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ABSTRACT

This document summarizes the major activities of the Michigan Council on Vocational Education (MCOVE) during the years 1992-93 and 1993-94. The preface outlines the objectives and functions of the MCOVE, which is composed of 13 individuals representing citizens and various groups interested in vocational education in Michigan, including secondary and postsecondary educators, business/industry and labor representatives, and career/guidance counselors. First, the MCOVE members and public meetings held during 1992, 1993, and 1994 are listed. Presented next are the MCOVE's 16 recommendations to Michigan's state board of education (SBE) regarding the 1993-94 and 1995-96 state plan for vocational education and the SBE's responses to each recommendation. The following major activities conducted by the MCOVE during 1992-93 and 1993-94 are summarized: school-to-work study; adult/juvenile offender corrections studies; standards and assessment paper; Job Training Partnership Act evaluation; distribution of vocational funds; Future of Area Centers development; special populations study, teacher educator study; and study of vocational education's linkages with Michigan's business community. Concluding the report are responses to MCOVE's 1991-1992 biennial evaluation report and a list of 1992-1994 MCOVE award winners. (MN)

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# BIENNIAL EVALUATION REPORT

## 1993 AND 1994

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## PREFACE

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) require the Michigan State Board of Education to establish a Council composed of thirteen (13) individuals representing citizens and groups in the State interested in Vocational Education. The council membership, as prescribed by the Perkins Act, represents the following areas: seven (7) representatives of the private sector who constitute a majority of the membership, including five (5) from business, industry, trade organizations and agriculture, and two (2) from labor organizations; six (6) representatives from Vocational Education institutions (secondary and postsecondary); the career guidance and counseling field; and individuals who have special knowledge and qualifications with respect to the special educational and career development needs of special populations. The Council may include members of Vocational Student Organizations and school boards, but may not include employees of the State Board of Vocational Education.

The Michigan Council on Vocational Education's role is to provide autonomous citizen oversight of federally-supported Vocational Education efforts in Michigan. The Council adopts rules that govern the time, place, and manner of meeting, as well as Council operating procedures and staffing. The rules provide for at least one public meeting each year at which citizens are given an opportunity to express views concerning the Vocational Education program of the State. During each State Plan period, the Council meets with the State Board or its representatives to advise on the development of the subsequent State Plan, or any amendment being developed. More specifically, the Council is required to evaluate, at least every two years, the Vocational Education program delivery systems under the Perkins Act in terms of their adequacy and effectiveness in achieving the purposes of the Act.

The Michigan Council on Vocational Education has prepared this Biennial Report to reflect its mission to assist the State to ensure access to quality Vocational Education services through its federal evaluation and oversight role. The Council recognizes this activity as a part of the State's broad obligation to provide all citizens quality education that results in improved productivity and economic growth for Michigan.

This report presents a summary of the major work of the Council for the years 1992-93 and 1993-94. The Council's Report section includes nine areas of study by the Council currently underway, where opportunities for enhancement are present. The Council lists activities from the past two years during which time information was gathered and shared with a variety of audiences, offering them an opportunity to improve Education.

The report is provided to the Governor; State Board of Education; the State Job Training and Coordinating Council; the state's agriculture, business, industrial, labor and education communities; the citizens of Michigan; the US Secretary of Education; and the US Secretary of

## Labor.

In 1992-93, Michigan's delivery system for Career and Technical Education included four (4) four-year institutions, 29 community colleges, 53 secondary regions comprising 364 secondary agencies, and 58 area vocational centers. In 1993-1994, Michigan's delivery system for Career and Technical Education included 11 four-year institutions, 29 community colleges, 53 secondary regions comprising 364 secondary agencies, and 58 area vocational centers.

## **THE PURPOSE OF THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT AMENDMENTS OF 1990**

It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically-advanced society.

### **REASON FOR BIENNIAL REPORT**

Public Law 101-392 requires the Michigan Council on Vocational Education to evaluate at least every two years:

- ▶ The extent to which Vocational Education, employment, and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State.
- ▶ The Vocational Education program delivery systems assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the two Acts.
- ▶ Make recommendations to the State Board of Education on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act.
- ▶ Comment on the adequacy or inadequacy of State action in implementing the State Plan.
- ▶ Make recommendations to the State Board of Education on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels.
- ▶ Advise the Governor, State Board of Education, State Job Training Coordinating Council, US Secretary of Education, and US Secretary of Labor regarding such evaluation, findings, and recommendations.

# **COUNCIL MEETINGS**



# COUNCIL MEETINGS

## 1992, 1993, and 1994

To accomplish the mandates of the Carl D. Perkins Applied Technology Education Act Amendments of 1990, the Michigan Council on Vocational Education meets bimonthly for approximately a day and a half. In addition to on-site visits, committee meetings (Curriculum, Evaluation, State Plan, and Executive), and formal business meetings, the Council requests presentations on topics it needs to study as part of its program of work and as part of its oversight responsibilities representing the citizens of Michigan.

**Council Meeting Highlights are listed below:**

### 1992 MEETINGS

1) **July 15, 1992; Detroit, Michigan**

MCOVE/MOEA Awards Program

Two new Council members began their terms

2) **September 17, 1992; Holland, Michigan**

I. Presentation by Staff representing the Ottawa Intermediate School District (ISD)

a. District Director of Vocational Education

b. Special Projects Coordinator

II. Presentation by the Staff of the Careerline Technical Center:  
Director of Adult Education

III. Presentation by the Executive Director of the Life Service's System, Ottawa County, Inc.

3) **November 19, 1992; Lansing, Michigan**

I. Presentation: The Michigan Occupational Information Coordinating Council (MOICC)

II. Presentation: Public Act 25 Coordinator, School Improvement Unit,  
Michigan Department of Education (MDE)

Speaker: MDE School Improvement Coordinator

III. Presentation: Michigan Partnership for a New Education  
Speaker: Director, Leadership Academies

V. Video: Postsecondary Standards

VI. **Public Hearing**

## **1993 MEETINGS**

### **4) January 27, 1993: Lansing, Michigan**

I. Presentation to the State Board of Education Committee of the Whole  
Dinner Meeting with the State Board of Education

### **5) March 18-19, 1993: Grand Rapids, Michigan**

I. Tour of the Grand Rapids Community College Applied Technology Center  
Tour Guide: Director of the Applied Technology Center

II. Presentations: The Governor's Consolidation of the Job Training Programs,  
including the Michigan Jobs Commission and the Governor's  
Workforce Commission  
Speaker: Vice President, Governor's Workforce Commission

III. Presentation: Applied Technology Center, Grand Rapids Community College  
Speaker: President  
Speaker: Occupational Dean

IV. Presentation: A Vision for Career and Technical Education, Grand Rapids Public  
Schools  
Speaker: Director of Career and Technical Education

V. Presentation: Tech Prep (Concept, Background), Grand Rapids Community College  
Speaker: Occupational Dean

VI. Presentation: Tech Prep in Grand Rapids Public Schools  
Speaker: Grand Rapids Public Schools, Tech Prep Coordinator

**6) May 20-21, 1993: Lansing, Michigan**

- I. NASCOVE Award Winners
- II. Detroit News Award Winners
- III. The Michigan Jobs Commission/MCOVE Principles of Agreement
- IV. Nominations: Council Chair (M. Guthrie)  
Vice Chair (R. Karas)
- V. State Board of Education Responses to the MCOVE 1991/92 Biennial Evaluation Report

**7) June 24-25, 1993: Charlevoix, Michigan**

- I. Discussion: Workforce Commission  
Council Rules of Procedure  
MCOVE/Jobs Commission Principles of Agreement  
Staff Replacements
- II. Presentation: Tech Prep, Traverse Bay Area ISD  
Speaker: Tech Prep Coordinator

**8) August 12, 1993: Grand Rapids, Michigan**

- I. Presentation: MCOVE/MOEA Awards during the 1993 MOEA Super Conference
- II. MOEA Conference Session Participation
- III. Council Work Session

**9) October 21-22, 1993: Flint, Michigan**

- I. Tour: Mott Community College (MCC)
  - Cad Lab
  - Dental Lab
  - Cooperative Education Center
  - Nursing Learning Center
  
- II. Presentations: Overview of MCC's Strategic Plan for implementing Perkins II  
Speakers: Dean of Occupational Education  
President of MCC  
Vice President of MCC
  
- III. Discussion: Articles of Agreement
  
- IV. **Public Meeting**

**1994 MEETINGS**

**10) January 20-21, 1994: Lansing, Michigan**

- I. Tour: Gannon Vocational-Technical Center
  
- II. Presentation: Michigan Department of Education (MDE)
  - Curriculum Initiatives
  - Speaker: Supervisor, Curriculum Unit, MDE
  
- III. Presentation: Tech Prep Update  
Speaker: Consultant, Michigan Department of Education,  
Community Colleges Services Unit
  
- IV. Presentation: The Workforce Commission/MCOVE Relationship  
Speaker: Chair, Michigan Workforce Commission

**11) March 24-25, 1994; Battle Creek, Michigan**

- I. Tour: Calhoun Area Technology Center  
Presentation: A partnership with Local Business  
Presenter: Representative from the Battle Creek Economic Development Forum
  
- II. Tour: The Regional Manufacturing Technology Center (RMTC) of Kellogg Community College  
Speaker: Director of RMTC  
Presentation: The RMTC: A success story of how Industry, Government, and Education are working together for economic development. Flexible delivery is the key to providing education as a service to Industry. The RMTC uses a periodic needs analysis to continuously improve as the center discovers customer needs, wants, and services to meet them.

**12) May 19-20, 1994; Lansing, Michigan**

- I. Presentation: Vocational Teacher Education Concerns (Four-year institutions sponsoring Vocational Teacher Education Programs)  
Speakers: Four-year University Representatives
  
- II. Presentation: Strategies for Vocational Teacher Education Reform  
Speaker: The University of Georgia  
Director, School of Leadership and Life Long Learning

**13) June 23-24, 1994; Cadillac, Michigan**

1994 Council Retreat

- I. Presentation: How the School-To-Work Program will Reshape Michigan
  
- II. Presentation: Skill Standards
  
- III. Presentation: Special Populations, including the Office of Career and Technical Education's efforts regarding the Sex Equity Project
  
- IV. Presentation: Vocational-Technical Education Commission of the States (V-TECS) regarding: the Curriculum Projects  
Speaker: Associate Director, Michigan Center for Career and Technical Education

# **PUBLIC MEETINGS**

## **PUBLIC MEETINGS**

In addition to allowing time for public comment at its bi-monthly meetings, the Council conducts a public meeting at which the general public is given an opportunity to express views concerning vocational education programs in Michigan. The Council provided a list of questions regarding specific issues in its formal announcement of the public meetings; however, citizens were free to comment on any topic related to education or job training. The following is a roster of citizens in attendance for each public meeting, a summary of the testimony for each public meeting, and recommendations provided by the Michigan Council on Vocational Education.

### **1992 PUBLIC MEETINGS**

#### **November 19, 1992, Public Meeting Participants**

Scott Crosby, President, MOEA  
Lillian Jones, Consultant, Health and Nutrition Services, Genesee ISD  
Gerald Jennings, Professor of Industrial Education, Eastern Michigan University  
Ron Hilton, State Director, US Department of Labor  
Arthur Hamparian, Dentist  
Irv Cumming, CTE Administrator, Kalamazoo Valley ISD  
Earl Shaffer, Director, Occupational Education Division, Ann Arbor Public Schools  
Executive Committee, Michigan Occupational Special Populations Association  
Dale Henderson, Regional CTE Administrator, Sanilac ISD  
Margaret Dunbar, Special Populations Coordinator, Sanilac ISD  
Deborah Irland, Special Populations Coordinator, Sanilac ISD  
Sherman Martin, Retired Superintendent, Wexford-Missaukee ISD  
William Hoffman, President, Michigan Council of Vocational Administrators  
Elizabeth Giese, Chair of Education Task Force, Michigan Chapter of the National Organization for Women  
Arthur Neavill, Vocational Education and Career Development Department, Dearborn Schools

## **November 19, 1992, Public Meeting Summary**

Citizens of Michigan expressed concerns regarding improving Vocational Education and the implementation of the 1990 Carl D. Perkins Vocational and Applied Technology Act Amendments (Perkins II). The following are major concerns addressed:

1. The provision of transition services for all students;

**This concern has been referred to the School-To-Work Study researcher.**

2. The identification of economically-disadvantaged students at the local level;

**This concern has been referred to the Special Populations Study researcher.**

3. Lack of direct funding to provide services for special populations students in career and technical education;

**This concern has been referred to the Special Populations Study researcher and the Distribution of Vocational Education Funds Study researcher.**

4. A need for change in teacher certification to recognize Technology Education as a bona fide discipline, taught by qualified Technology Education teachers.

**This concern has been referred to the Teacher Education Study researcher.**

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## **1993 PUBLIC MEETINGS**

### **October 21, 1993, Public Meeting Participants**

John Olson, Regional CTE Administrator, Genesee ISD

Wade Smith, Executive Director, MOEA

Terry Bowerman, Lapeer County ISD

Thomas Middleton, State Representative, 61st District

John Daenzer, Principal, Oakland Technical Center

Richard Webster, President, Michigan Trade and Technical Educators



## **October 21, 1993, Public Meeting Summary**

Major issues addressed by citizens of Michigan comprise:

1. The lack of funding for Career and Technical Education at the secondary level.

**This concern has been referred to the Distribution of Vocational Education Funds Study researcher.**

2. The need for quality Career and Technical Education programs available to all students.

**This concern has been referred to the School-To-Work Study researcher.**

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## **1994 PUBLIC MEETINGS**

### **October 13, 1994, Public Meeting Participants**

Tim Dennis, North Central Michigan College

Mort Mattson, Michigan Tomorrow

Andrea Belkin, Michigan Single Parent/Displaced Homemaker and Sex Equity Association

### **October 13, 1994, Public Meeting Summary**

Several individuals expressed concerns and ideas regarding:

1. Work First and the impact on AFDC recipients to become independent from government aid.

**This concern has been referred to the Distribution of Vocational Education Funds Study researcher.**

2. Implementation of consistent performance standards for federally-funded education and employment training;
3. Performance-based assessment to measure academic and job skill attainment of students.

**Concerns regarding # 2 and #3 have been referred to both the Skill Standards and Assessment Study writer and the JTPA Evaluation Study writer.**

### **November 10, 1994, Public Meeting Participant**

John Austin, Executive Director, Flint Round Table

### **November 10, 1994, Public Meeting Summary**

John Austin, Executive Director of the Flint Round Table, encouraged the Council to lead the integration of all vocational resources/programs as part of a Michigan School-To-Work Opportunity System. Implementation, he noted, would require use of federal, state, and local vocational funding in conjunction with other education and job training resources. He further stated that School-To-Work and the implementation of industry-sector specific, career majors will provide a framework for academic/vocational integration. Employers, he indicated, are interested in skills rather than degrees. Consequently, they prefer competency-based assessments. They support the development of new skill credentials that attest to mastery of skills in all aspects of a particular industry; he concluded.

**Mr. Austin's Public Meeting comments have been referred to the "School-To-Work" Study researcher, the "Skills Standards and Assessment" Study writer, and the "Vocational Education's Linkages with the Business Community of Michigan" Study writer.**

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**RECOMMENDATIONS PROVIDED  
BY THE MICHIGAN COUNCIL  
ON VOCATIONAL EDUCATION  
TO THE STATE BOARD OF EDUCATION  
REGARDING THE  
1993-94 AND 1995-96 STATE PLAN  
FOR VOCATIONAL EDUCATION**

**Recommendations Provided by the Michigan Council  
on Vocational Education to the State Board of Education  
Regarding the 1993-94 and 1995-96 State Plan**

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 include a provision whereby the Council shall meet with the State Board or its representatives and advise on the development of the State Plan. Members of the Council worked closely with the Department of Education in the assessment of the current Plan. Meetings were held between staff of the Office of Career and Technical Education and the Michigan Council on Vocational Education (MCOVE) State Plan Committee who reported to the Council at large. The following testimony was presented to the State Board of Education (SBE) at the March 3, 1994, SBE meeting:

**TESTIMONY PROVIDED BY THE  
MICHIGAN COUNCIL ON VOCATIONAL EDUCATION**

**MCOVE COMMENT 1:** THE STATE BOARD OF EDUCATION IS REMISS IN NOT PROVIDING THE 1994-95/1995-96 STATE PLAN WELL IN ADVANCE OF THE PUBLIC HEARINGS TO MCOVE FOR REVIEW. THIS IS A RECURRING ISSUE ABOUT WHICH MCOVE HAS PREVIOUSLY COMMENTED. WHILE THE MICHIGAN DEPARTMENT OF EDUCATION INDICATES THEY WILL REMEDY THE TARDINESS, THE ISSUE HAS NOT YET BEEN ADDRESSED.

**SBE RESPONSE:** Staff of the Michigan Department of Education met with the Council's State Plan Committee in November 1993, January 1994, and February 1994, to explain the process planned to develop the next State Plan. Discussion indicated that only the proposed changes would be provided in order to more efficiently use time and other resources. On February 17, 1994, Michigan Department of Education staff discussed the first draft of the proposed changes with the State Plan Committee which offered suggestions for some clarifications and changes. Those suggestions were incorporated into the State Plan draft and "Draft #2" was sent out for purposes of the public hearings.

**MCOVE COMMENT 2:** THE PLAN IS INCOMPLETE. FIVE GOALS WITH CORRESPONDING OBJECTIVES ARE IDENTIFIED. ASSESSMENT FACTORS WITH CORRESPONDING

CONCLUSIONS ARE SET FORTH. ACTIVITIES THAT WILL BE CONDUCTED DURING THE TWO-YEAR PERIOD ARE IDENTIFIED. THE COUNCIL, HOWEVER, QUESTIONS HOW CTE WILL DETERMINE WHETHER OR NOT THESE GOALS HAVE BEEN MET WHEN NO STANDARDS HAVE BEEN LISTED. FOR EXAMPLE, GOAL 1 ("CAREER AND TECHNICAL EDUCATION (CTE) INTEGRATED WITH ACADEMICS, PROVIDES LEARNERS WITH LIFE-LONG LEARNING"), WHAT IS AN ACCEPTABLE LEVEL OF ACADEMIC AND VOCATIONAL EDUCATION INTEGRATION? THE STANDARD DEFINES ACCEPTABLE QUALITY; AND THE ASSESSMENT DETERMINES IF THE STANDARD HAS BEEN MET.

**SBE RESPONSE:**

Education reform in Michigan is currently being addressed through several efforts. The school improvement legislation (P.A. 25) includes standards for programs as well as accreditation for buildings based on their meeting standards. The standards required by the Perkins Act (Section 115) are being implemented simultaneously; it is more expedient to make this a joint effort rather than several independent ones.

The State Assessment required by Section 116 of the Perkins Act is a "status report;" it is not intended to be an evaluation to be held for an activity against a standard.

MDE staff would be pleased to continue to discuss this issue with the Council to achieve a common understanding of standards and propose "standards of quality."

**MCOVE COMMENT 3:**

FINAL ASSESSMENT RESULTS AND THE RECOMMENDED CHANGES ARE NEEDED. MCOVE BELIEVES THERE IS NOT ENOUGH SIGNIFICANT INFORMATION IN THE SURVEY TO ALLOW AN ANALYSIS OF THE ASSESSMENT. THE COUNCIL RECOMMENDS THAT THE MICHIGAN DEPARTMENT OF EDUCATION REVISE THE STATE PLAN TO INCLUDE STANDARDS AS PREVIOUSLY AGREED TO IN 1991. THE COUNCIL RECOMMENDS THAT A MATRIX BE DEVELOPED TO INCLUDE GOALS, OBJECTIVES, STANDARDS OF QUALITY, ASSESSMENTS, AND ACTIVITIES, AS WELL AS THE RELATIONSHIP AMONG EACH.

**SBE RESPONSE:** MCOVE State Plan Committee members were provided with the "findings" of the State Assessment in November. Those findings were translated into the "conclusions" found in the section of the proposed State Plan under "Goals, Objectives, and Activities." The relationship among goals, objectives, activities, and assessment conclusions is indicated in this section. Overall findings will be added to this section to indicate the potential levels and basic resources available for the next State Plan term.

**MCOVE COMMENT 4:** THE COUNCIL RECOMMENDS THAT THE MICHIGAN DEPARTMENT OF EDUCATION SECONDARY AND POSTSECONDARY STAFF COLLABORATE TO UTILIZE SIMILAR ASSESSMENT METHODOLOGIES IN ORDER TO PRODUCE RESULTS IN A FORMAT THAT CAN BE COMPARED SIDE BY SIDE.

**SBE RESPONSE:** The methodologies used to develop and implement the State Assessment were very similar, both in 1991 and in 1993. However, the learners served and the secondary/postsecondary delivery systems are different enough to warrant differences in the assessment questions.

**MCOVE COMMENT 5:** MCOVE RECOMMENDS SUFFICIENT FUNDING BE ASSIGNED TO EACH ACTIVITY BASED UPON THE LEVEL OF NEED IDENTIFIED IN THE ASSESSMENT FOR THAT ACTIVITY.

**SBE RESPONSE:** Broad funding levels will be assigned in the final State Plan. The designation of specific dollars for each activity is difficult since 75 percent of the funds are allocated to eligible recipients who have some flexibility in their use. The regional and college assessments are to establish local priorities for funding. The State assessment, as aggregated from the regional and college assessments, establishes state priorities reflected by required activities in the local application.

**MCOVE COMMENT 6:** THE COUNCIL RECOMMENDS THAT, UNDER GOAL 1 WHICH READS, "CAREER AND TECHNICAL EDUCATION (CTE) INTEGRATED WITH ACADEMICS PROVIDES LEARNERS WITH LIFE-LONG LEARNING," AN ADDITIONAL ACTIVITY BE INSERTED. IT IS RECOMMENDED THAT THE NEW ACTIVITY WILL READ, "FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

WILL BE STRENGTHENED BY MEANS OF INDUSTRY-BASED INSERVICE ACTIVITIES; AND WILL BE FOCUSED ON THE INTEGRATION OF ACADEMICS AND VOCATIONAL SKILLS TO UPDATE MIDDLE SCHOOL/JUNIOR HIGH SCHOOL AND POSTSECONDARY TEACHERS, AND GUIDANCE COUNSELORS."

**SBE RESPONSE:**

The Department agrees with this recommendation and the proposed MCOVE activity will be added under Goal 1.

**MCOVE COMMENT 7:**

THE COUNCIL RECOMMENDS THAT, UNDER GOAL 2, "ALL LEARNERS WILL HAVE ACCESS TO CAREER PLANNING," AN ADDITIONAL OBJECTIVE BE INSERTED. IT IS RECOMMENDED THAT THE NEW OBJECTIVE READ, "ALL STUDENTS WILL HAVE AN EMPLOYABILITY DEVELOPMENT PLAN BY THE TIME THEY ENTER THE EIGHTH GRADE."

**SBE RESPONSE:**

Career and Technical Education cannot mandate activities for all students, especially those not in CTE programs. Nor can the CTE system use Perkins Act funds for "all" students in examples such as this. Perkins Act funds are being used to create educational development plans for all CTE learners. State legislation, however, does mandate educational development plans/portfolios for all students. With the combination of state and federal activities, it is expected that all learners will have educational development plans/portfolios at the eighth or ninth grade levels.

**MCOVE COMMENT 8:**

THE COUNCIL RECOMMENDS THAT OBJECTIVE 2B UNDER GOAL 2 BE CHANGED. GOAL 2 READS, "ALL LEARNERS WILL HAVE ACCESS TO CAREER PLANNING." OBJECTIVE 2B SHOULD BE CHANGED--

FROM: "CAREER PLANNING UTILIZES CURRENT AND PROJECTED LABOR MARKET INFORMATION IN RECOGNITION OF NATIONAL SKILLS STANDARDS."

TO: "CAREER PLANNING UTILIZES CURRENT AND PROJECTED LABOR MARKET

INFORMATION IN RECOGNITION OF  
NATIONAL SKILLS STANDARDS; SCHOOL  
COUNSELORS MUST BE COMPETENT IN  
CAREER GUIDANCE AND LABOR MARKET  
INFORMATION AND STATISTICS."

**SBE RESPONSE:** The change will be made as requested. Professional development activities in this area available for all CTE staff, not just school counselors.

**MCOVE COMMENT 9:** THE COUNCIL RECOMMENDS THAT ACTIVITY 2, UNDER GOAL 2, BE CHANGED. GOAL 2 READS, "ALL LEARNERS WILL HAVE ACCESS TO CAREER PLANNING."

**FROM:** "CONTINUE THE IMPROVEMENT OF PROFESSIONAL DEVELOPMENT FOR CTE INSTRUCTORS, COUNSELORS, AND ADMINISTRATORS."

**TO:** "CONTINUE THE IMPROVEMENT OF PROFESSIONAL DEVELOPMENT FOR CTE INSTRUCTIONS; COUNSELORS, INCLUDING PLACEMENT COUNSELORS AND COORDINATORS; AND ADMINISTRATORS."

**SBE RESPONSE:** The change will be made as requested. All CTE are eligible and encouraged to participate in professional development activities.

**MCOVE COMMENT 10:** THE COUNCIL RECOMMENDS THAT GOAL 3 WHICH READS, "LEARNERS REPRESENTING SPECIAL POPULATIONS WILL BE ENCOURAGED TO FULLY PARTICIPATE IN CTE PROGRAMS," BE CHANGED TO, "LEARNERS REPRESENTING SPECIAL POPULATIONS WILL HAVE EQUAL ACCESS TO CTE PROGRAMS." THE STATE NEEDS TO DEFINE "EQUAL ACCESS."

**SBE RESPONSE:** "Equal access" is defined in the Regulations governing the Perkins Act as "providing members of special populations with the opportunity to enter vocational education that is equal to the opportunity provided to general population students." The Regulations also use "equitable participation" to mean the same as



"equal access." (Regulations page 36721) Department staff believe that the actual participation of students, special populations and general population is the key factor. Participation results in education and training. Opportunity may result in participation.

**MCOVE COMMENT 11:** THE COUNCIL RECOMMENDS THAT ACTIVITY 3B UNDER GOAL 3 BE CHANGED FROM, "EDUCATIONAL AGENCIES WILL BE PRO-ACTIVE IN INVOLVING REPRESENTATIVES OF SPECIAL POPULATIONS AND ASSESSING THEIR NEEDS FOR THE DESIGN AND IMPLEMENTATION OF CTE," TO A CLEAR STATEMENT. THE PHRASE, "FOR THE DESIGN AND IMPLEMENTATION OF CTE" IS NOT CLEARLY UNDERSTOOD. IN ADDITION, THE COUNCIL RECOMMENDS ADDING AN ACTIVITY WHICH WILL READ, "EDUCATIONAL AGENCIES WILL IDENTIFY AND REMOVE ALL BARRIERS TO CAREER AND TECHNICAL EDUCATION FOR SPECIAL POPULATIONS."

**SBE RESPONSE:**

The objective, as written, is intended to have eligible recipients "develop local vocational education programs in consultation with parents and students of special populations," [Section 240(8)] by involving them and assessing their needs.

The additional objective will be added as changed below. Sufficient funding will always be a barrier for special populations in CTE programs. There has never been enough funding to serve those who need CTE programs, services, and activities.

"Educational agencies will identify and implement activities to remove barriers to career and technical education for special populations learners."

**MCOVE COMMENT 12:** THE COUNCIL RECOMMENDS THAT THE FORMAT OF THE STATE PLAN BE CHANGED TO FOLLOW THE "STATE PLAN GUIDE" FORMAT PREPARED BY THE U.S. DEPARTMENT OF EDUCATION.

**SBE RESPONSE:**

The format of the "State Plan Guide" prepared by the U.S. Department of Education will be used in the Plan submitted to the U.S. Department of Education. The official "Guide" was received by the Michigan Department of Education on February 23, 1994.

**MCOVE COMMENT 13:** MCOVE CONTINUES TO RECOMMEND INCLUDING THE STATE PLAN DESCRIPTIONS OF HOW ASSURANCES WILL BE MET. ONE EXEMPLARY EXAMPLE CTE PROVIDES CAN BE LOCATED IN SECTION 2.11, "COOPERATION WITH THE STATE COUNCIL ON VOCATIONAL EDUCATION." THE COUNCIL ENCOURAGES CTE TO PROVIDE SIMILAR DESCRIPTIONS FOR ALL ASSURANCES. THE PLAN DOES NOT INCLUDE A DESCRIPTION OF HOW IT WILL IMPLEMENT THE FOLLOWING ASSURANCES:

- A. PROCEDURES USED IN IMPLEMENTING PROGRAM EVALUATIONS.
- B. PROCEDURES ESTABLISHED TO ASSURE JOINT PLANNING AND COORDINATION WITH PROGRAMS UNDER THE ADULT EDUCATION ACT, CHAPTER 1, AND THE APPRENTICESHIP PROGRAM.
- C. PROCEDURES FOR PROVIDING THE OBJECTIVES STATED UNDER GOALS 2 AND 3. THIS IS ESPECIALLY SIGNIFICANT SINCE CTE HAS INFORMED MCOVE THAT THE GUIDANCE SECTION OF THE PERKINS ACT HAS NEVER BEEN FUNDED.
- D. PROCEDURES FOR ASSURING EQUAL ACCESS FOR SPECIAL POPULATIONS WILL BE CARRIED OUT IN THE STATE. EQUAL ACCESS NEEDS TO BE DEFINED BY THE STATE. THE COUNCIL CONTINUES TO QUESTION WHETHER PERKINS MONIES ARE, IN FACT, BEING CHANNELED TO SPECIAL POPULATIONS ON BOTH THE SECONDARY AND POSTSECONDARY LEVELS. CTE MAY BE PROMOTING INCONSISTENCY AND A LACK OF ACCOUNTABILITY BY RELYING ON THE LOCAL EDUCATION AGENCIES TO MEET FEDERAL ASSURANCES IN THEIR LOCAL APPLICATIONS. ALL LOCAL EDUCATION AGENCIES SHOULD OPERATE UNDER BROAD GUIDELINES THAT MEET FEDERAL ASSURANCES, YET ALLOW FOR LOCAL FLEXIBILITY.

**SBE RESPONSE:**

The Act does not require that each assurance be described in the State Plan. In fact, the description and implementation of several assurances must be done at the eligible recipient level.

- A. Program evaluations are the responsibility of eligible recipients under Section 117 of the Act. Assistance to eligible recipients is provided through information in the "Dean's Guide" and the "Planning Guide for Regional Application."
- B. Procedures for joint coordination are included in the State Plan Section VII-8.
- C. Guidance activities, including counseling, placement and career development, are conducted by eligible recipients using their formula funds. In addition, some State Leadership funds (8.5% Perkins Act) are used for guidance program development and professional development.

The Act requires a report in the State Plan on expenditures for guidance activities, using FY 1988 as the base year. This report is in Section VIII-10 of this Plan.

- D. See #10 for "equal access" definition. Review of final fiscal reports of eligible recipients for 1991-92 and 1992-93 indicate that more funds are being spent on special populations under the Perkins Act of 1990 than under the Perkins Act of 1984. The 1990 Perkins Act Amendments, by formula, drive funding to districts with high numbers of economically disadvantaged students (70% of formula) and handicapped (20% of formula). Eligible recipients must also prioritize their expenditures for activities based on high concentrations of special populations in limited sites and/or limited programs.

In addition, the desk audits and on-site reviews conducted annually by the Department under the Office of Civil Rights guidelines provide documentation that eligible recipients are meeting the required assurances.

**MCOVE COMMENT 14:** THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF EDUCATION HAVE A MEANS OF TRACKING THE EXPENDITURE OF BASE REVENUE DOLLARS SO THAT

EXPENDITURE OF THE PREVIOUS YEAR'S LEVEL OF ADDED COST DOLLARS CONTINUES FOR THE PRESENT YEAR'S VOCATIONAL EDUCATION PROGRAMS. MCOVE REQUESTS THAT CTE DEVELOP SOME MONITORING EVALUATION SYSTEM TO ENSURE MAINTENANCE OF EFFORT. FAILURE TO PROVIDE SOME METHOD OF TRACKING AND ACCOUNTING CAN JEOPARDIZE RECEIPT OF \$41,000,000 IN FEDERAL FUNDING.

**SBE RESPONSE:**

This recommendation requires legislative action. The Department suggests that the Council transmit the recommendation to the Michigan Legislature.

**MCOVE COMMENT 15:**

THE COUNCIL RECOMMENDS THAT SECONDARY EDUCATION PROGRAM ADDED COST MONIES BE RESTORED TO THE 1993/94 FULL-FUNDING LEVELS OF \$28.5 MILLION.

SHOULD \$28.5 MILLION NOT BE RESTORED FOR SECONDARY EDUCATION PROGRAMS, THE ALTERNATIVE IS TO REQUIRE SCHOOL DISTRICTS TO REPORT VOCATIONAL EDUCATION EXPENDITURES FROM THEIR FOUNDATION GRANTS.

THE COUNCIL SUPPORTS THE COMMITTEE OF PRACTITIONERS POSITION FOR POSTSECONDARY EDUCATION FUNDING, I.E., THAT THE STATE BOARD OF EDUCATION WILL ESTABLISH A POLICY REQUIRING POSTSECONDARY EDUCATION INSTITUTIONS TO REPORT THEIR LOCAL EXPENDITURE RELATIONSHIP TO THE PERKINS EXPENDITURE CATEGORIES.

**SBE RESPONSE:**

Restoration of added cost monies to the full-funding level requires legislative action. The Department suggests that the Council transmit this recommendation to the Michigan Legislature.

The recommendation of the Committee of Practitioners', convened as required by Sections 115, 116 and 512 of the Perkins Act, are listed below.

**MCOVE COMMENT 16:**

IN SUMMARY, THE COUNCIL WAS DISAPPOINTED THAT A COMPLETE DRAFT OF THE STATE PLAN WAS NOT AVAILABLE FOR THE PUBLIC HEARING. LITTLE

**INFORMATION WAS AVAILABLE TO MCOVE FOR  
REVIEW AND RESPONSE.**

**SBE RESPONSE:**

As indicated in the "Preface" to the draft of the proposed changes to the State Plan, the reader should refer to both the draft and the current Plan. It is common practice to write such Plans, legislation, and other documents as drafts with only changes indicated. When fully approved, then the full document is produced. It would be inefficient, very costly, and wasteful to produce a complete Plan at this point of development.

# **COUNCIL REPORTS**

# MICHIGAN COUNCIL ON VOCATIONAL EDUCATION REPORTS

STUDY	COMMITTEE RESPONSIBLE	DATE DUE	Meeting Dates	Study Cost	Writer
1. School-to-Work Study	Curriculum	To State Board of Education (SBE) on 11/21 for 12/13 meeting To USDOE after approved at 12/13 SBE meeting To USDOL after approved at 12/13 SBE meeting To Governor after approved at 12/13 SBE meeting To Bus Community after approved at 12/13 SBE meeting	12/13/94 1/12/95	\$9500	Dr. Phyllis Grummon
2. Corrections Study A. Adult Offender B. Juvenile Offender (DSS)	Curriculum State Plan	To SBE on 8/29/95 for the 9/20/95 SBE meeting Adult Offender Study due October, 1995 Juvenile Offender Study due end of June, 1995	12/13/95	\$5000 (Adult) \$0 (Juvenile)	Corrections Education Association (CEA) will conduct the Adult Offender Study DSS will complete the Juvenile Offender Study
3. Standards & Assessment Paper	Evaluation	To SBE on 6/27/95 for the 7/19/95 Meeting Part I - May 23, 1995 Part II - June 6, 1995 Recommendations and Executive Summary - June 30, 1995	2/10/95 6/9/95 4/5/95 4/14/95 4/21/95 5/12/95 5/23/95	\$3750	Dr. Ross Dailey
4. JTPA Evaluation Study (MIC)	Evaluation	To SBE on 11/21/95 for the 12/13/95 Meeting	2/10/95 5/25/95	To be de-terminated	To be announced
5. Distribution of Voc. Ed. Funds	State Plan Committee	To be discussed with Superintendent's Finance Study Committee Final report to the SBE 6/96	4/21/95	To be de-terminated	Dr. John O'Brien
6. The Future of Area Centers	State Plan Curriculum	To be discussed with the Future of Area Center Committee Final report to the SBE 6/96		\$5,000	To be announced
7. Special Populations (Separate Study)	Curriculum State Plan	To be discussed with Higher Education Management Services and Career and Technical Education (MDE) Final Report - 11/21/95 Final report to the SBE 12/13/95	4/24/95	\$5,000	Ms. Mary Edmond
8. Teacher Educator Study	Curriculum	Final Report - 10/15/95 Final report to the SBE 11/95	5/94 3/30/95	\$4,575	Dr. Anne Ramp
9. Vocational Education's Linkages with the Business Community of Michigan	Evaluation	Final report to the SBE 6/96		To be de-terminated	Dr. Carl Woloszyk

## **MICHIGAN COUNCIL ON VOCATIONAL EDUCATION**

### **REPORTS**

Throughout the 1993 and 1994 Fiscal Years, the Council discussed nine separate studies to fulfill the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

Three studies have been fiscally approved by the State of Michigan and are currently underway. Recommendations emanating from those studies will be provided to the State Board of Education at its December, 1995, meeting.

- 1. The School-To-Work Study** fulfills the mandate, "Policies the State should pursue to strengthen vocational education."

The Michigan Council on Vocational Education is required, under the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392), to:

- a. Recommend policies the State should pursue to strengthen vocational education, with particular attention to programs for individuals with disabilities;
- b. Recommend initiatives and methods the private sector could undertake to assist in the modernization of Vocational Education programs.

MCOVE has approved a School-To-Work Study to fulfill these required mandates. The School-To-Work Opportunities Act provides states with federal assistance to develop and implement a statewide School-To-Work transition system. Under this legislation, significant partnerships must be developed at the state, regional, and local levels to bring together educators, business/industry/labor, and community organizations.

Michigan has been awarded \$49 million over the next four years to begin implementation of its School-To-Work Initiative. These federal funds will be used as "venture capital" to stimulate State and local creativity in establishing a statewide School-To-Work System. The Michigan Jobs Commission and the Michigan Department of Education have entered into a collaborative partnership to establish a statewide School-To-Work system. This new system will enrich existing programs like Tech Prep, Career Academies, Cooperative Education, School-to-Apprenticeship, Work Study, Business Education Compacts, and Charter Schools.

Michigan's School-To-Work initiative will assist all youth in acquiring the knowledge, skills, abilities, and information needed to make an effective transition from school to work. Private



sector employers will play the dominant role in the governance of School-To-Work in Michigan. Employers will define the skill requirements for jobs; provide quality learning experiences at the worksite; and provide jobs for students and graduates. Business and Industry will also share information with schools on new technology, management processes, business practices, and the changing nature of the workplace.

**The School-To-Work Study will consist of: reviewing significant legislation in the State and nation as it relates to School-To-Work and school reform; and discussing program options, such as school-based learning, work-based learning, and connecting activities. The study will discuss roles and responsibilities of stakeholders and the accountability and access of programs; issues of agency linkages; employer involvement; pending legislation; and policy options. Final recommendations for Vocational Education programs will conclude the Study.**

2. **The Skill Standards and Assessments Study** fulfills the mandate, "The establishment of evaluation criteria for Vocational Education programs in the State."

The Skill Standards and Assessment Study fulfills the mandate, "furnish consultation to the State Board of Education on the establishment of evaluation criteria for vocational education programs within the State . . ." The study defines standards and assessments and discusses the need for skill standards in an adaptive Vocational Education system.

3. **Both the Juvenile Offender and Adult Offender Studies** fulfill the mandate, "Analyze and review Corrections Education Programs."

MCOVE is required to fulfill the mandates of the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990, which state that "during each State Plan Period the Council shall analyze and review Corrections Education Programs." The Council has approved both an Adult and a Juvenile Offender Study. The Correctional Education Agency (CEA) from Washington, DC, will conduct the Adult Offender Study; and the Department of Social Services will conduct the Juvenile Offender Study.

### **Adult Offender Study**

**The Adult Offender Report will issue findings for the Vocational Education programs and offer recommendations. The first step will include a detailed review of the vocational education records for all State of Michigan correctional facilities. The records reviewed will include:**

- **New program offerings**
- **Descriptions of institutional program offerings**

- Enrollment and attendance records
- Degrees and certificates granted and competencies completed
- Equipment purchases
- Descriptions of pre- and post-release programs
- Placement services and placement results

The CEA will visit selected programs in Michigan including: one women's institution; one pre-release program; one post-release program; certain School-To-Work programs; and any new programs developed as a result of Perkins Act Funds. After site visits and staff consultations, a final revision of the report will be sent to Michigan officials.

### Juvenile Offender Study

The Department of Social Services will analyze and review the Juvenile Offender Corrections Program. An outgrowth of the Study will be to establish realistic goals which will equip adjudicated youth with occupational skills to obtain high-skilled jobs after release. (Students are provided with training that conforms to the needs of Business and Industry. The Detention Centers serve students who are 13 years of age to 21 years of age. Every vocational student, throughout the process, will work toward acquiring a state-endorsed diploma in all academic subjects.) Since Vocational Education programs vary at each Detention Center, an overview of each Center's programs will be provided in the Report.

**Six additional studies are proposed:**

4. **The JTPA Evaluation Study** fulfills the mandate, the "Council will evaluate the extent to which Vocational Education, employment, and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State; the Vocational Education program delivery system assisted under the Act; and the Job Training Partnership Act, in terms of the delivery system's adequacy and effectiveness in achieving the purposes of the JTPA and Carl D. Perkins Act."

**The Study will make recommendations to the State Board of Education on the adequacy and effectiveness of the coordination that takes place between Vocational Education and the Job Training Partnership Act; and on ways to create greater incentives for joint planning and collaboration between the Vocational Education System and the Job Training Systems at the State and local level.**

5. **The Distribution of Vocational Education Funds Study** fulfills the mandate, "Analyze and report on the distribution of spending for Vocational Education in the State and on the availability of Vocational Education activities and services within the State; assess the

distribution of financial assistance furnished under the Carl Perkins Act, particularly the analysis of the distribution of financial assistance between secondary Vocational Education programs and postsecondary vocational education programs."

**Both secondary and postsecondary activities will be analyzed to determine if the spending was equitable. Recommendations will be provided for the future funding of the integrated academic Vocational Education Program delivery system with input from the Superintendent's Finance [Vocational Education] Committee.**

6. **The "Future of Area Centers" Study will focus on the availability of Vocational Education activities and services within the State."**

**The past delivery system will be discussed with recommendations for an improved and integrated academic/vocational education delivery system; exploring the "No Wrong Door" concept as defined in Michigan (meeting customer needs through user-friendly service delivery to ensure a customer-driven perspective on delivering services to job training customers and Michigan businesses).**

7. **The Special Populations Study fulfills the mandate, "Recommend policies the State should pursue to strengthen Vocational Education (with particular attention to programs for the handicapped);" and "report to the State Board of Education on the extent to which individuals who are members of special populations are provided with equal access to Vocational Education Programs.**

**The Special Population Study will discuss the distribution of funds used for educational activities for special populations groups [academically and economically disadvantaged individuals with disabilities, single parents, and displaced homemakers] at both secondary and postsecondary education levels; and the extent to which funds are accessible to special populations groups at both the secondary and postsecondary.**

8. **The Teacher Educator Study fulfills the mandate, "Recommend policies the State should pursue to strengthen Vocational Education; and analyze the availability of Vocational Education Activities and services within the State.**

**A Delphi study will be conducted among the Career and Technical Education teacher educators employed at the following seven institutions: Central Michigan University; Eastern Michigan University; Ferris State University; Michigan State University; Northern Michigan University; Wayne State University; and Western Michigan University. The study will define issues and develop recommendations to improve conditions of Career and Technical Teacher Education in Michigan and will require three rounds of surveys requesting information from the seven teacher educator**

**institutions. A final report to participants and MCOVE is due December, 1995.**

- 9. The study titled, "Vocational Education's Linkages with the Business Community of Michigan" fulfills the mandate, "make recommendations concerning:**
  - a. initiatives and methods the private sector can undertake to assist in the modernization of Vocational Education Programs;**
  - b. evaluation criteria for Vocational Education Programs in the State;**
  - c. the conduct of Vocational Education programs in the State that emphasize the use of business concerns and labor organizations.**
  - d. participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employer and local labor organizations."**

**The Study will incorporate items "a" through "d" above plus concerns listed in the previous Biennial Evaluation Report and State Plan Activities.**

**RESPONSE TO THE  
1991 AND 1992  
BIENNIAL EVALUATION REPORT**

# **The State Board of Education's Responses to the Report of the Michigan Council on Vocational Education's Biennial Evaluation Report: 1991 and 1992**

## **RESPONSES TO CONCERNS FOR TOPIC ONE: LINKAGES AMONG EDUCATIONAL INITIATIVES (SEAMLESS WEB)**

### **MCOVE Recommendation**

The Michigan Council on Vocational Education requests the State Superintendent of Public Instruction and Department of Education to provide the leadership necessary to develop a model for education reform in Michigan that will result in students who graduate from high school being able to: a) enter the labor force immediately, possessing a group of work-related abilities, proficiencies, and knowledge valued by employers so that they can secure and hold jobs that enable them to become financially independent; or b) enter the labor force immediately, full or part time, while continuing with postsecondary education, eventually leading to a career and employment; or c) continuing with postsecondary education on a full-time basis, eventually leading to a career and employment.

**SBE Response:** Staff agree with the recommendation. The *Strategic Plan for Career and Technical Education* has been reviewed in an attempt to identify those areas which are represented in other similar department programs or activities. Coordination of these programs and activities is the focus of a department-wide effort to involve all staff in a team-building process which will result in improved product quality and efficiencies. A crosswalk between the core curriculum and the strategic plan has been completed. Discussion with major field organizations concerning the curriculum relationships between those things "vocational" and those "academic" has been initiated. These actions will result in a policy statement relating to the situation, employment or further education, that all students face following completion of their K-12 educational program.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the School-To-Work Study writer to address in the School-To-Work Study.

## **RESPONSES TO CONCERNS FOR TOPIC TWO: SPECIAL NEEDS PROGRAMS**

Please note that recommendations 1 and 2 below relate to both secondary and postsecondary education programs. Since the two are at different stages of planning and implementation, the Michigan Department of Education Offices that prepared the responses to the recommendations have been identified, for clarity. Responses specific to secondary programs were prepared by the Office of Career and Technical Education (OCTE), and responses specific to postsecondary

programs were prepared by the Office of Higher Education Management (OHEM).

### **MCOVE Recommendation 1**

The State Board of Education should request that the Michigan Department of Education immediately develop and recommend appropriate guidelines for effective Vocational Programs serving special needs students including:

#### **MCOVE Recommendation 1(a)**

The number (i.e., range) of handicapped students that can be enrolled in any one class section including a student-to-teacher ratio.

**Response 1(a) (OCTE):** This concern was discussed during the ten months of meetings of the Special Education Delivery System Task Force in which CTE was represented. The purpose of the task force was to design a new delivery system for Special Education. The task force recommended a system that unifies General (includes CTE) and Special Education. It is the recommendation of the task force that the issue of "overload" in career and technical programs be a site-based decision utilizing the Task Force Guidelines. (See "interagency coordination/maximization of services section").

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

#### **MCOVE Recommendation 1(b)**

Identify the type and timeliness of data needed to adequately monitor vocational program and class section enrollments of handicapped, disadvantaged, and LEP students.

**Response 1(b) (OCTE):** Details and guidelines regarding the timeliness and type of data will be determined by the Interagency coordination based on the recommendations of the Special Education Delivery Task Force.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

#### **MCOVE Recommendation 1(c)**

Provide adequate program monitoring and technical assistance with regard to the enrollments of handicapped, disadvantaged, and LEP students, including the notification of local districts of an over/under-enrollment problem.

**Response 1(c) (OCTE):** Technical assistance and follow-up which includes notification to districts of needed improvements are major components in monitoring career and technical education programs serving special needs students and over/under-enrollment issues will be handled according to the recommendations of the Special Education Delivery Task Force.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

**MCOVE Recommendation 1(d)**

Present Annual Performance Reports to the State Board of Education . . . on the accessibility of special populations to Vocational Education, including the results of the Perkins II performance standards and measures.

**Response 1(d) (OHEM and OCTE):** The staff agree with this recommendation. Annual Performance Reports, Standards and Measures data, and the results of the statewide assessment, all of which include information relevant to access and quality of postsecondary occupational education programs for special populations, will be made available to the State Board of Education, MCOVE, and other appropriate groups.

**Response 1(d) (OHEM):** Staff were able to report specific program information including some participant demographics in the 1992-93 Annual Performance Report for 1)single parent, 2)sex equity, and 3)special populations. The Tech Prep populations data was delayed until September 1994 since staff decided to utilize the national evaluation study as the principle evaluation instrument. (All 39 consortia participated.) The Michigan Community College Data and Evaluation Committee is continuing to develop a student unit tracking model which will assist the colleges in their reporting efforts.

Statewide assessment results have also been provided to the Council, and Standards and Measures data will be provided when available.

Specific single parent and sex equity demographics were computer compiled for the first time with FY 1992-93 data. Summary reports for both programs are enclosed.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

**MCOVE Recommendation 1(e)**

Investigate the perception that the participation of special needs students in cooperative education programs is significantly lower than non-special needs students.



**Response 1(e) (OCTE):** Monitoring in the Office of Civil Rights compliance program is structured to determine if the organization of cooperative education plans and the requirements for participating in cooperative education plans are preventing work-site-based opportunities for special needs students. Attendance standards, grade point averages, and program time requirements may prevent some special needs students from participating. In addition, the Special Education Delivery System report, recently approved by the State Board of Education, provides equal opportunity and inclusive education which includes cooperative education and placement and other school-to-work transition services for all students.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "School-To-Work Study"
2. "Special Populations Study"
3. "Vocational Education's Linkages with the Business Community of Michigan."

#### **MCOVE Recommendation 1(f)**

Provide assistance for support services needed to transition more special needs students from high school to postsecondary education.

**Response 1(f) (OHEM):** Staff of the Community College Services Unit are not aware of the activities described in response 1(f) outside the technical assistance offered colleges to outreach to secondary students and other groups outside the postsecondary institutions.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "School-To-Work Study"
2. "Special Populations Study"
3. "Distribution of Vocational Education Funds"
4. "Teacher Educator Study."

#### **MCOVE Recommendation 2**

The State Board of Education should request that the Michigan Department of Education review its Information System in terms of data needs, utilization and accountability, particularly for the special populations identified in this report.

**Response 1(c) (OCTE):** Technical assistance and follow-up which includes notification to districts of needed improvements are major components in monitoring career and technical education programs serving special needs students and over/under-enrollment issues will be handled according to the recommendations of the Special Education Delivery Task Force.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

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Statewide assessment results have also been provided to the Council, and Standards and Measures data will be provided when available.

Specific single parent and sex equity demographics were computer compiled for the first time with FY 1992-93 data. Summary reports for both programs are enclosed.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

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**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "School-To-Work Study"
2. "Special Populations Study"
3. "Vocational Education's Linkages with the Business Community of Michigan."

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**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "School-To-Work Study"
2. "Special Populations Study"
3. "Distribution of Vocational Education Funds"
4. "Teacher Educator Study."

#### **MCOVE Recommendation 2**

The State Board of Education should request that the Michigan Department of Education review its Information System in terms of data needs, utilization and accountability, particularly for the special populations identified in this report.

### **MCOVE Recommendation 2(a)**

State and local administrators (secondary and postsecondary) should develop/adapt/adopt a computer-based student unit record system to track student achievement, as well as demonstrated local and state accountability.

**Response 2 (OHEM):** The data referenced except for employment, wage, and continuing education data are collected. Student "tracking" data including employment, wage and continuing education "placement" data will be provided when available. Currently the Michigan Community College Data and Evaluation Committee is developing a student unit tracking model to assist the colleges in tracking students and reporting placement data.

**Response 2(a) (OCTE):** Adoption of this notion has been underway for sometime for secondary CTE students, as fiscal agencies decide to use the Progress (student tracking) Component of VEDS-Micro-TURBO (a system developed under the auspices of OCTE over the past 14 years). When all agencies conducting secondary CTE programs are using the component or an equivalent, the recommendation will be fully met for all secondary students.

**Additional Research Proposed by MCOVE:** The recommendations and responses have been referred to the following Study writers:

1. "Special Populations Study"
2. "Distribution of Vocational Education Funds."

### **MCOVE Recommendation 2(b)**

Collaboratively collect or reconfigure data collected by various service areas (i.e., Special Education, Compensatory Education, Vocational Education, Bilingual/Migrant Education) within the Department to determine the proportion of special population students enrolled at each grade level or at minimum in grades 9-12.

**Response 2(b) (OCTE):** This would require a massive effort by an inter-bureau task force of data technicians and researchers and involve extensive data definition and compatibility issues. It would be helpful to do, but considerations of the costs in both funds and staff time would be a factor.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

### **MCOVE Recommendation 2(c)**

Collect first fourth-Friday enrollment data for vocational education including special population types.

**Response 2(c) (OCTE):** This is being done now if, by "special population types," one means handicapped, disadvantaged, LEP, and gender.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "Distribution of Vocational Education Funds"
2. "Special Populations Study."

### **MCOVE Recommendation 2(d)**

Collect data at the postsecondary/community college level that is comparable statewide for the overall community college enrollment, occupational education, and special populations enrollments, also covering completers, employment, wages, and continuing education, etc.

**Response 2(d) (same as Response 2, page 3)**

### **MCOVE Recommendation 2(e)**

Review the usefulness of data presently collected; i.e., how is it configured and utilized by state staff and local educators for planning, decision making, monitoring, evaluation, and accountability.

**Response 2(e) (OCTE):** From the time our data system was established about 20 years ago, the collectibility and utility of each data item was determined and the essential policy established that a datum must be used if it is collected or we would terminate its collection. This policy has been consistently enforced over the years. We will continue to conduct periodic reviews of data collected and improve the utilization of data. Threatened by impending dismantling of the MDE mainframe data system, we have begun a rapid conversion to a total microcomputer-based system in OCTE. An anticipated near-future feature is electronic data collection and return reports from and to local agencies.

**Additional Research Proposed by MCOVE:** The recommendations and responses have been referred to the Distribution of Vocational Education Funds writer.

### **MCOVE Recommendation 2(f)**

The appropriate kind and amount of data being collected under Perkins II. Given the purposes of

Perkins II, have Michigan citizens been served more or less by this federal legislation compared with Perkins I; e.g., loss of match?

**Response 2(f) (OCTE):** Perkins II has heavy emphasis on services to special populations. However, quality data on the economically disadvantaged has been inaccessible to local education agencies, as well as the MDE. In terms of loss of match, there are advantages and disadvantages. The Department is currently working with LEAs to ensure their "maintenance of effort."

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "Special Populations Study"
2. "Distribution of Vocational Education Funds Study."

**MCOVE Recommendation 2(g)**

Conduct a longitudinal (five-year) follow-up study of vocational education completers, including special populations, to determine employment, wages and continuing education, in terms of accountability and economic benefits; i.e., net contribution of program.

**Response 2(g) (OCTE):** A longitudinal follow-up study is an excellent idea. However, it has always been considered relatively too expensive in terms of both funds and staff. It would be an "add-on" since the annual follow-up must continue because its data are built into formulae and procedures. Current funding levels would probably prohibit this extensive study.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the following Study writers:

1. "Distribution of Vocational Education Funds"
2. "Vocational Education's Linkages with the Business Community of Michigan."

**RESPONSES TO CONCERNS FOR TOPIC THREE: SINGLE PARENT/SEX EQUITY**

**MCOVE Concern 1**

The inconsistency of staff in the state position at the secondary level and a reprioritizing of work at the postsecondary level make these programs appear to be less accountable than in previous years.

**Response 1 (OHEM):** Since December 7, 1992, a full-time consultant has been on staff to fulfill the requirements of planning, coordination, and evaluation for both the Single Parent and the Sex Equity community college activities.

The full-time consultant has compiled program data for analysis purposes; closely monitored end-of-year financial reports; conducted 18 on-site monitoring visitations; clarified and provided additional information on key terms in the Dean's Guide; added a size, scope and quality component to the competitive applications; added an exemplary program description component to the competitive applications, etc. Future activities include such projects as developing model application components and model final year narrative reports which will be disseminated to all grant recipients and dissemination of exemplary program descriptions.

**Response 1 (OCTE):** The Sex Equity Coordinator (full-time since November, 1991) has been reinforcing program accountability in reporting program outcomes. Sex Equity and Single Parent Programs are funded on a competitive grant application basis. All funded programs must submit annual mid-year and final reports. Technical assistance is provided based on these reports and on request by the district. In addition, each year 12 to 18 programs are visited by the Sex Equity Coordinator for the purposes of evaluation and technical assistance.

**Additional Research Proposed by MCOVE:** The concern and response have been referred to the Special Populations Study writer to address in the Special Populations Study.

### **MCOVE Concern 2**

The limited amount of funds in comparison to the need for these programs seems to bring into question both the issue of accessibility to such programs on a statewide basis and, at the very least, concern for the impact such programs can have on the problem given the limited amount of resources.

**Response 2 (OCTE):** For sex equity funding, the CEPDs in the state were divided into three bands based on grades 7-12 student enrollment data. Applications are competitive within each band. This ensures that funds are available to large, small, urban and rural districts. The only funds available in the state to address sex bias and discrimination issues are the Carl Perkins funds. Research has shown (AAUW report, *Shortchanging Girls, Shortchanging America*) that more effort needs to be made at preschool and elementary grade levels. At the secondary level, stereotyped roles of male and female are firmly entrenched and difficult to change. The report by the Office for Sex Equity in Education, *The Influence of Gender-Role Socialization on Student Perceptions*, revised April 1992, shows 93% of middle and high school students believed that there were male and female jobs. The impact of these programs statewide will become more visible when other funds are available to assist in eliminating sex bias. However, projects that have been funded with competitive grants have developed creative strategies to disseminate information to a wider audience than prior small grants would allow.

The secondary emphasis on teen pregnancy support since the 1992-93 funding year has identified a need that exceeds the funding allocation. Requests for funding from districts statewide are triple the funds available. Many teen parents are members of special populations and should be entitled to services under that category. However, support services needed for teen parents such as child care, transportation and life skills training are costly and difficult for districts to provide. Funded teen parent programs must show collaboration with other state and local agencies to be approved. Increasingly, state and local resources that serve this group of single parents have been eliminated. Because funds are limited, these programs may show little impact on the statewide problem. However, the funded programs have a significant impact on the lives of students served.

**Response 2 (OHEM):** The concern for services to the adult student attending the community college still exists as it did in previous years. No new money was allocated to Michigan. The State Board of Education maintained the same level of funding and the overall 40% split for community college programs. Colleges continue to package other resources to meet the needs within their resources.

The limited amount of Perkins funding does affect the number of students assisted; however, it is important to note that far more students are provided services than is indicated by program enrollment data. Many students receive assistance through workshops, seminars, counseling services, etc., and are given no direct financial assistance. This emphasis on supportive services to students is consistent with the Perkins II philosophy. In addition, sex equity funding supports strategies and activities to reduce sex bias and stereotyping at the college and both programs fund promotion/ outreach strategies where there is no student count available.

In addition, it is important to note that program funding is supplemental to other sources of assistance such as Pell and packaging of assistance with Perkins funding results in program dollars spent only after other assistance is considered and there is still unmet educational need for the student. This policy stretches the funding and allows for more students to be served.

**Additional Research Proposed by MCOVE:** The concern and response have been referred to the following Study writers:

1. "Special Populations Study"
2. "Distribution of Vocational Education Funds Study."

### **MCOVE Concern 3**

Changes in the new Perkins Act legislation seem to undermine some of the strategies Michigan had found to be most successful; i.e., performance-based incentive grants instead of competitive grants, as well as funds which could be used specifically for statewide technical assistance.



**Response 3 (OHEM):** The community college grant amounts are determined by a competitive process as approved by the United States Department of Education in the previous State Plans.

**Response 3 (OCTE):** The federal legislation requires that competitive grant applications provide program funds that will be sufficient to develop strategies of a size, scope and quality to be effective. Grants are awarded primarily to regions. Fewer grants are awarded, but many districts are involved through the coordination of services at the regional level. Technical assistance is provided by the State Consultant and the Regional Sex Equity Coordinator to the participating districts. Local agencies report that they are experiencing a greater impact from these competitive grants than from the previously distributed small incentive grants.

**Additional Research Proposed by MCOVE:** The concern and response have been referred to the following Study writers:

1. "Special Populations Study"
2. "Distribution of Vocational Education Funds Study."

#### **MCOVE Concern 4**

It is also obvious from the report of MDE staff that there are very successful and potential model programs in the state. Such information should be available and disseminated on a statewide basis.

**Response 4 (OHEM):** Staff provided two criteria for reporting exemplary single parent and sex equity program descriptions as required in the competitive applications. Colleges were to describe proactive/creative strategies which demonstrate specific assistance to students and collaboration with other relevant organizations/agencies such as the Department of Social Services, K-12 schools, JTPA, etc. These criteria were discussed with representatives of the colleges, and additional criteria are optional. Further determination of criteria may be made. Two or three exemplary program descriptions are provided in the 1992-93 Annual Performance Report.

**Response 4 (OCTE):** MCOVE staff sponsored a review of one exemplary, Secondary Sex Equity Program. Criteria were developed to be used in the MCOVE's staff review of other programs recommended as having exemplary components. These programs were to be included in a reference that would be distributed to others. At present this plan has not been carried out. Exemplary Single Parent and Sex Equity Programs are included as part of the Annual Performance Report to the USDOE. In addition, exemplary programs are presented and shared at an annual meeting of local Sex Equity and Single Parent Program Coordinators. Information has also been collected in a reference, "Developing a Sex Equity Program in Your District." An additional smaller reference is planned for completion in 1995 on Successful Sex Equity Strategies.

**Additional Research Proposed by MCOVE: The concern and response have been referred to the following Study writers:**

1. "Special Populations Study"
2. "Distribution of Vocational Education Funds Study."

## **RESPONSES TO CONCERNS FOR TOPIC FOUR: JOB TRAINING PARTNERSHIP ACT (JTPA)**

### **MCOVE Recommendation 1**

The State Board of Education (SBE) should request the Michigan Department of Education (MDE) to require Designated Educational Planning Entities (DEPEs) to have formalized policies and operating procedures to address voting, procurement, recommendations for funds and conflict of interest.

**SBE Response 1:** The Program Year 1993-94 and 1994-95 State Plans continue to require formal by-laws of every DEPE in the state. The grantee assurances include procedures to address procurement and conflict of interest. The DEPE by-laws must include formalized policies and operating procedures to address voting and recommendations for funds.

The last three State Plans for the JTPA 85 program have included a statement that bylaws are to be included as a working document for the DEPE now identified as LAPC. In these plans was a statement that a copy of recommended bylaws is available from the MDE/Office of Adult Extended Learning (subsequently changed to Higher Education Management).

In the past years some of the SDA's submitted bylaws with their co-operative agreements and subsequently were reviewed and accepted by this office. In some cases the PIC's education sub-committee functioned as the DEPE and therefore bylaws were not requested because they operated under the PIC's bylaws.

The current JTPA 8% State Plan stipulated the LAPC is to develop a set of written bylaws to regulate its activities and define the formal LAPC structure and relationship with the SDA. As we have stated in past State Plans, the current Plan again indicated a recommended set of bylaws are available from this office. Within the current instructions for the co-operative agreements, MDE has stipulated that LAPC bylaws are to be included. As the co-operative agreements are submitted to this office for the 1995 funding year, they will be reviewed for the inclusion of bylaws governing their respective operations.

**Additional Research Proposed by MCOVE: The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.**

## **MCOVE Recommendation 2**

The SBE should request MDE to strengthen its subgrants by including participant and expenditure goals and the requirement for consistent, measurable, and defined outcomes

**SBE Response 2:** JTPA 8% grants continue to require line item budgets which meet cost allocation requirements for JTPA programs. The goals set for participant enrollment and outcomes follow JTPA guidelines and are included in the grant applications. Enrollments, demographic information and goals for participants are included in data sent to each SDA for inclusion in the State JTPA-MIS. Reports on grant outcomes are available from grantees, the MDE, and the Michigan Jobs Commission (MJC) JTPA-MIS. Outcomes are consistent, measurable, and defined. In the rare event that a program is not meeting goals or not using granted amounts appropriately, the unused funds are reallocated through formalized DEPE procurement action. Technical assistance is provided by the MDE to programs in need of consultant services, in conjunction with JTPA 8% coordinators, DEPEs and local SDAs. Joint communication between the MDE and MJC/JTPA-MIS staff is ongoing and positive. Information required for reporting purposes is that which is acceptable by both entities. Report information on Program Year 1992-93 regarding JTPA 8% programs from MDE records only shows that some difficulty existed at that time in obtaining accurate information from grantees. Report information on Program Year 1993-94 is expected to be more accurate and will be available after closeout of programs after June 30, 1994.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.

## **MCOVE Recommendation 3**

For purposes of evaluating program performance, the SBE should request the MDE to require 8% grantees to report participant enrollment, activity, termination, and follow-up data consistent with definitions established for all JTPA programs.

**SBE Response 3:** This requirement is in the State Plan, and the information is included in grant applications, monitoring and final reports.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.

## **MCOVE Recommendation 4**

The SBE should request the MDE to expand its 8% guidelines to include a requirement that the DEPE, the PIC and the CEOs must be given the opportunity to review drafts of 8% cooperative agreements before finalization, signature and approval.

**SBE Response 4:** Current JTPA requirements, as amended, require signatures on cooperative agreements by the SDA Director, the DEPE Chair and the MDE Superintendent, but not that of the PIC and CEO. In instances where the SDA is the primary grantee, it is required by their regulations that the PIC approve their grant. The signature of the SDA Director continues to assure that the 8% cooperative agreement is in line with the local SDA Plan for the same period of time.

Program Year 1994-95 RFP and procurement processes continue to follow the same guidelines as stated in the Program Year 1992-93 and Program Year 1993-94 State Plans.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.

#### **MCOVE Recommendation 5**

The SBE should comply with the requirements of the Perkins Act of supplying all Michigan SDAs, annually, with a list of the recipients within those SDAs who are receiving Perkins funds. Such lists should not only identify the recipients but also indicate, by Perkins program or category, the amount of such funds.

**SBE Response 5:** Lists of Perkins Act recipients within SDAs were requested to be sent from the appropriate MDE unit.

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.

#### **MCOVE Recommendation 6**

The MDE and the Michigan Department of Labor should be directed by the SBE and Michigan Job Training Coordinating Council<sup>1</sup>, respectively, to identify models of successful JTPA/Vocational-Technical Education coordination. The Departments should develop detailed descriptions of those models, including target populations, activities, outcomes, and the commitment and use of funds by source, and should disseminate those descriptions to SDAs and local secondary and postsecondary VTE program administrators.

**SBE Response 6:** With the inception of the School-to-Work transition activities that include both the Michigan Department of Education and the Michigan Jobs Commission, models of successful coordination are being developed and expanded over the entire State. Tech Prep development and Goals 2000 development are an integral part of this process. Major changes are being made at an increasing rate in Michigan schools, and involve employment and training

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<sup>1</sup>On March 1, 1993, the Job Training Coordinating Council (MJTCC) was rescinded by Executive Order Number 1993-3. The Governor's Workforce Commission has replaced the MJTCC.

entities in each local area, along with human services entities which work with them in assuring participant success.

**MCOVE Recommendation 7**

The MJTCC (Michigan Workforce Commission) should request the MDOL to conduct a further review of JTPA enrollee data by service activity to determine the causes for statistically significant variances in the level of services to women and minorities and to take action to correct any problems suggested by the results of such a review.

**SBE Response:** (N/A for MDE response)

**Additional Research Proposed by MCOVE:** The recommendation and response have been referred to the JTPA Evaluation Study writer to address in the JTPA Evaluation Study.

**1992 - 1994**

**MICHIGAN**  
**COUNCIL ON VOCATIONAL EDUCATION**

**AWARD WINNERS**

## **Outstanding Achievements**

One of the major ways in which to improve and expand the quality of Vocational Education is to recognize individuals who have been successful as a result of their participation in Vocational Education; or, through their involvement and commitment to Vocational Education, have helped to improve the delivery of programs for youth and adults. The Council's recognition of outstanding achievement and service by individuals is manifested through its Awards Program, held annually in conjunction with the Michigan Occupational Education Association conference.

In July of 1992, August of 1993, and November of 1994, the Michigan Council on Vocational Education (MCOVE) held an Awards Banquet when each of the award recipients received a plaque.

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### **STATE AWARD WINNERS**

#### **Outstanding Students in Vocational Technical Education**

The Outstanding Students in Vocational Technical Education Award program recognizes outstanding seniors in a secondary vocational program and outstanding students in a postsecondary occupational program for their vocational and academic performance as well as leadership abilities.

##### **1992 Award Winners**

##### **Maggie Shelly, Sanilac Career Center**

Ms. Maggie Shelly was a student in Business Services and Technology with a concentration in Accounting. Ms. Shelly also volunteered to perform outside projects that arose. She performed extensive work on a computerized inventory and voter registration project. She also used her knowledge of computers, gained through vocational courses, to assist in the computerization of her family's business. Ms. Shelly has been very active in the Business Professionals of America of which she was an officer and a state qualifier.

##### **Chris Lerma, Bay Mills Community College**

Mr. Chris Lerma has been very successful both in school and in the food service profession. Besides having a 4.0 grade point average for his coursework, Mr. Lerma supervised 25 employees as a food service manager at Cedar Point and supervised 72 students as an assistant paraprofessional at the Bay

## **Outstanding Students in Vocational Technical Education (continued)**

Mills Program. Mr. Lerma, who aspires to be a restaurateur, won awards at cooking competitions.

### **1993 Award Winners**

#### **April Carpenter, Branch Area Careers Center**

Ms. April Carpenter was an outstanding student in Natural Resources and Agriculture Technology and an exceptional leader and community member. She had near perfect grades and earned several academic recognitions including Future Farmers of America (FFA) honors such as State Leadership Contest Winner and Regional Soil Judging Winner.

#### **John Hecker, Macomb Community College (MCC)**

Mr. John Hecker was Chairman of MCC's large student chapter of the Society of Manufacturing Engineers. He organized student tours of local manufacturing firms; brought up-to-date technical seminars to the MCC campus; and organized a drafting contest for high school students in Macomb County. Mr. Hecker received the 1991-92 Outstanding Student Service Award from the Society of Manufacturing Engineers Region 6 (Michigan and Western Ontario). He also received the 1991 Edgard DeSmet Alumni Association Scholarship Award. He is a member of the Phi Theta Kappa Honor Society.

### **1994 Award Winners**

#### **Lohren Deeg, Mt. Pleasant Area Technical Center**

Mr. Lohren Deeg was an outstanding student in Technical Drafting/Architecture and an exceptional leader and community member. He maintained a high grade point average and received several academic and leadership recognitions. Mr. Deeg served as co-chair of the "Mt. Pleasant Bonding All Together" organization which promotes appreciation and understanding of diversity among students. He served as President of the Mt. Pleasant High School class of 1994 while also serving as President of the Mt. Pleasant High School Chapter of the National Honor Society.

#### **Frank Federico, Oakland Community College**

Mr. Frank Federico completed his Associate Degree with a 4.0 grade point average at Oakland Community College in June, 1994. At that time, he was recognized as the 1994 Outstanding Student in the Exercise Science and Technology Program. Mr. Federico has completed an Associate of Science Degree in the Security/Loss Prevention Program from Madonna University and worked in that capacity at Sears, Roebuck and Company before entering the health/fitness profession.



## **Outstanding Special Populations Student in Vocational Technical Education**

The Outstanding Special Populations Student in Vocational Technical Education Award program recognizes outstanding secondary and postsecondary students for good work habits, human relations, and occupational skills.

### **1992 Award Winners**

#### **Cindy Reinbold, Sanilac Career Center**

Ms. Cindy Reinbold earned a two-year Certificate in Business Services and Technology at the Sanilac Career Center. She plans to be an accountant and enrolled in the Accounting program at Ferris State University. Ms. Reinbold has a hearing impairment with secondary speech and language impairment, but that did not stop her from excelling in the often highly technical material taught in the accounting/finance courses at Sanilac. She has mastered worksheets, financial statements, adjustments, closing, special journals, accounts receivable/payable, notes with interest, and payroll.

#### **Kurt Driscoll, Kirtland Community College**

Mr. Kurt Driscoll was a student in the computer aided drafting program at Kirtland Community College. Mr. Driscoll is quadriplegic as a result of a diving accident. After it was determined that conventional CAD systems would not suit him, Mr. Driscoll sought out Abilicad equipment which has allowed him to perform drafting assignments. Mr. Driscoll maintained communication with the manufacturer of this equipment to help them improve its design. He maintained a 3.8 grade point average while serving as President of Kirtland's chapter of the honor society Phi Theta Kappa.

### **1993 Award Winners**

#### **Chaka Sanders, Detroit Public Schools/Crockett Vocational-Technical Center**

Mr. Chaka Sanders excelled in Commercial Photography at Crockett Vocational-Technical Center earning perfect grades. Mr. Sanders, who has a mild bilateral hearing loss and wears hearing aids to assist with audition, received superior evaluations from his supervisors. Mr. Sanders led his peers as a Vocational Industrial Clubs of America (VICA) Region 2 East President and State Officer. He further demonstrated leadership by explaining the commercial photography program to students participating in Middle School tours.

#### **Dallas Mills, Grand Rapids Community College**

Mr. Dallas Mills received an Associate Degree in Mechanical Drafting from Grand Rapids Community College (GRCC) and has accumulated an additional 40 credit hours. Mr. Mills, who lives

## **Outstanding Special Populations Student in Vocational Technical Education (continued)**

with incomplete quadriplegia as the result of a car accident, earned excellent grades resulting in his inclusion on the College Dean's list for three consecutive years. He has been active in the GRCC chapter of the Phi Theta Kappa Honor Society, of which he was elected President.

### **1994 Award Winners**

#### **Minta Thomas, Tuscola Area Skill Center**

Ms. Minta Thomas, a 1994 senior at Mayville High School and a student in the Food Management Program at the Tuscola Area Skill Center (TASC), was a shining illustration of an outstanding career-technical student. Ms. Thomas overcame the barriers of learning disabilities. During her three years at TASC, she served at numerous functions; represented her program in the TASC Student Forum; began a work experience at Mayville's Copper Kettle Restaurant; and was 1993-1994 Vice President of the Student Forum.

#### **Sandra Alstott, Lansing Community College**

Ms. Sandra Alstott's main contribution at Lansing Community College was working in the Accounting Lab. She performed above and beyond the call of duty in assisting students. Ms. Alstott displayed a pleasant disposition to everyone she met. Even though she had difficulty in her personal life, she never complained and perceived problems as opportunities.

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## **Business/Industry Recognition Program**

The Business/Industry Recognition Award Program recognizes individuals who have made significant contributions to Vocational Education.

### **1992 Award Winners**

#### **Rosanna Bowsky, R.N., Coordinator of Staff Development, Marlette Community Hospital**

Ms. Rosanna Bowsky, R.N., the Coordinator of Staff Development at Marlette Hospital, has been very supportive of education for the health professions at Sanilac Career Center. In addition to being a certified class-room and on-site clinical trainer, Ms. Bowsky has for several years arranged Health Occupations Program work experience at the hospital; organized field trips and orientation programs;

## **Business/Industry Recognition Program (continued)**

and participated in writing the Certified Nurse Aid Program curriculum and subsequent application to the state for approval of the program.

### **Robert Lambert, Vice President, Borgess Medical Center, and Robert Doud, Vice President, Bronson Methodist Hospital**

Mr. Robert Lambert and Mr. Robert Doud were instrumental in forging an educational partnership between two health care institutions: Borgess Medical Center and Bronson Methodist Hospital. This partnership, in conjunction with the Kalamazoo Valley Vocational Consortium, has created a model for education in the health professions that generated praise and interest on a national level.

Through this partnership, students in eleven area high schools take introductory health studies courses at Bronson Hospital and participate in six different job shadowing experiences. Students later participate in an Externship where they work in a hospital department, medical clinic, dental office, or other health care setting, along with continuing their coursework in such areas as Medical Terminology and Health Careers Math. Articulated postsecondary education at Kalamazoo Valley Community College is available for students after their Externship.

### **1993 Award Winners**

#### **Jerry Butler, GM Truck and Bus-Flint Metal Fabricating and Robert Morrish, UAW, Local 659**

Mr. Robert Morrish, United Autoworkers (UAW), Local 659 Joint Activities Representative, and Jerry Butler, Personnel Director for General Motors (GM) North American Truck Platform--Flint Metal Fabricating, were instrumental in establishing the innovative Manufacturing Technology Program (MTP) in Genesee County. MTP is a School-To-Work transitional program that allows students to take morning classes relating to Skilled Trades at the Genesee Area Skills Center, and work and study for two hours at the GM plant every afternoon under the guidance of a skilled trades mentor. Work-related and academic instruction are highly integrated.

#### **Kenton Allard, Assistant Vice President Recruiting/Development, Perry Drug Stores Assisting Detroit Public Schools/Crockett Vocational-Technical Center**

Mr. Kenton Allard was instrumental in developing a partnership between Perry Drug Stores and the Crockett Vocational Technical Center (CVTC) in Detroit in 1990. The partnership was formalized through the "adoption" of the school by Perry Drug Stores in April, 1991. Mr. Allard has actively participated in curriculum development and research activities to ensure that state-of-the-art skills are taught in CVTC's programs; he has performed research for CVTC's Recruitment Video. He has

## **Business/Industry Recognition Program (continued)**

provided opportunities for field trips for CVTC students and staff to many Perry stores and to Perry's Pontiac headquarters. Mr. Allard secured employers for CVTC's annual Career Fair; served as a judge for Health Occupations Student Association conferences; and promoted community support through advertisements in various publications that describe vocational student successes.

### **Joe Borrello, Owner/Principal Operator, Borrello Marketing and Communications**

Mr. Joe Borrello, owner of Borrello Marketing and Communications, has contributed to the Hospitality Education Division at Grand Rapids Community College (GRCC) in a number of ways. He is a long-term member of the Advisory Committee for the Division and has written numerous articles on the Hospitality Education Division and its activities. As national Vice President of the International Tasters Guild, and local Chapter President, Mr. Borrello has helped the Division gain national exposure and financial support. Through Mr. Borrello's leadership, the Tasters Guild has sponsored eight annual scholarship instructional supplies fundraising events for hospitality education students. Through his insight and support, the division created a Food and Wine lending library.

### **1994 Award Winners**

#### **Sandy Burger, Divisional Human Resources Manager, Upjohn Company**

Ms. Sandy Burger is one of Kalamazoo County's Education for Employment (EFE) program's greatest assets. Through her position at the Upjohn Company, Sandy has worked with the educational community in developing and enhancing programs where both students and the community benefit. She began her involvement in EFE as a member of the Office Occupations Advisory Committee during which time she was instrumental in addressing a concern over low typing speed of cooperative education students. By addressing this concern, a basic keyboarding skills program was implemented on a countywide basis, resulting in increased typing speeds by students enrolled in office occupations programs. Her additional involvement on the committee includes mock interviewing of office occupations students and organizing an annual office careers day at area businesses for students.

#### **Michael Ryan, Network Analyst, Forest Computer Incorporated**

Mr. Michael Ryan is a recognized leader in computer-to-computer communications. As a Network Analyst at Forest Computer, he provides local and wide-area network consulting services to clients all over the world. Despite his travel and busy schedule, he remains ever ready to provide "consultation" advice via E-mail to Lansing Community College (LCC) faculty, helping them solve technical problems on LCC's mid-sized IBM computers. He is also the primary author of LCC's mid-range computer curriculum.

Additional copies of this report may be purchased from the Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824.  
Telephone: (1-800-292-1606)

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