



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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PUBLIC INSTRUCTION

Informational Update

December 2010

Visit our website at: www.michigan.gov/octe. All Informational Updates with attachments can be found on our website.

Greetings from Patty Cantú:

Hello everyone,

Time to re-cap the adventures we have had this past year.

- We had a very successful on-site monitoring visit by the United States Department of Education for one week in July. Five staff members from the Office of Vocational and Adult Education (Carl D. Perkins grant administration) were with us for one week and they left with two minor findings.
- The Career Education conference theme, “Career and Technical Education: Making A Difference”, was attended by 800 CTE educators around the state
- We completed the Review and Revision process in 6 CTE instructional program areas to keep our programs current
- There were 18 Breaking Traditions Award winners – outstanding CTE students completing programs that are nontraditional for their gender
- The State Board of Education approved two additional assessments for CTE program completers in Business, Management and Administration and Finance and Financial Management Services.
- 25 Regional CTE applications and 25 Tech Prep Education Consortia applications for 2010-2011 were reviewed and approved for funding. 25 Regional CTE final reports and 25 Tech Prep Education Consortia final reports for 2009-2010 were reviewed and approved
- There are many more teachers using Navigator for their instructional needs
- Five regional on-site reviews were conducted, as well as 10 Civil Rights Compliance visits
- Conducted public hearings and the approval of revised State Administrative Rules governing CTE instructional programs
- We offered a Teacher Academy
- Ongoing support for 19 Early/Middle Colleges
- Exploration of Performance Based funding for CTE
- Kim Green from the National State Directors of Career and Technical Education consortium was our guest speaker at our workshop in the spring
- A statewide articulation was signed between MDE and Davenport University for CTE students
- The Guidelines for Awarding Academic Credit through CTE were revised
- Changes were made to the funding of Parenthood courses

All of these good works could not have been accomplished without collaboration between very important partners. We appreciate the collaboration, professionalism, and collegiality of the following partners: CEPD

STATE BOARD OF EDUCATION

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Administrators Council, the Career Curriculum Development Association, Kitty Manley and staff at MCCTE, Doug Weisner at PTD (CTEIS), Summer Carpenter at Ferris State University (professional development events), CTSO Directors, community college occupational deans (MODAC) and faculty, Michigan Department of Education academic curriculum consultants, CTE and academic classroom teachers and counselors, Department of Energy, Labor & Economic Growth leadership and staff, CLEG staff, and many, many individuals who have stepped forward to volunteer and give support to our efforts.

This year we said goodbye to many outstanding CTE Administrators and teachers who have dedicated their careers and contributed their experience, expertise, and dedication to their work. We wish the very best to those who have retired or moved on and we mourn the loss of those who passed away this year. Each and every one will be missed.

We have two new staff members: Jackie Martinez who is the assistant to Glenna Zollinger-Russell and David MacQuarrie who just joined us as an Education Research Coordinator working with Jill Kroll.

We will especially miss Donna Beltz, Jean Hude, Pamela Matelsky, Brenda Mazuca, and Cynthia McFall. We are grateful for having had many wonderful years working them in OCTE. We will miss them, their knowledge, professionalism and strong work ethic, but mostly we will miss the warmth of their friendship as our colleagues. We will be keeping in touch with them after their retirement.

If you are reading this message, please know that you are considered one of our CTE family members and you are very special to us and necessary for the work that we do. Thank you.

It is with warmth and appreciation that the entire staff here at OCTE wish you the very best of holidays and blessings to you and yours for the new year.

Jan Ambs	Diana Bailey	Donna Beltz	Patty Cantú
Joan Church	Kelli Cross	Annette Filbrandt	Terri Giannola
Jill Kroll	Debbie Lonik	Joanne Mahony	Jackie Martinez
Brenda Mazuca	Cynthia McFall	David MacQuarrie	Matt Popis
Randy Showerman	Lisa Smith	Patricia Talbott	Norma Tims
Jan Vogel	Glenna Zollinger-Russell		



MME Question

The MDE, Office of Educational Assessment and Accountability (OEAA), has indicated that Reading AYP for NCLB reporting was calculated based on the Reading score alone, starting with the 2010 scores. Prior to 2010, the Total ELA scale score was calculated as the arithmetic average of the reading scale score and the writing scale score.

For Perkins Core Performance Indicators 1S1 (Reading) and 1S2 (Math), OCTE reports the score reported by the state for AYP. Therefore, for students who took the MME in 2010, 1S1 will be based on the Reading score only. For students who took the MME in 2009 or before, the indicator will be based on the ELA score (average of reading and writing). This information can be found on the OEAA website in the Guide to Reading School Report Cards:

<https://oeaa.state.mi.us/ayp/Docs/GuideToReadingSchoolReportCards.pdf>.

Messages from MDE

We read in the Sturgis Journal newspaper, the story “[*Administrators take issue with statewide comparisons based on MEAP results*](#)” where a local superintendent complains about state MEAP scores being used to rank public schools in the state. Here is an excerpt from the newspaper article:

“From the very earliest days of MEAP testing, the process was supposed to be about student achievement and used to inform instruction and help students understand where they stood,” (the superintendent) said. “But promises were made by politicians and Department of Education bureaucrats that it would never be used as a ranking tool to compare school districts. Now this is a tool to sort and select districts based on a formula that we don’t even understand.”

To clarify: The U.S. Department of Education, and also state law, required the Michigan Department of Education to develop the list of Persistently Lowest Achieving schools. The U.S. Department of Education dictated the rules to develop the formula we used – and that matrix required we use student achievement data (MEAP, MME). So, although we agree with the local superintendent’s point that MEAP scores should be used to inform instruction in the classroom, we also need to use the data that we have in order to qualify for millions of federal dollars for local school districts.

State Superintendent Mike Flanagan wants to look for a better system of matrices to use and has assembled a Referent Group to try and help build a new system, which may include other/alternative indicators. MASA Executive Director William Mayes represents local superintendents on this Referent Group.

We understand that there may be some genuine misunderstanding about the use of student test data to “rank” schools. The Michigan Department of Education is doing its best to comply with federal requirements to qualify for millions of dollars for local districts, and are working with stakeholders to develop a better system and process; but until that happens, this is what we have.

Memo #141-10

Status of Substitutes and Educators During Shutdown of Educator Certification Database

As you are aware the Michigan Department of Education’s Office of Professional Preparation Services (OPPS) is replacing the License 2000 (L2K) educator certification database with the new Michigan Online Educator Certification System (MOECS). The L2K database was retired on December 1, 2010.

http://www.michigan.gov/documents/mde/Educator_Database_339758_7.pdf

News from Muskegon Area Career Tech Center

This past year the staff and students from the Muskegon Area Career Tech Center took home construction to a whole new level when they completed the first-ever, student-built LEED (Leadership in Energy and Environmental Design) Certified Home in Muskegon County. They have two construction trade programs. Last year one group of students built a house for Habitat for Humanity. The other built a LEED certified house. They received a Silver Rating for this home. It is now for sale in our Orchard View Community. For more information, please see the attached articles.

FFA National Convention

The attached PDF contains a series of news releases from the National FFA Convention. Congratulations to all!

Career Cruising Network Demo

Career Cruising Network is a web-based platform licensed by organizations focused on bringing together education and industry to help students achieve their goals and address communities' workforce development needs. Network is fully integrated with the Career Cruising assessment and career planning program and provides powerful tools for students and adult career searchers, community businesses, educators. [Recorded Webinar: Career Cruising Network Best Practice Forum.](#)

From the NASDCTEc

[Post college Earnings of Selected Career Clusters Studied](#)

A recent study published in the Journal of Education for Students Placed at Risk (JESPAR) entitled [Career and Technical Education as Pathways: Factors Influencing Postcollege Earnings of Selected Career Clusters](#) investigated the roles of career and technical education (CTE) programs in influencing the post college earning of students. The study focused on three career clusters (Business, IT and Marketing) and included a diverse evaluation of demographics.

The findings of the study indicated a very low associate degree completion rate among male students, non-White students, and non-Pell recipients. The IT cluster did have higher completion rates and a speculation about this difference was the linkage of program completion with improved employment opportunities. The findings of the study also indicated mixed results as to the financial benefits for those who did complete degrees and that the “. . . completion of an associate degree has a significant impact on earning for students in some, but not all, programs at community colleges.”

The research summary report is provided by the [Education Commission of the States](#).

Webinar Recording Now Available for CTE: Up to the Challenge

Did you miss the November 16 NASDCTEc webinar *CTE: Up to the Challenge, Preparing Students to be College and Career Ready*? The [recording](#) is now available. The National Association of State Directors of Career Technical Education Consortium (NASDCTEc), Association for Career and Technical Education (ACTE), and P21 highlight the demand for skills in the global economy and the ways in which educators can meet this demand by drawing on both career technical education (CTE) and 21st century skills. [Read](#)

CTE: Making the Difference Video AVAILABLE

As we in the CTE community know, CTE is making a positive impact all across the nation. Our job is to share that important message and encourage others to join us in our mission to prepare all students for college and career. **NASDCTEc recently has created a video, *CTE: Making the Difference***, which underscores CTE’s achievements and potential to help our nation in this global economy.

We hope that you will:

- Use the video in your presentations
- Share it with your members
- Feature it on your website
-

Check out the video and great resources at www.careertech.org/makingthedifference now!

Download the video and a Vision Toolkit created for the CTE community at

<http://www.careertech.org/sharethevision/>. **NOTE:** All resources available on the CTE Vision Toolkit are developed to assist the CTE community with sharing the vision of CTE. All materials should be used with respect to the intent and spirit of *Reflect, Transform, Lead: A New Vision for Career Technical Education*. Please only share the link with those who will use the materials responsibly.

Questions, comments, suggestions? Please contact Erin Uy, NASDCTEc Communications & Marketing Manager, at euy@careertech.org or 301-588-9630.

[The “New Normal” in Education: Doing More with Less](#)

At the recent American Enterprise Institute event, “[Bang for the Buck in Schooling: A Conversation with U.S. Secretary of Education Arne Duncan](#)”, Rick Hess set the context for Secretary Duncan’s remarks about doing more with less. Hess stated that there has been a three generation spree of education spending – education spending up each year since 1933. Per pupil spending since 1960s tripled. But the recent Congressional elections

show that it will be hard to maintain this level of spending in education, despite the need for schools to do better. He suggests one way to save money is for schools and districts to use more technology.

Secretary Duncan [spoke](#) about the New Normal: “For the next several years, preschool, K-12, and postsecondary educators are likely to face the challenge of doing more with less.” While this new reality sounds daunting, he was optimistic that this could be an opportunity to make dramatic changes if we are smart, innovative, and courageous in rethinking the status quo.

While there has been much talk in recent weeks about the amount of federal education funding and the need to cut spending, Duncan stated that the federal investment in K-12 education is just eight percent. State funding makes up about half of education spending, while local spending represents 44 percent. With half of all education spending coming from the state level, the following points were alarming:

- With few exceptions, state budgets have yet to recover from the Great Recession.
- Thirteen states project they will drain their rainy day reserve funds this year.
- Forty states reduced their general fund expenditures in fiscal 2010.
- And most states do not expect revenues to return to their pre-recession peak until 2012 or 2013—at the earliest.

Duncan stressed the importance of making cuts that would not impact the classroom, such as deferring maintenance and construction projects, cutting bus routes, lowering the costs of textbooks and health care, improving energy use and efficiency in school buildings, and reducing central office personnel. But while these changes are essential, they are hardly sufficient.

“By far, the best strategy for boosting productivity is to leverage transformational change in the educational system to improve outcomes for children. To do so, requires a fundamental rethinking of the structure and delivery of education in the United States,” said Duncan. Some of the key areas that he felt we must focus on are reducing dropout rates, boosting college and career readiness, and ensuring that there is no longer a need to spend billions of dollars a year on remedial education because students should have learned these skills in high school.

Duncan also talked of doing away with “factory model of education” which has no place in the 21st century when schools must prepare all students for college and careers. Instead, he would like to see more personalized instruction, the smart use of technology, rethinking policies around seat-time requirements and class size, and compensating teachers based on their educational credentials.

He also encouraged districts to maintain a diverse and rich curriculum, which can be tough when money is tight. But, as he said, it is this diverse curriculum that makes school exciting, fun, and engages young people in coming to school every day. This comment immediately made me think of CTE. As we all know, CTE has been shown to help keep students engaged in school, and cutting it would do a great disservice to students in every district. So, at a time when state and local budgets are tighter than ever, we must make the case for CTE as a way to keep students in school and for transforming the “factory model of education.”

From the U. S. Department of Education

Green Standards to Be Integrated Into Career Clusters

In September, OVAE funded a project designed to help states and local programs integrate green concepts into the career cluster standards and to identify new green occupations. A team led by MPR Associates, Inc., including the National Career Technical Education Foundation, Vivayic, and the Academy for Educational Development was awarded the contract. The standards will follow the format currently used by the states’ 16 career clusters identified by the National Association of State Directors of Career Technical Education Consortium and recognized by OVAE. The career clusters are an organizing tool for CTE that group occupations into 16 cluster areas aligned with industry-validated knowledge and skills statements. They define what students need to know

and be able to do in order to transition successfully into postsecondary education and/or careers. The new green standards will become part of programs of study or career pathways, which may begin as early as the ninth grade and outline a sequence of academic and CTE courses connecting secondary and postsecondary education. Six career clusters will be first in line for green standards integration: Agriculture, Food, and Natural Resources; Architecture and Construction; Information Technology; Manufacturing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics.

Articles and Newsletters

Attached is information as follows:

- Article regarding the need for more welders, from the American Welding Association
- Green Partnership Team Newsletter