

## SECTION 7

# TECHNICAL ASSISTANCE ACTIVITIES

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) has responsibility for career and technical education (CTE) programs that affect students 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.

**Vision:** Michigan's Career and Technical Education (CTE) system will provide students with access to equitable, high-quality secondary and postsecondary CTE programs aligned to rigorous academic and technical standards and career ready practices.

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View a two-page, at-a-glance on [CTE Operational Structure](#) in Michigan.

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### DIRECTOR'S OFFICE

The director's office provides leadership for MDE-OCTE and direction for effective day-to-day operations that support the Michigan Department of Education (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, Early Middle Colleges (EMCs), 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 Career Readiness Unit (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 ensure 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's Office of Educator Excellence (OEE) to ensure 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 educator preparation programs (EPPs) to ensure that EPPs include quality indicators related to state program standards and benchmarks and, where appropriate, to the 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 the Strengthening Career and Technical Education for the 21st Century Act of 2018, (Perkins V) and the State School Aid Act, Section 61a(1).

Among the activities carried out by the CRU staff to support the 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 (WBL)
- Collaborate with Career and Technical Student Organizations (CTSOs)
- Provide leadership for Michigan Career Development Model (MCDM)
- Support alignment of secondary and postsecondary curriculum
- Collaborate with EPPs to meet the demand for qualified CTE teachers
- Collaborate with business, industry, and postsecondary partners to identify business and industry-recognized postsecondary credentials and develop programs that align with economic needs
- Encourage dual enrollment/direct credit for CTE students
- Collaborate with MDE-OEE to ensure appropriate teacher certification for CTE teachers
- Collaborate with the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) to implement postsecondary initiatives
- Collaborate with teacher professional associations to support professional development

## **GRANT, ASSESSMENTS, MONITORING, AND EVALUATION UNIT**

This Unit is responsible for collecting and reporting data, evaluation, and research activities for Perkins V and CTE categorical funding, including 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 the 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 the development of articulated programs (2+2+2) with postsecondary education
- Office of Civil Rights Compliance Review monitoring (CRCR)
- Provide leadership for:
  - Competitive requests for proposals
  - Program and grant monitoring activities
- Funding Formula
- Implementing funding allocations
- Support for special populations CTE students
- Technical Review, Assistance, and Compliance (TRAC) monitoring
- Provide support to the Michigan Special Populations Association

## EARLY MIDDLE COLLEGE UNIT

The Early Middle College (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](#).

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View a one-page, at-a-glance on [Early Middle College](#).

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EMC Application Workshop: The EMC Application 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.

EMC Application Workshop Resources: To assist districts with the process of applying for state approval, as a new EMC, the EMC unit annually publishes information on the EMC webpage, and each section is discussed at the EMC Application Workshop. Included in the resources are the application, planning tool, EMC principles and research, a sample program of study, a sample Memorandum of Understanding, 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-OCTE 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 the Center for Educational Performance and Information (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 or lead administrators to review the list and add, delete, or confirm 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 are also requested. As of 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 on a statewide EMC conference each year. The conference is held in March. All state-approved EMCs are invited to attend the conference. EMC practitioners present research, best practices, state policy updates, student outcomes, and EMC data.

Data Reports: The EMC Unit works closely with CEPI to provide statistics regarding EMC participation for defined demographic categories. The EMC Unit sends Data Quality reports to relevant EMCs when CEPI data indicates a need for data analysis.

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.

EMC Administrators Manual: To assist practitioners with the implementation and maintenance of EMC programs. Topics covered in the manual include EMC history, application and operational processes, student coding and reporting, data systems, CTE EMC, and additional resources.

## **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 students to explore, to analyze options, to understand one's own interests and abilities, to select educational preparation for, gain entry to, and succeed in career choices throughout life. The specific activity categories of career development are career awareness, exploration, preparation, and training, and include the creation and ongoing updating of an educational development plan and talent portfolio.

### **Career Awareness and Exploration**

Career awareness and exploration embody two complementary and integral activities important to the career development process. Career awareness builds foundational knowledge around jobs, challenges stereotypes, and expands the student's view of the immense career possibilities beyond their immediate environment.

Career awareness activities in elementary and middle school help students build self-awareness, understand the world of work by identifying jobs in career zones and clusters, and develop a respect for workers at all levels in all fields.

Continuing this awareness process, high school students need to be provided with 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 with 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 students' interests, aptitudes, and preferences. For most people, the career exploration process continues throughout a person's educational and work life.

### **Career Preparation and Training**

During Career Preparation, high school students refine their career goals, and the necessary educational preparation needed to be productive citizens in a global society. Various career preparation activities provide advanced/real-world experiences that help students link their career options and educational decisions. Students learn through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic standards. Counselors help students and their families plan and prepare for postsecondary education, training, and careers.

The goal is to create learning opportunities that support academic rigor, knowledge, and skill development, social-emotional learning, and career preparation. Career Preparation activities assist students in their academic readiness, connect students to their Career Cluster of interest, and prepare them for high-wage, high-skill, high-demand careers. Student coursework should be aligned with their academic, technical, and career preparation interests as they begin to develop their employability skills.

### **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 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 career 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 Career Development Model**

For more information on career development activities, refer to the Michigan Career Development Model (MCDM). This resource is designed to assist school counselors and teachers to prepare 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 MCDM can be directed to [MDE-MI-CDM@Michigan.gov](mailto:MDE-MI-CDM@Michigan.gov). The MCDM is available on [MDE's Career Development Resources](#) webpage.

### **Education Development Plan (EDP)**

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 on [MDE's Career Development Resources](#) webpage.

### **American School Counselors Association National Standards**

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 ensure 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 Educational Development Plans (EDPs).

Information for counselors, including the EDP, may be found on [MDE's Career Development Resources](#) webpage.

Career assessment includes formal and informal measures and inventories that assist students in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, students 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.

### **IEP/EDP Alignment: Transition**

The passage of the Michigan Merit Curriculum (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 Individuals with Disabilities Education Act (IDEA) requires that students eligible for special education programs and services have an Individual Education Program (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 aligns with and complements 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 a 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 Personal Computer (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)**

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 MDE-OCTE.

### **Purpose of System**

The TRAC system ensures that all requirements are met by recipients and provides technical assistance for continuous improvement of state-approved 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 (secondary) of the Perkins V 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, MDE-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, MDE-OCTE program staff perform desk reviews of selected programs using the information provided in the CIP Self-Review in the [Grant Electronic Monitoring System \(GEMS\)](#). The CTE program staff also meet with the teachers and visit the specified classrooms.

Additionally, the TRAC 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 in GEMS system.

### **Additional Information**

Additional information, including a detailed manual, checklists, and interview questions can be found on the [MDE-OCTE Monitoring webpage](#).

## PROFESSIONAL DEVELOPMENT

The MDE-OCTE provides, coordinates, and plans professional development (PD) for secondary CTE educators and administrators on a regular basis.

MDE-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 state-approved secondary CTE programs.

The MDE-OCTE 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

MDE-OCTE PD activities are communicated on a regular basis to educators, administrators, and their staff members. The [CTE Professional Development Events Calendar](#) is updated on a regular basis.

## 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 MDE-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 intermediate school districts (ISDs), local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), that operate state-approved 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 on-site reviews, conducting on-site reviews, development of compliance plans, providing 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:

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

## DATA, EVALUATION, AND ACCOUNTABILITY

Federal and state efforts to measure the impact of funded activities are a means of demonstrating continuous quality improvement through the use of funded initiatives. The collection and analysis of data provide 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 MDE-OCTE has a commitment to performance measurement and accountability. State law requires school districts to report information about CTE instructional programs if receiving reimbursement for conducting the programs.

Data is collected through the Michigan Student Data System (MSDS), the Career and Technical Education Information System (CTEIS), and the Michigan Merit Exam (MME) for the purpose of reporting the Perkins Core Performance Indicators (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 MDE-OCTE staff works collaboratively with the Center for Educational Performance and Information (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