MCCDEC

August 1, 2016

* **Perkins Reauthorization**
	+ **Accountability**:
		- Need for state to negotiate targets with US ED eliminated (though US Secretary of Education could still disapprove state plan based on proposed targets)
		- Local grant recipients still required to accept state targets or negotiate
		- Failure to meet 90% of targets still must do improvement plan
		- Defines CTE concentrator in the legislation
			* Secondary--a student who completes three or more cte course or two or more courses in a single program area
			* Postsecondary—student who earns 12 cumulative credits in a single program area or completes a program that encompasses fewer than 12 credits.
		- Defines cte participant:
			* Completes at least one cte course or earns at least one credit in a cte program or program of study
		- Secondary CPIs (all based on cte concentrators)
			* Grad rates based on ESSA 4-year rate (option to also use extended year rate)
			* Academic attainment rates—based on ESSA state-identified academic standards
			* Placement of CTE concentrators 2 quarters after exiting secondary education
			* A measure of “CTE program quality”
				+ Student attainment of recognized postsecondary credentials as defined in WIOA
				+ Student attainment of postsecondary credits in their CTE program of study
				+ Percent of students participating in work-based learning
				+ Percent of CTE concentrators participating in work-based learning
		- Postsecondary CPIs (all based on cte concentrators)
			* Student placement two quarters after program completion in further education or training, advanced training or unsubsidized employment
			* Median earnings two quarters after program completion
			* Attainment of recognized postsecondary credentials during a program or within one year of program completion
			* Percent of CTE concentrators in cte programs that lead to nontraditional fields
	+ **Funding**: Increases funding from current levels ($1.117 Billion) but still less than 2007, to $1.13 billion for FY 17 increasing through FY 22 to $1.213 Billion
		- Eliminates Tech Prep
		- State set-aside increased from 10% to 15% for state priorities
	+ FY16-17 award amount=$10,989,212
		- Michigan splits Perkins funding 60% secondary and 40% postsecondary
	+ Learning That Works Resource Center: <https://www.careertech.org/resource-center>
	+ Innovative grant program—competitive grants to consortia to create, develop, implement, or take to scale evidence-based field-initiated innovations, and rigorously evaluation such innovations
	+ More information: go to Advance CTE website: <https://www.careertech.org/perkins>
	+ For analysis of the bill: <https://careertech.org/sites/default/files/H.R.%205587%20Summary%20%26%20Analysis_FINAL.pdf>
	+ Bill: <https://www.congress.gov/114/bills/hr5587/BILLS-114hr5587ih.pdf>
	+ Markup: <http://edworkforce.house.gov/uploadedfiles/strengthening_career_and_technical_education_for_the_21st_century_act.pdf>
* **Putting Learning Success First: A Shared Vision for the Future of CTE:**
	+ <https://careertech.org/sites/default/files/Vision_FinalWeb.pdf>
* **Career Readiness Initiative (CCSSO)**
	+ Supports Learning That Works Resource Center: <https://www.careertech.org/resource-center>
	+ Forty-three states, D.C. and two territories signed on to these recommendations:
		- Enlist the employer community as a lead partner to refocus and retool schools' career preparation efforts to ensure that they are responsive to the labor market and effectively prepare all students for the expectations of the 21st century workplace.
		- Raise the bar for the quality of career preparation programs to ensure that all programs are embedded in pathways that are tightly aligned with the needs of the labor market and culminate in a meaningful postsecondary credential or an industry certification in a high-skill, high-demand field.
		- Make career preparation matter to schools and students by incorporating career readiness indicators into accountability systems and incentivizing students to earn postsecondary or industry certification credentials in high-skill, high-demand fields.
	+ Tier 2 commitments (Michigan MOU as Tier 2 state)
		- Develop a comprehensive career-readiness plan to address the following task force recommendations:
			* Establish a structured, sustainable process through which the education and employer communities use economic development data to set priorities
			* Design and implement policies and strategies to scale career pathways that span secondary and postsecondary
				+ Culminate in credentials
			* Make career readiness a higher priority in state accountability systems
		- Work in partnership with small group of leaders from employer and postsecondary communities to participate in CRI
			* Form cross-sectoral teams of k-12, business and higher education leaders
			* Formalize the cross-sectoral teams commitment with letters of support or joint statement of common goals
		- Commitment to engage with ccsso
		- Opportunities and Options: Making Career Preparation Work For Students--November 2014
			* <http://www.ccsso.org/Documents/2014/CCSSOTaskForceCareerReadiness120114.pdf>
		- Stakeholder Engagement Guide:
			* <http://www.ccsso.org/Documents/2016/ESSA/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf>
* **OCTAE Technical Assistance**
	+ Leadership team: secondary and postsecondary, state offices plus district and community college
	+ Planning team: cross-sector/cross-agency representation
	+ Michigan will work with a dedicated coach, engage in a gap analysis, in-state visits, webinars and facilitated peer mentoring
	+ Michigan’s goals:
		- Bridge divides between secondary and postsecondary systems, business/industry, workforce, and human services
		- Create cross-sector and cross-agency partnerships between p-20 education, workforce, and business/industry
		- Use labor market data to align p-20 schooling, college and work to create a systemic focus on career pathway outcomes
* **Top 10 in 10**
	+ Michigan Department of Education Strategic Goals and Strategies
		- <http://www.michigan.gov/documents/mde/_MDE_Goals_and_Strategies_2-8-16_514042_7.pdf>
		- Goal 6: Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens
			* Strategy 6.1: Coordinate with the WDA, employers, and other stakeholders on strategies to increase internships, work-based learning opportunities, and service learning for students
			* 6.2: Develop policy recommendations so any postsecondary course paid for with state funding will count as college credit at all postsecondary institutions in Michigan
			* 6.3: advocate for policy change so all students have access to instruction through an affordable postsecondary institution
				+ Advocate for and implement the recommendations from the career readiness study funded by the governor
				+ Ensure that all students, including, but not limited to, students with disabilities, have access to CTE and postsecondary options
			* 6.4: align p-20 providers’ efforts with business/industry and workforce development agencies to support job training and soft skills so students are career-ready
			* 6.5: continue to expand the number of statewide articulation agreements with community colleges and four-year institutions to provide postsecondary credit for advanced high school coursework in CTE
			* 6.6: Develop and implement a strategy to better understand and support Michigan public schools’ capacity to provide career- and college-ready coursework and instruction to all students, and how well, including postsecondary and vocational training
	+ **Study of Michigan’s Career Technical Education and Career Readiness System**
		- To be released shortly
		- Result of comprehensive study of secondary, postsecondary, data systems
		- Convening of stakeholders including secondary, postsecondary, employers
	+ **State School Aid affecting secondary CTE:**
		- 61a1 changes: based on student advancement through the program, ranking on median wage, job openings and placement, cost of CTE program
		- 61b: CTE Early/Middle College Programs AND CTE Dual Enrollment programs
		- 61c: purchase of equipment
	+ **Key overlap:**
		- Cross-sector leadership team
		- Secondary-postsecondary cross-agency collaboration
		- High-quality CTE programs: academic and technical rigor
		- Culminating in Credentials of value to employers or that open doors to employment
		- Secondary-postsecondary alignment
		- Focus on in-demand industries
		- Employer-led
		- Partnership between education and employers
		- Data-driven, embed CTE outcome measures in state accountability system
* **CTE in ESSA Fact Sheets**
	+ <http://ctepolicywatch.acteonline.org/esea/>
		- [Academics and CTE in the Classroom](https://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/ESSA_Fact_Sheet_Academics%20and%20CTE%20in%20the%20Classroom.pdf)
		- [Career Guidance and Counseling](https://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/ESSA_Fact_Sheet_Career%20Guidance%20and%20Counseling.pdf)
		- [Career Readiness Accountability](https://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/ESSA_Fact_Sheet_Career%20Readiness%20Accountability.pdf)
		- [Teacher Recruitment, Training and Professional Development](https://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/ESSA_Fact_Sheet_Teacher%20Recruitment.pdf)
* **Defining High-Quality CTE Framework**
	+ <http://www.acteonline.org/uploadedFiles/What_is_CTE/High-qualityCTEFramework-Draft1.0-Nov2015.pdf>
	+ ACTE is looking for feedback. Has secondary focus right now so input from postsecondary would be helpful
	+ <http://www.acteonline.org/high-qualityCTE/#.V59S442V83w>
* **National Dropout Prevention Network Conference**
	+ Detroit Marriott at Renaissance Center October 2-5, 2016
	+ <http://dropoutprevention.org/conferences/2016-national-dropout-prevention-network-conference/>