, goal setting, and accountability
- Effective communication (written and oral)
- Technical reading
- Graphic arithmetic comprising:
 - Basic arithmetic (addition, subtraction, multiplication, division, etc.)
 - Elementary algebra (based on high school level algebra curriculum)
 - Interpretation of visual information such as blueprints
- Mechanical function and production process comprehension
- Use of hand and power tools (wrenches, hammers, drive-ratchets, power saws, drills, etc.)
- Component assembling
- Material handling and packaging
- Process troubleshooting and problem-solving
- Teamwork and leadership

To assure continual improvement and relevancy of the Trade School program, the College will:

- Collaborate with local and regional business and industry partners to identify workforce skills and competencies they will require future workers to possess
- Implement up-to-date basic workforce curriculum and teaching methodologies
- Develop new workforce competency curriculum and teaching methodologies
- Provide workforce practical skills training using hands-on experiences in newly renovated work-labs that reflect real-world work environments and scenarios
- Partner individually with and establish a coalition among regional secondary education and community leaders to:
 - Establish new education options that can ensure that high school students graduate with stronger basic competencies and skills
 - Produce assessments that will aid in identifying high school students requiring additional, targeted education options to learn and master basic workforce competency and skills

- Create curriculum assessments that document and interpret the effectiveness of the Henry Ford College Early/Middle College Trade School program and the Basic Workforce Competencies and Skills Chain.

To enrich their education outcomes, ninth and tenth grade students will have opportunities to visit various local industries and businesses to meet and speak with actual skilled trade workers, project managers, and operation supervisors. These experiences will give students first-hand insight into numerous career fields and provide for one-on-one mentoring as they explore their career interests and set education goals.

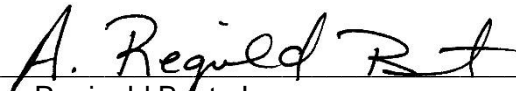
For Trade School program students in the eleventh or twelfth grade, there will be opportunities to enter one of the College's long-established or new apprenticeship programs. As apprentices, the students will watch, work, and learn alongside middle-level and skilled trades working men and women to gain real-life experience that directly aligns with their classroom education and long-term career interests and goals.

Additional Program Beneficiaries

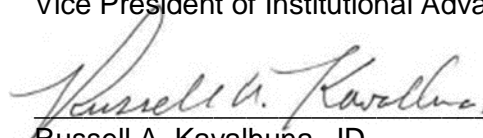
It is important to note that this innovative, state-of-the-art workforce development program could also be incorporated into the College's regional, community-based adult education partnerships. For adults who are looking to enter or re-enter our regional workforce, or are facing job displacement, seeking to enhance professional skills, or are just lifelong learners, the Basic Workforce Competencies and Skills Chain will provide a well-rounded educational experience ensuring personal growth and enrichment.

Utilization of Funding

1. Instructor education
2. Course materials
3. Re-activating the HFC East Campus Michigan Technical Education Center (MTEC)
4. Outfitting of new work-labs (residential electrical mockups, HVAC repair and installation stations, fabricating spaces, circuit board racks, electronic equipment racks, etc.)
5. Purchasing of new industrial equipment such as:
 - CNC machines, grinding and finishing machines
 - Welding, soldering, and brazing machines and equipment
 - Lathes
 - Presses
 - Plasma cutters
 - Pipe threaders
 - Engine hoists and dynamometers
 - Air compressors and media-blasters



A. Reginald Best, Jr.
Vice President of Institutional Advancement



Russell A. Kavalhuna, JD
President

**HENRY FORD COLLEGE
OFFICE OF THE PRESIDENT**

BOARD REPORT

SUBJECT: HFC Board of Trustees Scholarships

The Board of Trustees of Henry Ford College has offered scholarships to graduates of Dearborn high schools since 1948. The Board of Trustees has agreed to offer two scholarships per high school. These scholarships cover the cost of tuition and are available for four semesters or sixty-two credit hours per student (whichever comes first), assuming that the student maintains a high standard of conduct and a minimum grade point average of 2.0 each semester.

Recommendations for candidates for the Board of Trustees Scholarships come from the principals of the Dearborn Public Schools high schools. They are students who do not receive HFC Honors Scholarships or Michigan Competitive Scholarships.

Following is a list of those students recommended for HFC Trustees Scholarships. All of these students are residents of the Dearborn Public School District.

Dearborn High School

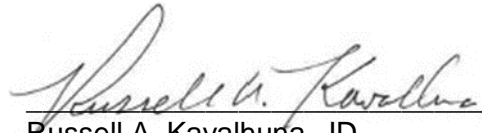
| | |
|----------------------------|---------------------|
| Basel Al-kheiri | Sharefah Aladani |
| 6100 Drexel Street | 6626 Coleman Street |
| Dearborn Heights, MI 48124 | Dearborn, MI 48126 |

Edsel Ford High School


| | |
|--------------------|--------------------|
| Rana Baleid | Reena Baleid |
| 1929 Byrd Street | 1920 Byrd Street |
| Dearborn, MI 48124 | Dearborn, MI 48124 |

Fordson High School

| | |
|-------------------------|--------------------|
| Ahmad Cheikh | Judy Zaiat |
| 7312 Middlepoint Street | 7001 Manor Street |
| Dearborn, MI 48126 | Dearborn, MI 48126 |



Russell A. Kavalhuna, JD
President



Mary K. Petlichkoff
HFC Board of Trustees, Chair

**HENRY FORD COLLEGE
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BOARD REPORT

SUBJECT: Local Strategic Value Resolution

Historically, the state legislature has appropriated funds to community colleges intended to support the general operations of the College. Generally, the appropriation to each community college has been based on a formula. Since 2006, the funding formula has included certain performance measures. This practice continues for the current fiscal year.

For fiscal year 2019-2020, the legislature has not formally approved an overall increase in funding to community colleges. The increase for 2018-2019 over the prior fiscal year was approximately 1%. However, in anticipation of approved funding for 2019-2020, this resolution still needs to be adopted. Once legislation is approved, it will include a formula that allocates any increase to each community college according to categories of performance indicators. The formula allocates 50% of the increase proportionate to the College's appropriation for last fiscal year, 10% based on full-time equated students, 7.5% based on administrative costs, 17.5% based on degrees awarded with certain degrees counting for more, and 15% allocated for local strategic value.

Local strategic value addresses the value the College brings to business and industry in the region and the community the College serves. This measure has been further defined to include three specific sub-categories: economic development and business or industry partnerships; educational partnerships; and community services.

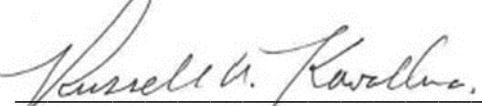
For each sub-category, the legislation lists five relevant best practices. For example, best practices within the sub-category of economic development and business or industry partnerships include active partnerships with local employers and customized on-site training for area companies. Best practices in the educational partnerships sub-category include active partnerships with regional high schools and programs to promote the successful transition to college for traditional age students and for reentering adult students. The community services sub-category includes best practices such as continuing education programs for personal enrichment and professional development as well as community theater, musical ensembles, art galleries, and radio stations.

In order to receive funding under the local strategic value category, community colleges must confirm they meet four of the five best practices listed for each sub-category. The wide range of educational programs and business and industry partnerships at Henry Ford College ensure that HFC readily meets the best practices criteria.

The legislation further requires that the Board of Trustees approve a resolution certifying that the College meets the requirements of local strategic value and submit the resolution to the state budget director by October 15. With the approval of the Board, the resolution for HFC would be submitted as directed by the legislation.



John S. Satkowski, JD
Vice President of Financial Services



Russell A. Kavalhuna, JD
President

**HENRY FORD COLLEGE
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CONTRACT AWARD

SUBJECT: Change Order Request: Liberal Arts Elevator Modernization Project
Sealed Bid #20040

The College administration requests a change order to the contract issued to KONE, Inc. for the Liberal Arts Elevator Modernization project. The original contract, approved by the Board in March 2019, was issued to upgrade thirteen major operational components in each of the two passenger elevators in the Liberal Arts Building. This change order will add upgrades to the interiors of both elevators. The interior upgrades include new raised wall panels, handrails, drop ceilings with LED lighting, and new stainless steel installed on the cab reveals, skirting, and front returns and transoms.

On the original bid award, KONE's base quote for Sealed Bid #20040 totaled \$419,810, less a voluntary alternate which reduced costs by \$69,970 to a net total of \$349,840. The proposed upgrades to the cab interiors total \$44,341.24. With the addition of this change order, the revised contract totals \$394,181.24.

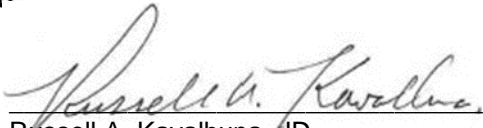
Note: KONE's pricing is governed by a national, group purchasing contract issued by U.S. Communities (now known as OMNIA Partners, Public Sector). This contract was competitively solicited and publicly awarded by a governmental agency, using a competitive solicitation process consistent with applicable procurement laws and regulations.

RECOMMENDATION:

The College administration recommends the award of a contract change order to KONE, Inc. in the amount of \$44,341.24 for the additional work required to upgrade two elevator interiors in the Liberal Arts Elevator Modernization project requested by Facilities Services, in accordance with KONE Change Order #1 dated August 1, 2019.



John S. Satkowski, JD
Vice President of Financial Services



Russell A. Kavalhuna, JD
President

STAFF RECOMMENDATIONS

Recommended action: Move to approve the following staff recommendations at HFC:

Resignation (A-2)

Maya Calloway-Richardson, appointed 10/3/16, Student Success Navigator, Academic Advising, submitted 8/21/19, effective 9/5/19.

Sharronda Couch, appointed 1/2/19, Food Service Associate, Skylight Cafe, submitted 8/7/19, effective 8/19/19.

Appointment (B-2)

Luke Cosenza, Campus Safety Associate, Campus Safety, \$16.23 per hour, Step 2, effective 9/23/19, 12 months; replaces Christian Jordan who resigned.

Elyse Hogan, Detroit Promise Coach, Academic Advising, \$22.27 per hour, Step 4, effective TBD, 12 Months; replaces Mietta Colson who resigned. This is a grant-funded position.

Rebecca Jeffery, English Instructor, School of Liberal Arts, \$78,576 (prorated), MA, Step 8, effective 8/20/19, 10 Months, BS degree from California State University with a major in English, MA degree from Marygrove College with a major in English. This is a temporary, full-time assignment for the Fall 2019 semester.

Christine Simonson-Bloomfield, English Instructor, School of Liberal Arts, \$78,576 (prorated), MA, Step 8, effective 8/20/19, 10 Months, BS degree from Eastern Michigan University with a major in English and American Literature, MA degree from Eastern Michigan University with a major in written communications. This is a temporary, full-time assignment for the Fall 2019 semester.

Abby Tebeau, Library Associate I, Library, \$14.76 per hour, Step 4, effective 9/17/19, 12 Months; replaces Gay Donaldson who resigned.

Change in Classification (C-2)

Michelle Holinski, from Department Secretary, Academic Advising, to Academic Affairs Assistant, School of Liberal Arts and Library and Academic Support Services, effective 10/1/19, \$21.47 Step 10, \$0.50 longevity, total \$21.97, 12 Months; REASON: Transfer to replace Julie Welch who retired.

Munira Kassim, from Assistant Manager, Student Conduct and Compliance, to Supervisor, Student Conduct and Compliance, effective 9/17/19, \$71,072 (prorated), Grade 6, Step 5, 12 Months; REASON: Promotion to replace Aura Cazares who resigned.

Jennifer Wright, from Grill Cook (part-time), Skylight Café, to Food Service Assistant (part-time), Skylight Café, effective 9/17/19, \$13.03, Step 6, 10 Months, REASON: Voluntary reassignment to replace Maria Cunningham who retired.

Salary Schedule Change of Status (D-2)

Chardin Claybourne, Learning Lab Faculty, Learning Lab and Tutoring Services, from Level MA, Step 8.5, Schedule HFCC Federation of Teachers, to Level MA30, Schedule HFCC Federation of Teachers; REASON: Completed coursework toward a MA30 degree in community college leadership, effective 8/20/19.