Welcome!
This presentation has been designed to provide you with some background information about Career and Technical Education (CTE), why we have revised these program standards, what our process was, identify what changes were made, and your implementation schedule.
“PRESS RELEASE –
State Supt. Brian Whiston Unveils Strategies to help Michigan Become a Top 10 Education State
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Agency: Education

February 9, 2016
LANSING – Seven months of collective input from the public and education stakeholders across the state has developed a set of targeted strategies to help Michigan become a Top 10 education state in 10 years, State Superintendent Brian Whiston told the State Board of Education.”
“The set of strategies unveiled Tuesday are designed to
• construct a solid and sustainable P-20 system to educate all children for success;
• meet and support the learning needs of ALL children;
• meet and support the professional needs of ALL educators;
• design systems to overcome the disparities experienced by children and schools;
• empower parents and families to actively participate in their child’s education;
• partner with employers to develop a strong, educated, and highly-skilled workforce; and
• leading and lifting Michigan education through greater service from Lansing”
“‘We have a tremendous opportunity, working together as a state, to lift student achievement using these goals and strategies,’” Whiston said. “‘This requires open minds and the will from all involved to make it work.’ This drive to improve student achievement in Michigan needs the support, commitment, and inclusion of everyone in Michigan, . . .”

To view the full press release, visit the MDE Top 10 in 10 website at: https://www.michigan.gov/mde/0,4615,7-140--376451--,00.html
Keeping Michigan's standards current to meet industry needs is seen in Goal 6.
Career and Technical Education Background Information

Program Overview
The Carl D. Perkins Act requires all state-approved CTE programs, to develop a sequence of courses that prepare students for careers in high skill, high demand, and high wage occupations.
The Carl D. Perkins Act prepares students to be career and college ready for whatever occupational pathway they have chosen beyond high school.

We are currently operating under Perkins IV, and will remain under this legislation until the new Perkins V Act is implemented.
Perkins IV requires all CTE programs to have technical standards that lead to an end-of-program skills assessment. Some of the students in the CTE program may also receive an industry recognized certificate or license. CTE programs must include hands-on learning, leadership experience, and work-based learning opportunities.

For state-approved automotive programs, all students will take the ASE student-level certification test that aligns with their program. The Medium/Heavy Truck Technician students will take the ASE Student Certification exam that consists of four technical areas (tasks): Diesel Engines, Electrical/Electronic Systems, Brakes, and Suspension and Steering. The tasks coincides with the most recent release of standards. ASE will release the new Inspection, Maintenance, and Minor Repair (IMMR) student-level certification exam at a later date. Programs and Instructors are advised to utilize the current certification test until further notice.
There are 16 national career clusters. Michigan has approved Energy as a 17th career cluster.

Related job titles are sorted into occupational pathways within each career cluster that have more than one pathway and are published as career frames.

The appropriate pathway for your CIP code has been included in the 2018 Medium/Heavy Truck Technician Gap Analysis (Gap), which will be discussed later in this presentation.
This career frame lists the following pathways for CIP code 47.0613 Medium/Heavy Truck Technician. Your program is in the Facility and Mobile Equipment Maintenance pathway.
In Michigan standards come from three places. National standards are used for the career cluster standards, pathway standards, and career ready practices. Technical standards are selected for Michigan through the review process, which we will overview in the coming slides.

For ASE certified automotive programs, the technical standards are administered by ASE Education Foundation (formerly known as National Automotive Technicians Education Foundation – NATEF). The ASE Education Foundation is a non-profit organization that evaluates and accredits entry-level automotive technology education programs against standards developed by the automotive service industry.
For the school year 2016-2017, the number of programs operating for this CIP code was 11. The student enrollment was 342.
Process Overview
A Technical Skills Review of each CIP code is usually conducted every 5-10 years. Teachers are most often the first to recognize when standards are becoming outdated or certification requirements have changed. If a CIP code leads to an industry certification, it may be necessary to review the technical skills more often to remain in alignment with the certification requirements.

There are four primary resources used to collect CTE Data.
1. Michigan CTE teachers teaching in state-approved programs were surveyed
2. Data was gathered on how programs are delivered in other states
3. Industry and postsecondary partners participated in meetings and surveys
4. Standards were compiled for industry and postsecondary partner review

For state-approved CTE automotive programs, the ASE Education Foundation determines when changes/updates are required to technical tasks (standards), licenses, and certifications based on national industry trends.
As part of the phase 4, we survey our industry and postsecondary partners to gather data about each standard’s relevance to employability. Each standard is reviewed and rated from Not Important, meaning that standard would have little or no impact on employability, through Essential, meaning students must know this to be successful in the career pathway. The survey may contain several sources of standards.

For state-approved CTE automotive programs, the ASE Education Foundation technical tasks (standards) is the guidance that the Office of Career and Technical Education (OCTE) utilizes for its programs.
The OCTE makes their decision to adopt the new technical standards based on their analysis of all the data that was collected from teachers, postsecondary, and business and industry partners.

For state-approved CTE automotive programs, the ASE Education Foundation determines the guidance that the OCTE adopts for its programs.
❖ STEP Results
(Standards and Technical Education Process)
The Gap is available on the MCCTE Navigator website (http://ctenavigator.org/resources). The GAP uses an outline format in an Excel spreadsheet. Notice on the left that there are three columns titled: Knowledge, Skills, and Performance Elements. The Knowledge column identifies the overall area for the skills and performance elements listed directly below the entry. Skills identify the various skills within the knowledge area. The Performance Elements are the actual standards or outcome expectations for students to learn. The Performance Elements have been assigned a segment number between 1 and 12 which correspond to the segment titles, also known as Instructional Units, on the righthand side of the Gap. We will review these titles in an upcoming slide. Some Segments will have many Performance Elements and some may only have a few.

For state-approved CTE automotive programs, the Knowledge column is the heading of the ASE Technical Tasks; the Skills column is the sub-headings of the technical tasks; and the Performance Elements column are the technical tasks from the ASE Program Accreditation Standards.
A Gap is made up of four Knowledge areas; the Michigan Technical Skill Standards, the Pathway Standards, the Career Cluster Standards, and the National Career Readiness Practices. The Knowledge areas are color coded to assist in locating standards within the Gap.
The 2018 Gap revisions for 47.0613 Medium/Heavy Truck Technician, impacts all four of the Knowledge areas. The Gap reflects the 2017 Summary of Changes for Medium/Heavy Truck Standards that were released by the ASE Education Foundation on January 1, 2018.
This list shows the revised 12 Segment/Instructional Unit titles. Some of the titles may be the same as the previous Gap. Please note that when developing curriculum, these segments/instructional units do NOT have to be taught in any specific order. That decision is up to the teacher and their local administrators.

For state-approved CTE automotive programs, the Segments lead to a ASE Student Certification. The Gap should be reviewed and discussed with the Program Advisory Committee on a yearly basis.
Implementation Timeline
The transition year for 47.0613 Medium/Heavy Truck Technician will start in the fall of 2018 and end in fall 2019, with the full implementation starting in fall 2019 for the 2019-2020 school year.

Per ASE, accreditation applications submitted after May 31, 2018, MUST use the new Medium/Heavy Truck Technician standards (2018). The OCTE will allow schools that recertified prior to May 31, 2018, the opportunity to continue launching the current (2014) standards until your ASE Accreditation Expiration Date or 5 years; whichever is the closest date. During the transition years, the instructor will need to work towards the new ASE Medium/Heavy Truck Inspection, Maintenance, and Minor Repair (IMMR) technical standards; which are reflected in the 2018 Gap. Please remember that both the instructor and the program will need to be properly ASE certified in IMMR to remain at a CTE state-approved status. To check your program status, contact ASE at 703-669-6645; or via online at: https://portal.aseeducationfoundation.org/Account/Login.
The CIP Self-Review Crosswalk Checklist aligns the requirements of Technical, Review, Assistance, and Compliance (TRAC) monitoring to the accreditation requirements. The OCTE monitors the ASE accreditation status and mid-year compliance reviews of state-approved 47.0613 Medium/Heavy Truck Technician programs. The ASE accreditation process is rigorous, and not only addresses the criteria reviewed during TRAC by the OCTE; but exceeds the requirements for a state-approved program review. There is no need to duplicate TRAC review evidence in Navigator; except for the Instructional Design Model (segmenting document), that must be uploaded in Navigator. This information is needed for both CTEIS entry and for data TRAC reviews. Therefore, it is imperative that instructors maintain their ASE Accreditation bins/folders with 5-years of hard copy evidence beginning with the last date of accreditation approval to the present.

CTE Administrators are advised to activate the CIP Self-Reviews for Medium/Heavy Truck Technician instructors yearly in Navigator so they can update their profile page.
If you have additional questions, please contact Dana Hughes, CTE Program Consultant for Transportation, Distribution & Logistics programs at HughesD9@michigan.gov or by phone at 517-335-0359.