

Michigan
Department of Education

P-20 System and Student Transitions



2019 Educational Policy Guide

Office of
Special
Education

Office of
Great Start

Office of
Career and
Technical
Education

MICHIGAN
Department
of **Education**

TOP 10 IN 10 YEARS
putting Michigan on the map as a premier education state

MDE BELIEVES:

Students with disabilities are entitled to qualified professionals to ensure a free appropriate public education.

Office of Special Education Teacher Shortage



History/Context

Districts around the state are experiencing shortages in all areas of special education personnel. An informal survey of the Intermediate School District (ISD) directors showed districts across the state started the school year with staff openings.

Data

The Office of Educator Excellence data on special education teacher approvals, and substitute permits indicate an increase in requests for approvals and permits over the past three years. This data demonstrates a reduced number of certified teachers with an appropriate endorsement in special education available to fill open positions. The current data demonstrates a decreasing number of students enrolled and graduating from teacher preparation institutes with a teaching certificate and a special education endorsement.

Story

Districts have moved teachers with special education endorsements out of general education teaching positions and place them in special education programs through involuntary transfers. Some districts have had to move students to programs that have larger caseload limits to ensure that they have a special education teacher instead of a substitute with no special education training. Another strategy is for a student with a disability to remain in the general education classroom, but without adequate support from special education related service personnel, the students not receiving a FAPE. There is also a disparity in that qualified teachers leaving for opportunities in higher paying districts, enrolled and graduating from teacher preparation institutes with a teaching certificate and a special education endorsement.

Need

1. Incentivize certified teachers to obtain additional endorsements for special education (cost reimbursement, etc.)
2. Provide flexibilities regarding retirement restrictions for certified teachers who may be eligible to fill current vacancies.

Resources Available

Office of Retirement resources defining the retirement conditions. https://www.michigan.gov/documents/mde/Critical_Shortage_Information_522944_7.pdf

Contact

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MDE BELIEVES:

Michigan School for the Deaf (MSD) provides a valuable option for Michigan parents wishing to obtain a quality public education for their children who are Deaf and Hard-of-hearing.

Office of Special Education Michigan School for the Deaf (MSD)



History/Context

MSD was established in 1854, operating a state-owned facility until the property was sold in 2011. In 2012 the program moved to a leased facility built on the same property. Prior to FY 2003, facility operations were funded by the state general fund (2001 PA 42 appropriated \$3,715,500 General Fund-General Purpose (GF-GP). Beginning in FY 2003, all GF/GP funding was eliminated, and federal funds have been used for facility operational and residential program costs since that time.

Data

MSD enrolls approximately 150 students from school districts throughout the state, with half the students living in the residential dormitories from Sunday evening until Friday noon.

Current MSD facility operations (including the annual lease) and residential program costs total approximately \$6M.

Story

During the economic downturn of 2002, the State removed GF/GP funding from MSD's budget, replacing it with federal funds. The exchange of state for federal funds is counter to federal cost-sharing guidelines. Federal guidelines call for the state to continue "maintenance of effort" (supplement/not supplant) with regard to providing consistent state funding.

Need

MSD is a state school and should be supported with state funding.

1. We are asking to restore state GF/GP funding to MSD's budget in an amount sufficient to cover the annual facility lease cost. The amount of federal funding can be reduced by the same amount, making this a cost-neutral proposal.
2. The amount needed for FY 2020 to cover the annual lease payment is \$2,225,000, which equates to approximately 37% of the total facility operations and residential program costs. This request is not for new funding or new activities- rather to restore funds previously used to support the school.

Resources Available

<https://www.michiganschoolforthe deaf.org/>

Contact

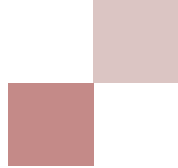
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Office of Great Start – Child Development & Care Eligibility Level

MDE BELIEVES:

Access to high quality early learning programs that meet the needs of low-income children and families, not only help children prepare to be successful in life, but they also allow families to work towards self-sufficiency.



Story

Expanding the eligibility scale as proposed would increase access to child care subsidy, including higher quality options which are characteristically more expensive, and support families at risk of transitioning on and off of public assistance.

Need

Increase the entrance eligibility level for the child development and care program to 150% of federal poverty level.

History/Context

Historically Michigan's child development and care eligibility entrance level has been set as one of the lowest in the nation (in 2003 at 155% of the FPL, now at 130% of the FPL). In other states, the entrance eligibility for the child care subsidy is set at 250% of the FPL giving families the support they need to access high quality early learning programs for their child(ren). (Of note, states can't allow families with incomes over 85% of the SMI to access the subsidy due to federal requirements.)

Data

It is estimated that approximately 7,000 additional children could be served by increasing the entrance eligibility.

Resources Available

Building a Better Child Care System: What Michigan Can Do to Help More Parents and Children Access Quality Care, https://www.michigan.gov/documents/mde/Building_a_Better_Child_Care_System_534366_7.pdf.

Overdue for Investment: State Child Care Assistance Policies 2018, <https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/11/NWLC-State-Child-Care-Assistance-Policies-2018.pdf>

Contact

Lisa Brewer Walraven, Director, Office of Child Development and Care, 517-241-6950; Brewer-WalravenL@michigan.gov

MDE BELIEVES:

Low child care reimbursement rates can make it more difficult for families to access quality care and, often, any child care at all making it difficult for parents to work.

Office of Great Start – Child Development & Care Provider Reimbursement Rates



History/Context

The Office of Child Care, Administration for Children and Families recommends, but does not require that the reimbursement rate for the child care subsidy be set at the 75th percentile of the market rate. This means that the reimbursement rate is high enough that it will cover the cost of service for 75 percent of the providers in an area. Setting the rate at the 75th percentile helps to ensure that low-income families can access the child care market.

Data

Currently Michigan's child care subsidy reimbursement rates are not set consistently at the 75th percentile (based on age, type of provider and star rating). Low reimbursement rates can make it more difficult for families to access quality care and, often, any child care at all making it difficult for parents to work.

Story

While the legislature used the 2015 Market Rate Survey to make some provider rate changes and support higher quality programs are still reimbursed below the recommended 75th percentile of the market rate (updated in 2017-2018) in many provider settings and level of quality.

Need

Increase child care provider reimbursement rates based on the 2017-2018 Market Rate Study. While there are many options for addressing provider reimbursement rates, the Department recommends the following increases:

1. Increase Infant/toddler rates to create continuity and exposure to high quality programs for infants/toddlers prior to school entry.
2. Increasing rates for those who are receiving care in high quality settings (star ratings of 3, 4, or 5).

Resources Available

Building a Better Child Care System: What Michigan Can Do to Help More Parents and Children Access Quality Care,

https://www.michigan.gov/documents/mde/Building_a_Better_Child_Care_System_534366_7.pdf

Overdue for Investment: State Child Care Assistance Policies 2018,

<https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/11/NWLC-State-Child-Care-Assistance-Policies-2018.pdf>

Childcare Market Rate Study, https://www.michigan.gov/documents/mde/MRS_Final_Rpt_620152_7.pdf

Contact

Lisa Brewer Walraven, Director, Office of Child Development and Care, 517-241-6950;
Brewer-WalravenL@michigan.gov

MDE BELIEVES:

Supporting young children, their families, and their communities provides a firm foundation for later school and life success.

Office of Great Start – Early Childhood Development and Family Education

Early On® Services



History/Context

Early On® (Part C of the Individuals with Disabilities Education Act - I.D.E.A.) received the first state investment of \$5M under State School Aid, Section 54d in FY2019. Proposals had been prepared annually since FY16, beginning with an amount over \$65 million. The FY19 request was \$18,320,520 in State School Aid funding for *Early On* Michigan and viewed as a first step in a multi-year effort toward reaching the estimated need of \$73,282,079.

Data

The original intent of Part C of IDEA was to provide support to states to coordinate current resources for birth to three. The federal award to Michigan has fluctuated very little, and is calculated based on annual Congressional appropriation, with factors including a minimal award for every state and territory, and those related to census of the targeted age of children to be served. For the year that began July 1, 2018, just over \$10.2M was distributed to local areas. Service areas must evaluate any child referred, and serve the child if found eligible. In the period of July 1, 2017 to June 30, 2018, there were 22,190 children served.

Story

Costs of providing appropriately intensive and responsive early intervention services and supports for children from birth to 3 years of age with a developmental delay or a disability, or both, and their families that meet the federal requirements far outstrip the federal allocation for Michigan. Based on national research, 42% of children who participated in Part C of IDEA (*Early On* in Michigan) did not need special education supports or services in later years.

Need

1. Increase funding amount to match the FY19 request (\$18,320,520);
2. Request MDE Appropriations to designate an unused FTE within MDE, or request one additional FTE;
3. Increase General Fund to cover cost of an Education Consultant to add to the *Early On*/Early Intervention team to deal with increased responsibilities related to the state funding added in FY2019.

Resources Available

MDE's *Early On*®, https://www.michigan.gov/mde/0,4615,7-140-63533_71666-127141--,00.html;
Early On® Data, <https://www.earlyondata.com>
Early On® Training and Technical Assistance at CCRESA, <http://eotta.ccrea.org/>;
Early On® Foundation, <http://www.earlyonfoundation.org>.

Contact

Reneé DeMars-Johnson, Director, Office of Great Start/Office of Early Childhood Development and Family Education, DeMars-JohnsonR@Michigan.gov; 517-241-0162

MDE BELIEVES:

Families with very young children who voluntarily participate in evidence-based home visiting programs are more able to provide a strong foundation for later school and life success.

Office of Great Start – Early Childhood Development and Family Education Home Visiting Program



History/Context

Michigan has been investing federal and state funds into evidence-based home visiting programs for over a decade. In FY15, funds were designated within State School Aid to expand evidence-based home visiting programs. A competitive grant awarded \$2.5M, however, an additional \$3.025M was requested. In addition, legislatively-mandated purposes and outcomes were not aligned with current outcome expectations for home visiting.

Data

All home visiting programs that operate with any state or federal funds appropriated must provide a uniform set of data to contribute to the statutorily-mandated report for PA 291 of 2012. The majority of programs funded through School Aid Section 32p(4) utilize the Parents as Teachers™ model. The outcomes include increased school readiness, improved parenting practices, and early identification of developmental delays and health challenges.

Resources Available

Section 32p, <https://www.michigan.gov/mde/0,4615,7-140--73477--00.html>; Home Visiting Report, <https://www.michigan.gov/mde/0,4615,7-140--73477--00.html>; Federal site—Home Visiting Evidence of Effectiveness for Home Visiting Models, <https://homvee.acf.hhs.gov/models.aspx>

Story

Home visiting provides critical services to families, so they can support their children in the earliest stages of life. Studies have shown children from families who receive home visiting services on average do better than their peers who have not received home visiting services. Increasing resources and supports to allow for spread of evidence-based home visiting can impact more of Michigan's families with young children, setting a trajectory for later school success.

Need

1. Increase funding from the current \$2.5M to \$5M to build additional capacity across the state to serve families with children in ages prior to kindergarten entry, with a primary focus on prenatal through age three. (Requests by ISDs that competed in FY2016 for the \$2.5M outstripped available resources by \$3.025M).
2. Request General Fund (GF) in MDE Boilerplate of approximately \$200,000 to cover infrastructure costs that are currently being billed to or supported by the grantee ISDs. Infrastructure includes supports for data collection to meet state law, support for quality improvement, and support to maintain fidelity to the selected home visiting model.

Contact

Reneé DeMars-Johnson, Director, Office of Great Start/Office of Early Childhood Development and Family Education, DeMars-JohnsonR@Michigan.gov; 517-241-0162

MDE BELIEVES:

Community collaborative systemic support for young children and their families provides a firm foundation for later school and life success. Focus on the whole child, prenatal – age 8, is a priority of MDE. Strong, effective community collaborative systems give children and their families a strong foundation for long-term success, both in school and in life.

Office of Great Start – Early Childhood Development and Family Education

Great Start Collaboratives



History/context

The work of the Great Start Collaboratives and Great Start Parent Coalitions (GSCs/ GSPCs) is the essential statewide network that allows a county or multi-county area to address local system needs through their strategic planning and collaboration.

Data

In FY19, Child Care Development Fund (CCDF) commitments for other priorities decreased the amount available to \$1.1 million which resulted in an average decrease in each Great Start Collaborative's (GSC's) allocation by 8%.

Story

State School Aid funding for the GSCs/GSPCs has remained level at \$10.9 million, yet the increased support for early childhood and the research supporting a greater investment in children prenatal through age 8 has strengthened since the creation and inception of the GSCs/ GSPCs. With the availability of CCDF funds decreasing in FY19 there is a need to increase the State School Aid funding amount to ensure that the GSCs/ GSPCs can operate to their full potential.

Need

1. Increase school aid funding by \$2.2 million to offset the amount that had been utilized from CCDF during FY2015 – FY2018.
2. Change Section 32p(6) to limit carryover to 15%.
3. In addition, designate and increase GF in MDE Boilerplate to cover cost of a staff member to team with the one individual who has been responsible for leadership of all 54 of the ISD grants, including review of the applications, each of the strategic plans, as well as all programmatic and fiscal reporting.

Resources Available

Section 32p, <https://www.michigan.gov/mde/0,4615,7-140--73477--,00.html>,

Great Start Collaboratives contacts: <https://www.greatstartforkids.org/great-start-collaborative-contacts>

Contact

Reneé DeMars-Johnson, Director, Office of Great Start/Office of Early Childhood Development and Family Education, DeMars-JohnsonR@Michigan.gov; 517-241-0162

MDE BELIEVES:

Greater investment in high-quality public preschool for children at risk has proven to be an effective intervention that reduces the achievement gap prior to kindergarten entry and leads to greater overall academic and life success. Investment in Great Start Readiness Program (GSRP) helps expand access to quality publicly-funded preschool for all four-year-olds by 2020; three-year-olds by 2025.

Office of Great Start – Preschool & Out-of-School Time Learning Great Start Readiness Program (GSRP)



History/Context

GSRP was created and began with an initial investment from the Michigan Legislature and Governor of \$1M in 1985/86 and has grown to its current level of \$243.6M in 2018/19 serving 37,325 children in predominately school-day length programs funded at \$7,250 per child. An additional \$300,000 has been allocated since 1995 annually for continuous evaluation of GSRP.

Data

Independent analyses of GSRP MSTEP data by CEPI and state-funded GSRP studies included in a meta-analysis conducted by the National Institute on Early Education Research at Rutgers resulted in the same conclusions regarding GSRP's positive impact on early literacy and early mathematics. In addition, GSRP's state-funded evaluation has shown GSRP has a positive impact on grade retention, reduction in need for special education services, and greater high school graduation rates.

Story

The total allocation for GSRP for programming has not been meaningfully adjusted since FY15. And, there have been set asides taken from this total allocation (to date \$11M of the \$243.6M) that have reduced access to GSRP for children across the state. In addition, the related Section 39 per child funding rate for GSRP has been stagnant since FY14. This is a growing detriment to local school districts and community-based programs to being able to continue to operate the program. The quality of GSRP will become unsustainable without addressing the issue of the GSRP per child funding rate.

Need

Allocate an additional \$9.7M in school aid funds to 32d(1) and adjust the per child amount in Section 39 to \$7,550.

Resources Available

www.michigan.gov/gsrp; <https://cerc.msu.edu/gsrp>

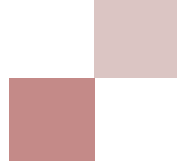
Contact

Richard Lower, Director, Office of Preschool and Out-of-School Time Learning; 517-241-7043; lowerR@michigan.gov
Pat Sargent, Office of Preschool and Out-of-School Time Learning, Great Start Readiness Program (GSRP) Manager; 517-241-4741; sargentp@michigan.gov

MDE BELIEVES:

After school programs keep kids safe, inspiring them to learn and help working families. Investment in a state-funded out-of-school time programs increases and coordinates opportunities for quality out-of-school time learning aligned with the State Board of Education Michigan Out-of-School Time Standards of Quality.

Office of Great Start – Preschool & Out-of-School Time Learning Before & After School Programs



History/context

Since 2003, 21st Century Community Learning Centers (CCLC) have served over 320,000 Michigan youth and their families. Michigan's 21st CCLC allocation is determined by a federal formula; therefore, Michigan's allocation ebbs and flows with population and poverty counts. In 2018-19, the total federal allocation was \$37.9M (down from its once apex of \$44.2M just a few years ago) which funds 68 five year grants, over 259 sites across 20 counties. The current federally-funded 21st CCLC program (Title IV, Part B) funds schools and community-based organizations (CBO) to offer before- and after-school and summer

programs for PreK – 12 students who attend low-performing schools in high-poverty areas. The focus of the program is expanding access to academic enrichment opportunities, such as homework help, tutoring, and project-based academic learning, designed to help students meet local and state standards in core academic subjects. An additional goal of the program is to enhance students' general overall functioning. To meet this goal, programs offer activities in youth development, drug and violence prevention, technology, the arts, sports, and recreation, as well as counseling and character education.

Data

Independent evaluation results reported by Michigan State University find students experiencing more social-emotional learning (SEL) in 21st CCLC afterschool programs showed greater improvement in teacher-rated school behavior. Students who participated for more days had greater improvement in reading and math grades and in teacher ratings of homework completion and school behavior than students who participated fewer days. And, Michigan's summer programming proves to be exceptionally effective in retaining (75%) academic skills in reading and/or math, improving reading (31%) and math (40%) performance, increasing participation/engagement in summer programs, and promoting students' overall development for success in school and life.

Story

After the funding was allocated at the conclusion of the 2018-19 competition, and the prior two cohorts of grantees were also funded for their continuation grants, there remained viable applications in the current competition (as well as in the past two cohorts' competitions) that achieved fundable status had there been additional funding available. The total amount of unfunded 21st CCLC applications in 2018-19 across all three cohorts was \$45.1M.

Need

Establish a new line item and allocate \$50M in school aid funds for state-funded competitive out-of-school time grants.

Resources

https://www.michigan.gov/mde/0,4615,7-140-63533_71669---,00.html

Contact

Richard Lower, Director, Office of Preschool and Out-of-School Time Learning; 517-241-7043; lowerR@michigan.gov

Lorraine Thoreson, Office of Preschool and Out-of-School Time Learning, 21st CCLC Manager; 517-241-4974; thoresonl@michigan.gov

MDE BELIEVES:

Infant and Early Childhood social-emotional consultation is a critical and needed resource that supports whole child development and outcomes, family engagement, education and care workforce. Funding in early childhood programs is critical for achieving Michigan's vision of becoming a Top 10 Education State.

Office of Great Start – Head Start State Collaboration Child Care Expulsion Prevention Programs



History/context

The former Michigan Department of Community Health (MDCH) previously administered the Child Care Expulsion Prevention Program (CCEP) with funding from the former Michigan Department of Human Services (MDHS). CCEP provided consultants and training to assist child care providers and parents with challenging behavior exhibited by children in child care and preschool settings. Despite positive evaluations, budget cuts eliminated funding for CCEP in 2010. The Michigan Department of Education (MDE) included social-emotional consultation in its 2013 Race to the top-Early Learning Challenge.

grant, which sunsets in December 2018. Race to the Top (RTT) funding provides one state-level coordinator, housed at Michigan Department of Health and Human Services (MDHHS), and 13 consultants in 18 counties. The current model includes components from the CCEP initiative. MDHHS identified funding to continue the current capacity through 2019; however, sustaining and scaling the model will require additional funding.

Data

Evaluations suggest that social-emotional consultation reduces suspensions and expulsions. Research indicates that preschool children face expulsion at a rate thirteen times that of K-12 students. Federal Civil Rights data also indicates that Black children are 3.6 times more likely to be expelled than their white peers.

Need

\$6.93 million for statewide consultation. Scaled services that include 20–40 consultants will cost between \$2.2–\$4.4 million.

Resources Available

Early Childhood Mental Health Consultation in Michigan.

Story

Approximately 1/3 of early care and education providers report high levels of job stress and burnout, which predicts high staff turnover and child expulsions. Reducing child suspensions and expulsions is a goal of MDE and the federal offices of Head Start and Child Care. Additionally, research estimates that one in five children in child care have difficulty managing their emotions and behavior, which compromises their ability to learn. Social-emotional consultation helps children build these skills, supports child care providers, and helps ensure parents can reliably access the care they need to work or attend school. K-12 schools and the community also benefit because this support improves school readiness, which reduces the need for costly interventions later.

Contact

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MDE BELIEVES:

Michigan students deserve the opportunity to connect their academic learning to career, answering the age-old question, “Why do I need to learn this?”

Office of Career and Technical Education Statewide P-20 Career Readiness System



History/Context

Michigan will have more than 811,000 high-demand, high-wage career openings to fill through 2024* in fields like information technology and computer science, healthcare, manufacturing, and other business and Professional Trades careers¹. Early exposure to career possibilities, while in school, can be crucial in helping students discover their true interests.

¹Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives I
*Based on Workforce Intelligence Network and LMI Data

Data

The Chief Counsel of School State Officials has identified the need for states to provide multiple pathways for students to successfully move through and beyond the K-12 system.¹ To this end, the State of Michigan implemented student career development through funding the Marshall Plan for Talent Consortiums; however, it does not serve all students in Michigan.

²Source: <https://ccsso.org/career-readiness-collaborative-crc>

Story

All Michigan students can benefit from a systematic career preparation model. For example, in the elementary grades, schools provide a Career Zone approach to help achieve Career Awareness; in the middle grades, students are provided with an opportunity to gain a broad understanding of occupations through intentional Career Exploration; and students at the high school/postsecondary levels engage in Career Preparation/Career Pathway options. The intended result is to ensure that every student is career ready for entry into meaningful employment.

Need

1. Fully fund and staff the required implementation of a Michigan P-20 Career Readiness System.
2. This funding should include statewide technical assistance and financial resources for local school districts to further develop student career development tools (45 million).

Resources Available

Marshall Plan for Talent Career Navigator competitive grant funding (10.5 million) is available to schools through Talent Consortiums. The Michigan Career Development Model (MI CDM) is designed to provide all students in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

Contact

Brian Pyles, Ph.D., Director, Career and Technical Education; 517-335-5224;
PylesB@michigan.gov

Office of Career and Technical Education

Statewide Career & Technical Education System

MDE BELIEVES:

Michigan students deserve the opportunity to begin their Career and Technical Education (CTE) preparation in high school with seamless transition into the postsecondary training option of their choice.



History/Context

In 2018 Michigan was ranked 11th highest in student loan debt in the nation,¹ making quality career advising and preparation critical. Many CTE high-skill, high-wage careers require less than a bachelor's degree making them attractive to students and parents concerned about ever-increasing student debt. Over the past several years, the legislature has generously provided additional sources of CTE funding for local school districts.

¹Student debt and the class of 2017: 13th Annual Report (2018, September). The Institute for College Access and Success. https://ticas.org/sites/default/files/pub_files/classof2017.pdf

Data

Michigan students who participated in a CTE program were more likely to graduate from high school, were highly likely to be both employed and in continuing education after high school, and earned higher wages post-high school than students who did not participate in or complete a high school CTE program. In 2017 the 4 year graduation rate for CTE Concentrators was 95% compared to 80% for all students.¹ Nine months after leaving high school 86% of CTE Completers were employed, 73% were enrolled in continuing education, and 40% were both employed and in continuing education.²

¹Michigan 2017 graduation and dropout data, MiSchoolData.org, and the Michigan 2018 Carl D. Perkins Secondary Core Performance Indicator 4S1—Student Graduation Rate.

²Michigan 2018 Follow Up Survey of 2017 Completers X01610 and X0611 reports, Michigan Department of Education.

Story

State-approved CTE programs must demonstrate instructional delivery of relevant industry standards, meaningful work-based learning experiences, and student leadership opportunities leading to postsecondary transition and credential attainment. While provisional funding has fueled local CTE programming, corresponding work surrounding state system designs, grant dissemination structures, and technical assistance workshops, have been overlooked.

Need

1. To properly support Michigan's worker pipeline system, it is necessary to allocate 15 % of any new categorical funding streams toward administrative functions.
2. Moreover, a strong need exists to replenish exhausted resources used to administer the variety of recent categorical funding streams. (1 million).

Resources Available

Restricted state funds have been made available through the State School Aid Act, General Fund, and legislative grants for the school districts, both noncompetitive and competitive.

Contact

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MDE BELIEVES:

Success in college begins in high school. It can be achieved through purposeful, high-level collaborations between secondary and postsecondary institutions, thereby transforming the lives of students who might not otherwise enter college.

Office of Career and Technical Education Statewide Early Middle College System



History/Context

Since 1991, The Office of Career and Technical Education has worked with the Michigan Early Middle College Association (MEMCA) to cultivate a school reform model designed to stretch educators and produce young scholars. States that offer Early Middle Colleges (EMC) usually do so with the expectation that all students in the high school participate in the college-readiness model. Rather than merely offering the traditional EMC high school, Michigan has expanded the concept to include EMC programs, EMCs coordinated by Intermediate School Districts (ISDs), and most recently Career and Technical Education (CTE) EMCs. The diversity, innovation, and rapid growth of EMC models in Michigan requires much more structural, practical, and developmental support.

Data

In 2017, only 32% of all EMC students were economically disadvantaged, even though 50.74% of all students in Michigan met this definition. Evidence suggests that when Michigan high school students enroll in an EMC, they earn an average GPA of 3.14, accumulate an average of 29.6 credits, and pass 92% of their college courses.¹ These outcomes help to explain why EMCs have grown more than 265% in the state between 2013 and 2018.

¹Source: NCREST, Teachers College, Columbia University

Story

The outcomes for EMC students in Michigan have not been achieved by accident. A strong multi-year partnership between MEMCA, the Charles Stewart Mott Foundation, the Michigan Department of Education, and Columbia University has fueled the model. However, as the foundation grant cycle concludes, technical assistance for EMCs in Michigan will disappear. This means that each year, two conferences, four regional meetings, and customized technical assistance could cease. The ability to gather, monitor, and analyze rich data will also be in jeopardy once grant funding ends.

Need

1. In order to sustain continuous improvement and exceptional outcomes for EMCs, it is necessary to earmark permanent funding to support technical assistance, action research, and professional development.
2. This includes further exploration and development of the emerging CTE EMC model and ISD consortia EMCs.
3. To that end, an annual \$2 million line item can support adequate resources to administer EMC programming across the state.

Resources Available

[EMC FAQ](#),

[CTE EMC Application Toolkit](#)

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NOTES



P-20 System and Student Transitions
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