

SECTION 7

TECHNICAL ASSISTANCE ACTIVITIES

The OCTE at the MDE, has responsibility for CTE programs that affect learners K-12 and beyond. Staff members are involved in program evaluation and accountability, program standards validation, grant planning and management, and providing professional development for CTE teachers and administrators throughout the state.

Mission: Prepare students so they have the necessary academic, technical, and work-behavior skills to enter, compete, and advance in education and their careers.

DIRECTOR'S OFFICE

The Director's Office provides leadership for OCTE and direction for effective day-to-day operations that support the MDE in meeting its goals for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. It is also responsible for the administration, support, and management of CTE programs, EMC initiative, partnerships, and interpretation and implementation of federal and state career education legislation. The office works collaboratively with departmental executives, commissions and boards, and other state agencies on a routine basis.

CAREER READINESS UNIT

The CRU is primarily responsible for state-level approval, administration, and evaluation of state approved CTE programs for secondary school students. The CRU provides technical assistance for the development of new programs and the administration and improvement of existing programs through program monitoring activities.

The CRU works with local and regional CTE administrators to assure that they have the appropriate education, certification, and work experience to oversee CTE programs in high schools, area career centers, and regional programs.

The CRU works with CTE administrators and the MDE - OEE to assure that teachers of CTE programs at the secondary level have appropriate work experiences and educational background to meet the teacher certification requirements for the program area to be taught.

The CRU also works with CTE teacher training institutions to assure that teacher training programs include Quality Indicators related to state program standards and benchmarks and, where appropriate, to National Program Standards. The CRU also cooperates in the development of Michigan Tests for Teacher Certification, when such tests are developed for CTE program areas.

Additionally, the CRU provides guidance and technical assistance related to program issues in planning and coordinating activities to support the implementation of state and federal CTE legislation including Perkins and the State School Aid Act, Section 61a(1).

Among the activities carried out by the CRU staff to support implementation of state and federal legislation are the following:

- Review and approval of CTE Administrator Applications for 61a(2) Administrator Reimbursement
- Facilitate professional development for CTE educators and administrators.
- Coordination and leadership for the annual Michigan Career Education Conference
- Coordinate the review and approval of New CTE Program Applications
- Coordinate CTE program standards review, revision, and alignment to national career clusters
- Conduct CTE program reviews and monitoring of state approved CTE programs
- Provide leadership for Work Based Learning
- Collaborate with CTSOs
- Provide leadership for Michigan Career Development Model
- Support alignment of secondary and postsecondary curriculum
- Collaborate with teacher education institutions to meet demand for qualified CTE teachers
- Collaborate with business, industry, and postsecondary partners to develop programs that align to economic needs
- Encourage dual enrollment/direct credit for CTE students
- Collaborate with MDE - OEE to assure appropriate teacher certification for CTE teachers
- Collaborate with LEO-WD to implement postsecondary initiatives
- Collaborate with teacher professional associations to support professional development

GRANT, ASSESSMENTS, MONITORING, AND EVALUATION UNIT

The Unit is responsible for collecting and reporting data, evaluation, and research activities for Carl D. Perkins Title I and for Section 61a(1) of the State School Aid Act.

The Unit oversees the continual development of the statewide Career and Technical Education Information System (CTEIS) to facilitate data collection, including collection of data on credentials earned by students.

The Unit implements programs designed to build partnerships within the educational community that benefit students and employers. The staff consists of professionals in CTE, research, evaluation, data analysis, assessment, measurement, and administrative support. The following are major initiatives and functions of the Unit:

- Perkins grants data reports
- State School Aid Section 61a data, reports, and distribution
- State School Aid Section 61b
- CTEIS and other data collection
- Follow-Up survey
- CTE credential selection
- CTE credential implementation and coordination
- Support development of articulated programs (2+2+2) with postsecondary education
- Office of Civil Rights Compliance Review monitoring
- Provide leadership for:
 - Competitive requests for proposals
 - Program and grant monitoring activities
- Funding Formula
- Implementing funding allocations
- Support for special populations CTE students
- TRAC monitoring
- Provide support to Michigan Special Populations Association

EARLY MIDDLE COLLEGE UNIT

The EMC Unit is responsible for managing the programs and high schools that offer a five year plan of study for students in state-approved EMCs. The EMC Unit facilitates the planning, application processing, technical assistance, and coaching for aspiring, new, and established EMCs. Visit the MDE website for more information on [EMCs](#).

EMC Getting Started Workshop: The Getting Started Workshop is hosted annually for districts seeking to establish a new EMC. Districts attending the fall EMC workshop may open a new EMC the following fall if their application is approved. The EMC application due date is published in the EMC tool kit that is posted on the EMC webpage.

EMC Tool Kit: To assist districts with the process of applying for state approval, as a new EMC, the EMC unit annually publishes an EMC Tool Kit. The tool kit is posted on the EMC web page and each section discussed at the EMC Getting Started Workshop. Included in the tool kit is the application, planning tool, EMC principles and research, the Postsecondary Dual Enrollment Options Act, the Career and Technical Education Act, an EMC directory, , best practices, program self-assessment rubrics, and much more.

Customized Coaching: Meetings are available to EMC design teams by request. The Michigan Early Middle College Association (MEMCA) leadership council partners with MDE to offer coaching, professional development and technical assistance.

New EMC Applications: Applications are reviewed by a committee. The EMC Unit records the new state approved applications, validates the entity code(s), and sends approval letters to district leaders with a copy to MEMCA. The full list of newly approved EMCs is provided to CEPI for identification in the state reporting system.

Annual EMC Verification: During the spring of each year, the EMC Unit sends a verification form to all EMC coordinators administrators who then reviews the list and adds, deletes, or confirms the participating EMC member districts/schools. The verification form is also used to notify the MDE – OCTE of EMC closures or personnel changes. Additions and or deletions of postsecondary partners is also requested. In the fall of 2019, all EMC information is stored in CEPI's Education Entity Master (EEM) system.

Statewide EMC Conference: The EMC Unit collaborates with MEMCA for two statewide EMC conferences per year. The conferences are held in March and August. All state-approved EMCs are invited to attend the conferences. EMC practitioners present research, best practices, state policy updates, student outcomes, and data associated with EMCs.

Data Reports: The EMC Unit works closely with CEPI to provide statistics regarding EMC participation for defined demographic categories. In **2020**, an EMC Research Project RFP was posted to secure a third-party vendor to assist in collecting EMC student outcome data that is not currently collected by CEPI.

EMC Way of Work Team: The EMC WoW team is made up of cross-office staff at MDE CEPI, and MEMCA who are involved in EMC processes and procedures. The team meets to discuss data quality, proposed policies, EMC operations, and other issues relative to EMC growth in the state.

National Center for Restructuring Education, Schools, and Teachers (NCREST): EMCs in Michigan may voluntarily participate in longitudinal data studies through the NCREST at Teachers College, Columbia University. Approximately 20 EMCs participate in the NCREST data pilot study. The study collects comprehensive data on grade point averages, college credits earned, and courses taken by EMC students. A qualitative study is also conducted annually for data pilot schools. All three customized qualitative and quantitative reports are provided to each EMC for a participation fee.

CAREER DEVELOPMENT ACTIVITIES

Career development is a complex process of acquiring the knowledge, skills, and attitudes necessary for an individual to make work a meaningful, productive, and satisfying part of life. The career development process requires a continuum of planned activities including career awareness, exploration, decision making, and educational planning. These activities are designed to maximize the capabilities of all learners to explore, to analyze options, to understand one's own interests and abilities, to select educational preparation for, gain entry to, and to succeed in career choices throughout life. The specific activity categories of career development are career clusters, comprehensive guidance and counseling, career assessment, career awareness/exploration, and education development plan.

Career Clusters

A career cluster is a grouping of occupations and broad industries based on commonalities. The 17 career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. All cluster foundations support basic Michigan Merit Content Expectations for high school students. The pathways in the 17 clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

The 17 career clusters have been identified to cover all career opportunities regardless of educational requirements. The career clusters are listed with a brief description in Section 4 of this manual.

Personal aptitude and interests are important factors as students begin to identify career opportunities. Career clusters give flexible identity and structure to the student career choice process, as well as to educational programs and services that contribute to the career preparation of students.

Michigan Counselors use the American School Counselors Association National Standards for students. They provide a method for school counselors in coordination with other educators to organize their efforts to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Working collaboratively with students, parents/families, teachers, administrators, and the community, school counselors deliver the program through four broad components: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. Counselors may use any one or all of the approaches to provide for the career development of their students.

A scope and sequence of career development activities can be designed and implemented based upon the student benchmarks listed in the comprehensive program in collaboration with total school planning efforts. Schools will want to provide students with a sufficient number of these activities from elementary grades through high school so that students will develop a depth of understanding that supports a career decision-making process and the completion of EDPs.

Information for counselors, including the EDP, may be found on the [EDP Fundamentals](#) document at:
https://www.michigan.gov/documents/mde/EDP_Fundamentals_Guide_703180_7.pdf Career Assessment

Career assessment includes formal and informal measures and inventories that assist learners in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, learners can identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career cluster. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Information gained through career assessment is helpful in developing a student's EDP.

Michigan Career Development Model

The MI CDM is designed to provide all students (K-12) in the Michigan Education System with the necessary knowledge and skills for success in a career of their choice and lifelong learning. Questions regarding the MI CDM can be directed to MDE-MI-CDM@michigan.gov. The [MI CDM](#) is available on the MDE – OCTE website at: <https://www.michigan.gov/mde/0,4615,7-140-2629---,00.html>

Career Awareness and Exploration

Career awareness and exploration embody two complementary and integral activities important to the Career Development process. Career awareness focuses on using a variety of resources to introduce students to a broad range of career options. Career exploration expands on this informational process by providing students with experiential learning opportunities.

Career awareness activities in elementary and middle school help expand student understanding of the world of work by identifying career clusters and specific occupations within them, developing respect for workers in all fields, locating and

researching information about specific occupations and developing an initial understanding of educational and training requirements.

Continuing this awareness process, high school students need to be provided current, comprehensive, and in-depth information about careers, including detailed descriptions of typical duties, responsibilities, and tasks, projections on employment openings (local, state and national), an understanding of working conditions, current income and benefits ranges, educational requirements and opportunities, and opportunities for advancement.

Career fairs and other opportunities to interview workers/experts in various fields provide students the benefit of questioning and learning from adults with current first-hand experiences. Career awareness activities also provide students with a better understanding of the changing nature of careers due to technological advances, the impact of a global economy, and the anticipation of the need for individuals to change careers several times during their lifetime.

Career exploration focuses on learning about the characteristics of various career options through investigation that involves direct and hands-on experiences. The process typically begins in elementary and middle school with activities that include interviewing workers and experimenting with work tasks from various career clusters and occupational categories to provide insight into the characteristics of these occupations, as well as personal interests and strengths. In high school, emphasis is placed on further understanding career clusters, exploring employment opportunities and future trends, and engaging in activities that are individualized based on a learner's interests, aptitudes, and preferences. For most people, the career exploration process continues throughout a person's educational and work life.

Education Development Plan

The Revised School Code, PA 451 of 1976, (380.1278b) as amended states,

"(11) The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan during grade 7, and shall ensure that each pupil reviews his or her educational development plan during grade 8 and revises it as appropriate before he or she begins high school. The board of a school district or board of directors of a public school academy shall also ensure that each pupil reviews and revises his or her educational development plan as appropriate during each year of high school. An educational development plan shall be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a pupil's educational development plan, the pupil shall be advised that many of the curricular requirements of this section and

section 1278a may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the pupil shall be provided with all of the following:

- (a) Information on various types of careers and current and projected job openings in this state and those jobs' actual and projected wages.*
- (b) An opportunity to explore careers specific to a pupil's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.*
- (c) An opportunity to develop a talent portfolio. A talent portfolio shall be developed and revised throughout the implementation of a pupil's educational development plan. A talent portfolio shall include, but is not limited to, a record of the pupil's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. The department, in conjunction with the department of talent and economic development, shall develop and make available to the public schools model information materials that districts or public school academies may use to comply with this subdivision. An EDP documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The EDP does not take the place of, but works in conjunction with, a student's IEP or PC modification.*

All students are required to develop an EDP with guidance from school advisors. When applicable, parents and community contacts should also be included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. For additional information on the requirements for, the development of, and use of EDPs please refer to [EDP Fundamentals](#) document available on the MDE website at:

https://www.michigan.gov/documents/mde/EDP_Fundamentals_Guide_703180_7.pdf

IEP/EDP Alignment: Transition

The passage of the MMC in April of 2006 established a requirement for schools to assist students with the development of an EDP in grades 7 and 8. The IDEA requires that students eligible for special education programs and services have an IEP.

The EDP and the IEP are distinct documents. However, as students move into high school, the documents share a common goal of improved postsecondary outcomes for students. The process for developing the EDP outlined in this document align with and complement many of the IEP requirements stated by the IDEA. The IDEA requires educators to gather information about a student's interests, strengths, and preferences through an age-appropriate transition assessment and to develop measurable postsecondary goals in the areas of education, training, employment, and when appropriate, adult living. Information gathered during the EDP process could prove valuable in developing areas of the transition IEP.

Transition services must be in place for students with disabilities beginning no later than the first IEP to be in effect when the child turns 16 years of age. Transition services are defined as a coordinated set of activities that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. The transition IEP contains the transition services (including courses of study) needed to assist the child in reaching their postsecondary goals. The EDP outlines the course of study in a way the IEP typically does not. The EDP may document courses and course sequence where specific content will be learned while the IEP speaks specifically to the programs, accommodations and modifications, and services that are necessary to support the student's success. Together, these two documents complement each other in supporting the student toward the EDP goals.

The EDP can provide support and documentation for a PC modification. Students with a disability requesting a PC must have a modification aligned to their EDP. The student may be granted a PC modification not otherwise allowable if the modification is consistent with both the student's EDP and the student's IEP.

TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE

TRAC is a system for onsite review of grant recipients, providing technical assistance and assessing compliance with state and federal laws and policies that govern funding administered by the OCTE.

Purpose of System

The TRAC system ensures that all requirements are met by recipients and provides technical assistance for continuous improvement of SA CTE programs.

Intended Outcomes

- Verification of program quality and student performance
- Assurance that funds have been expended appropriately and are used in compliance with state and federal policies and mandates. This includes Title I (secondary) of the Carl D. Perkins Act and Section 61a(1) of the State School Aid Act.
- Protection against waste, fraud, and abuse of public funds
- Identification of needs and provision of technical assistance
- Identification of promising practices

TRAC Process

Each year, the OCTE uses a risk analysis to select up to five regions for review. The visits have four components of review: data, finance, grants, and state approved, CTE programs.

The grant, finance, and data components involve verification of compliance through desk reviews and onsite documentation reviews. Interviews for data and finance are also conducted with appropriate regional and local staff. For the CTE program review, OCTE program staff perform desk reviews of selected programs using information provided in the CIP Self-Review in GEMS. The CTE program staff also meet with the teachers and visit the specified classrooms. Additionally, the process includes a post-visit report of findings and submission of a compliance plan if there were one or more "Non-Compliance/Action Required" findings in the report. Findings, compliance plans, and evidence verifying that corrective actions were implemented is maintained the [GEMS/MARS System](https://mdoe.state.mi.us/GEMS/user/login.aspx) available at: <https://mdoe.state.mi.us/GEMS/user/login.aspx>.

Additional Information

Additional information, including a detailed manual, checklists, and interview questions can be found on the [OCTE Monitoring webpage](https://www.michigan.gov/mde/0,4615,7-140-6530_2629_53971---,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-6530_2629_53971---,00.html.

PROFESSIONAL DEVELOPMENT

The OCTE provides PD to identified stakeholders. The OCTE coordinates and plans PD activities for secondary CTE educators and administrators on a regular basis.

OCTE staff meet with referent groups and send electronic surveys to obtain input to identify the needs of the field and receive recommendations. Consultant staff identifies the needs for specific programs and works in collaboration with professional organizations or other resources to assist in providing a quality experience for instructional staff, administrators, and others implementing approved secondary CTE programs.

The CTE PD contractor provides expertise in planning and coordination of training, technical assistance, and PD activities for CTE educators and staff. Services include:

- Coordination and assistance with PD and curriculum development meetings, conferences, and workshops, including registrations, facility arrangements, presenter contracts, and resource materials
- Meeting and conference evaluations
- Manage meeting and conference finances

OCTE PD activities are distributed by OCTE on a regular basis to educators, administrators, and their staff members. The [CTE Professional Development Events Calendar](http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html) is updated quarterly and is available on the following OCTE webpage: http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html.

CIVIL RIGHTS COMPLIANCE

The following federal laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

The OCTE is responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin/ancestry, sex, disability, or age by LEAs, CTE centers, SA CTE programs or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

Civil Rights Compliance Program

The Civil Rights Compliance Program is a comprehensive review system designed to improve the delivery of education through the assurance of equal opportunity for all groups and populations. Activities of this program are required by Section II(b) of the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

The components and/or activities of the compliance program include targeting analysis, selecting agencies for onsite reviews, conducting onsite reviews, development of compliance plans, technical assistance, reporting, monitoring, and program improvement.

The Civil Rights Compliance Program is designed to:

1. Ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services.
2. Prohibit barriers to achieving full participation, such as the stereotyping of individuals based on their race, color, national origin/ancestry, sex, disability, or age.
3. Provide education in an integrated setting.
4. Analyze, identify, and change policies and activities that impede the achievement of the above goals.

Questions regarding Civil Rights Compliance should be directed to:

Michigan Department of Education
Office of Career and Technical Education
Civil Rights Compliance Coordinator
P.O. Box 30712
Lansing, Michigan 48909
Telephone: 517-241-2091

DATA, EVALUATION, AND ACCOUNTABILITY

Federal and state efforts to measure impact of funded activities are a means of demonstrating continuous quality improvement through the use of funded initiatives. The collection and analysis of data provides the state and school districts with important information for planning and targeting activities to make the greatest difference for students. It is one way to strengthen the educational system.

The OCTE has always had a commitment to performance measurement and accountability. State law requires school districts to report information about their CTE instructional programs if they are to receive reimbursement for conducting the programs.

Data is collected through the MSDS, CTEIS and the Michigan Merit Exam for the purpose of reporting the Perkins CPIs, and for distributing State School Aid Act, Section 61a(1) funds. Data collection efforts and related activities continue to increase with the current focus on measurable outcomes at both the state and federal levels. The OCTE staff works collaboratively with CEPI, to promote coordination and exchange of data and to improve data accuracy and validity.

The federal legislation requires the use of data to drive CTE program improvement and improve student performance. Michigan has adopted the following CPIs for Perkins V :

- **1S1:** Four-year Graduation Cohort Rate
- **2S1:** Academic Proficiency in Reading/ Language Arts
- **2S2:** Academic Proficiency in Mathematics
- **2S3:** Academic Proficiency in Science
- **3S1:** Post-Program Placement
- **4S1:** Nontraditional Program Concentration
- **5S1:** Recognized Postsecondary Credential