

How The Marshall Plan Can Help Schools Revolutionize Education

This document describes how the Marshall Plan can help Michigan's educators bring their innovative ideas to life, accelerate their current innovations, and create the nation's best talent.

This document is not a legal document and is based off of proposed legislation that has not yet been signed into law. It is intended as a high-level summary to help schools plan for the implementation of the Marshall Plan.

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Get started

The number one thing that schools can do to start getting ready for the Marshall Plan is to begin creating their Talent Consortium. Information on Talent Consortia and how to create one is below.

Talent Consortiums

In order to access most Marshall Plan funds, schools will need to be members of a Talent Consortium. These Consortiums are designed to revolutionize the way that employers and educators work together.

For the purposes of Marshall Plan funding, a Talent Consortium is a consortium of entities that enter into a Talent Agreement (see below). At a minimum, parties to a Talent Consortium must include a district or intermediate district and at least two employers or organizations representing employers. For the purposes of Marshall Plan Funding, MDE and TED will give preference to grants from Consortiums that include one or more of the following additional partners:

- A postsecondary education institution which may include a community college, public university, independent nonprofit degree-granting college or university, or a proprietary school entity engaged in workforce training as approved by the department of talent and economic development.
- A non-profit partner engaged in developing talent and education.
- The local MISTEM Regional Network as described in section 99s.
 - www.michigan.gov/mistem
- A local Michigan Works! Agency
 - <http://www.michiganworks.org/>
- The local Regional Prosperity Initiative grant recipient.
 - <https://www.michigan.gov/dtmb/0,5552,7-150-66155---,00.html>

Talent Consortiums must create a Talent Agreement that contains the following:

- How the members will work to create a seamless, competency-based education model that results in students acquiring high-demand skills and credentials. This includes:
 - A formalized process by which the talent consortium will periodically review and update employer needs and which skills and credentials are in-demand, including a 2, 5, and 20-year talent skills projection.
 - A detailed plan on how curriculum and instruction will be changed to address the changing employer and talent skills needs.
 - If postsecondary education entities are a party to a talent consortium, how the entities will make efforts to reduce barriers as students transition through phases of their education from k-12 education to postsecondary education and then into the workforce. These efforts, may include, but are not limited to, the following:
 - Dual enrollment practices.
 - The acceptance of talent portfolios for college admissions.
 - Work-based learning and internships.
 - The creation of career pathways beginning in middle and high school.
 - In-classroom mentoring or career counseling.
 - Pre-hiring agreements.

- How businesses will change their hiring practices in order to ensure that students have meaningful opportunities after completing a career pathway.
- How any grant dollars received will go to further the goals of the consortium.
- How members will continue to collaborate beyond the awarding for grant dollars.

Definitions

Many of these definitions reference the Michigan Future Talent Council. The Michigan Future Talent Council will consist of businesses and educators from across the state. It will designate which fields are in high-demand.

"High-demand field" means any field that is determined by the Michigan Future Talent Council. However, for fiscal year 2018-2019, a high-demand field means professional trades, manufacturing, engineering, information technology (including machine learning and artificial intelligence), mobility, business (accounting, finance, sales, and marketing) and health care.

"Credential" means any proof of competency in a high-demand, high-salary, and high-upward mobility field or any other designation determined to be in high demand by the Michigan Future Talent Council. All credentials must be stackable, which means that it can lead to a more advanced recognized credential, and competency-based, which means that they are acquired by proving mastery in the subject matter as opposed to the amount of time spent.

"Competency-based education", for the purposes of the Marshall Plan means an approach to teaching and student learning where students are evaluated on competencies and they move on to more advanced competencies once they have mastered existing ones. Importantly, Marshall Plan grants will not require an entire school or district utilize this instructional model, but some grants will require or show preference if this instructional model is used. For purposes of Marshall Plan funding, competency-based instructional programs look like the following:

- An approach to teaching and student learning where hands-on, project-based experiential learning becomes the constant – not time. Demonstrated proficiency takes priority over seat time.
- Students learn at their own pace and are evaluated on individual competencies. Only when they have mastered those competencies do they move on to more advanced materials and standards.
- Schools can develop innovative delivery models outside the traditional class structure and classroom setting to help students show measurable proficiency in the course standards and translate those competencies into meaningful skills.

"Manufacturing" today is the combination of information technology, design, robotics, manufacturing, and other fields. Automation is changing the skills that are required to work in manufacturing, and those skills are in high-demand.

"Prenatal through Lifelong Learning" is a reality of our economy that everyone must be prepared to change careers. This will involve retraining, but the basis for being able to do that starts early in a person's life. That's why the Marshall Plan looks at not only students in the K-12 system, but also our adult citizens who need to be retrained. The goal of a P-L system is to provide all learners with a seamless education at all points of their lives.

Timeline

Unless stated otherwise, the Marshall Plan funds are proposed to be spent over four years. That means that schools who are unable to apply for the 2018-19 school year will be able to apply for the same funds in following school years.

Existing Resources

Existing resources can help schools implement the Marshall Plan. These include:

- The newly restructured MiSTEM Regional Networks, whose new functions include building business partnerships, finding high-quality programs, and providing assistance to schools can help schools with creating consortia, writing grants, and finding programs.
 - Note that having MiSTEM Regional Networks as partners to a Talent Consortium will give grant applications from those consortium preference.
 - www.michigan.gov/mistem
- The Michigan Department of Education's Office of Career and Technical Education has created an excellent "Playbook" for districts wishing to expand CTE programs. It provides great detail and guidance on how to access funds, how to account for students, how to administer CTE funds, and how to partner with businesses.
 - https://www.michigan.gov/documents/mde/CTE_Administrator_Manual_-_OCTE_2017_603580_7.pdf

Create more programs for students

School can use Marshall Plan funds to create or expand programs for students. Any school that wishes to access these funds must be a member of a Talent Consortium as described on page 4. The Marshall Plan can provide funds to schools for the following:

1. Hiring new full-time staff
2. Industry mentors in classrooms
3. Testing fees for students (for example, AP Computer Science, Cisco CCENT, etc.)
4. Professional development for teachers
5. Minor equipment expenses (see "Purchase Equipment" on page 7 for larger equipment)
6. Participate in cybersecurity competitions

Note that programs supported with these funds must be in high-demand fields and put students on the path to earning credentials in those fields. For 2018-19, high-demand fields are IT/Computer Science, Health Care, Manufacturing, Professional Trades, and Business. Following 2018-19, high-demand fields will be determined by the Michigan Future Talent Council. In addition, many of these grants will give preference to applications that will utilize features of competency-based education in the new and/or expanded programs. Examples include if the program allows students to move through the material as they master it and learn with real-world, hands-on, experiential projects. These grants do not require that the entire school convert to a competency-based learning model.

Below is more detail on each of these grant supports.

Summary Table for Program Creation and Expansion Grants

| Available grant support for program creation/expansion | Max Grant | Consortium Required | Notable Requirements |
|--|------------------------------|---------------------|--|
| Full Time Staff | \$100,000 | Yes | Staff employed for three years after grant |
| Industry Mentors | \$5,000 per mentor per year | Yes | |
| Testing Fees | \$200 per student per test | Yes | Only certain AP classes qualify |
| Professional Development | \$5,000 per teacher per year | Yes | Recognized PD will be given preference |
| Equipment | \$20,000 | Yes | Requires 1:1 matching funds |
| Cybersecurity | N/A | Yes | Requires 25% matching funds |

Hiring Full Time Staff

The Marshall Plan provides resources for schools, including postsecondary institutions, in Talent Consortiums to apply for a one-time grant up to \$100,000 to hire a full-time instructor. These dollars are designed to act as seed money so that a school can make the position self-sustaining through increased enrollments due to the program offering. This comes with the following conditions:

1. The school must continue to offer the program for at least an additional three years following the grant.
2. The program must result in, or lead directly to, a high-demand, high-salary, stackable credential in a high-demand field.
3. The program must, to the extent possible, utilize a project-based instructional model.
Applications that are more heavily project-based will be more likely to be awarded grants.
Additional consideration may be given to competency-based models.

Industry Mentors in Classroom

The Marshall Plan supports industry mentors in classrooms at up to \$5,000 per mentor per year. Several mentor programs exist, most notably the Microsoft TEALS program that puts industry mentors into classrooms to teach students AP Computer Science. Note that another line item helps schools pay for AP testing fees.

Testing and Project Fees for Students

Testing and project fees that result in high-demand competencies or credentials up to \$200 per student can be supported with Marshall Plan funds. These tests could be for workforce certificates (such as Cisco certifications), certain AP classes (Physics C: Electricity and Magnetism, Physics C: Mechanics, Computer Science A, and Computer Science Principals), or other credentials as determined by the Michigan Department of Talent and Economic Development.

Professional Development

Up to \$5,000 per teacher is available for professional development in high-demand fields. Professional

development from high-quality recognized organizations or professional development created under the new curriculum program described on page 7 will be given preference in these grant applications.

Equipment Expenses

This section also provides up to \$20,000 for educational equipment. The Talent Consortium must provide 1:1 matching funds. Larger equipment purchases are supported through a separate grant described on page 7.

Cybersecurity Programs

Much like the existing 99k line item, this line item expands the ability of schools to offer cybersecurity competitions to their students. Several different competitions are eligible, including (but not limited to) The Governor's High School Cyber Challenge, CyberPatriot, and the CyberAuto Challenge. These programs run at different times during the school year, so students are able to participate in multiple competitions. Funds can be used for traveling expenses, coach stipends, materials, registration fees, and other expenses associated with the competitions. Note that schools will need to provide 25% cost sharing. This year, additional training resources will also be made available for coaches to help them prepare for their role as coach and mentor.

Unlike the existing 99k line item, additional funding has been allocated to make professional credentialing vouchers available to students who make it to the final rounds of the Governor's High School Challenge and Cyber Patriot programs. In 2018, the state will offer vouchers to 60 students who make it to the top of these competitions. The vouchers will cover preparatory "boot camp" training that can be taken at home at the student's leisure, and fees associated with a professional credentialing exam. The credentials offered are stackable, and will allow students to qualify for several in-demand cybersecurity jobs.

Best practices and other policy levers

- As part of the Marshall Plan, MDE will be providing technical assistance to districts who want to integrate the Michigan Merit Curriculum into career classes. Examples include Construction in Geometry (Ishpeming High School in the UP), third year science and health care (TBA ISD) and algebra II and robotics (Kalamazoo RESA CTE Center).
- Combining one of these supports with a dual enrollment or Early/Middle College experience is an excellent way to prepare students for a degree in a high-demand career.
- If HB's 5141 and 5142 become law, they may significantly ease the certification requirements for districts attempting to find teachers for CTE class.
- MDE offers Seat Time Waivers that may assist with implementing these programs. Questions on Seat Time Waivers can be directed to Eric Lipinski at MDE: lipinskie@michigan.gov
- MDE will be touring the state for their innovation Road Show that includes topics like flexibility in the Michigan Merit Curriculum at the following dates and times:
 - April 16, 2018 Wayne RESA
 - April 18, 2018 Jackson County ISD
 - April 20, 2018 Eastern UP ISD
 - April 27, 2018 Kent County ISD
 - Contact for more information: Rashell Bowerman, BowermanR1@michigan.gov

- o Register for the roadshows by clicking here:

https://www.michigan.gov/documents/mde/2018_Road_Show_Digital_615536_7.pdf

Create new curriculum, PD, or materials

The state will award funds to help create new curricula, PD, materials, lesson plans, student projects, and other items. These must meet the following criteria:

- Be in a content area, grade level, skill, or field for which no high-quality items already exist.
- Result in students attaining skills in high-demand fields.
- Utilize a project-based or competency-based instructional model.
- Be made "open source" for others to use.
- Have a business partner(s) that is meaningfully involved in the creation of the curriculum. Any application must include a letter from that details how they will be involved.
- Demonstrate how the curriculum fits into a K-12 through post-secondary educational model, and preferably include both a post-secondary and K-12 partner.
- Applicants must be members of a talent consortium.

Purchase equipment

Grants will be available to consortiums for large equipment purchasing and leasing. Schools can receive a much higher grant amount if they utilize crowdfunding.

Grants are available in two ways. A standard grant will award 1:1 matching funds for up to \$150,000. Alternatively, the district may decide to crowdfund their matching funds. This results in consortia being able to leverage their dollars on a much higher 2:1 basis and up to \$350,000. In order to crowdfund, the district must put the project on a website such as Patronicity or GoFundMe (to be determined by MDE) and secure community donors.

Best practices and other policy levers

- Many schools find success utilizing this equipment in adult education programs at night. This can reduce the cost of the equipment to the district and create more talent for local employers.
- Some schools find that leasing is a better option than purchasing, particularly for equipment that is quickly outdated. This language allows for schools to lease equipment.
- If HB's 5141 and 5142 become law, they may significantly ease the certification requirements for districts attempting to find teachers for this equipment.
- As part of the Marshall Plan, MDE will be providing technical assistance to districts to integrate the Michigan Merit Curriculum into career classes. Examples include Construction in Geometry (which is done in Ishpeming High School in the UP) third year science and health care (Traverse Bay Area ISD) and algebra II and robotics (which is done at the Kalamazoo RESA CTE Center).
- MDE will also be creating a condensed teaching certificate to help industry experts get into the classroom quicker.
- MDE will be touring the state for their innovation Road Show that includes topics like flexibility in the Michigan Merit Curriculum at the following dates and times:

- o April 16, 2018 Wayne RESA
- o April 18, 2018 Jackson County ISD
- o April 20, 2018 Eastern UP ISD
- o April 27, 2018 Kent County ISD
- o Contact for more information: Rashell Bowerman, BowermanR1@michigan.gov
- o To register for road shows, click here:
https://www.michigan.gov/documents/mde/2018_Road_Show_Digital_615536_7.pdf

Convert to competency-based learning

Schools do not need to completely convert to a competency-based learning model in order to access Marshall Plan grant dollars. However, for schools that do wish to convert to this model, additional funds are available. Much like the existing 21j line item, the state will be supporting districts and schools who wish to wholly convert to a competency-based instructional model. Applicants must commit to, among other things, the following:

- An approach to teaching and student learning where hands-on, project-based experiential learning becomes the constant – not time. Demonstrated proficiency takes priority over seat time.
- Students learn at their own pace and are evaluated on individual competencies. Only when they have mastered those competencies do they move on to more advanced materials and standards.
- Schools can develop innovative delivery models outside the traditional class structure and classroom setting to help students show measurable proficiency in the course standards and translate those competencies into meaningful skills.
- An innovative partnership with employers or institutes of higher education, or both.
- A plan for the transition away from a grade-level system of student promotion to a competency-based system of student promotion. This plan shall include messaging to parents describing the benefits of, and steps taken to implement, a competency-based instructional model.
- Applicants must be a member of a Talent Consortium.

Other Policies and Best Practices

- MDE will approve seat time waivers for schools. Questions on Seat Time Waivers can be directed to Eric Lipinski at MDE: lipinski@michigan.gov
- Several districts across the state, including Fraser and Cheryl Stockwell Academy, are willing to share best practices on how to utilize this instructional model.
- The state, through CEPI, is currently implementing a better transcript-reporting system that aligns with competency-based education to make it easier for districts to report to the state.
- The state will be engaging with institutions of higher education to begin discussions on accepting competency-based transcripts in addition to GPA-based transcriptions.

Offer scholarships to low-income citizens

A hallmark of the Marshall Plan is the creation of a scholarship and stipend program for low-income citizens to receive 1 or 2-year credentials in high-demand fields. These scholarships take the following form:

- For a 1-year credential: up to \$750 scholarship plus a \$250 stipend
- For a 2-year credential: up to \$500 for each year plus a \$250 one-time stipend.

If a postsecondary institution wishes to offer this scholarship to students, they must have: 1) a Talent Guarantee policy, 2) an aggressive mentoring program in place for the courses and programs that the scholarship can be used toward, and 3) the credential programs must meet certain criteria:

1. A Talent Guarantee is a promise from the postsecondary institution that if a student receiving this scholarship successfully completes the program but is unable to find or retain a job due to insufficient technical skills at the relevant level in the relevant field that the postsecondary institution will retrain them at no cost to the student. See "Best Practices" below for more information.
 - a. It is important to note that the Talent Guarantee only needs to apply to *that specific program* (ie: Welding, Computer Coding, Nursing, etc.) and not the institution as a whole.
2. In addition to the Talent Guarantee above, the postsecondary institution must also offer an aggressive mentoring program. Note that the state will help pay for mentors for this purpose. This mentoring program must utilize the stipend as an incentive to have students regularly meet with the mentors.
3. In order to qualify for scholarship funds, the programs offered to students must:
 - a. Utilize, to the extent possible, a competency-based instructional model.
 - b. Be able to be completed in a maximum of 1 or 2 years (depending on the scholarship term)
 - c. Result in a stackable credential in a qualifying high-demand field.

In order to qualify, the student must, among other things:

- Possess a high school diploma, recognized equivalency, or recognized equivalency certificate.
- File the Free Application for Federal Student Aid (FAFSA) annually.
- At the time of application, have an income that is 133% or below the federal poverty line (the same income qualification requirements as the Healthy Michigan Plan).
- Shall maintain a cumulative grade point average of at least 2.5 during their time enrolled for a standard grading model or demonstrate sufficient progress for a competency-based grading model in an eligible postsecondary institution.

Best Practices

- The Detroit Promise Program has a great model for both scholarships and coaching and is willing to share best practices.
- Institutions are encouraged to be creative with their implementation of the Talent Guarantee, but it must be approved by the Department of Treasury and the Department of Talent and Economic Development.

- Michigan Works! Agencies can be excellent partners with the Talent Guarantee, as they have access to federal workforce dollars that can be used to help provide additional skills to employees under certain income conditions.

Provide career navigation services

The Marshall Plan provides funds for consortiums who want to utilize career facilitators. Career facilitators There are two different models of financial grants that schools can choose. In both cases, districts must commit to keeping the staff for an additional two years beyond the three year grant period (for a total of 5 years). These two modes are:

- Up to \$33,000 a year for three years for a person 100% dedicated to career facilitation.
- Up to \$50,000 for the first year, \$30,000 for the second, and \$19,000 for the third for a person who is dedicated 75% to career facilitation and 25% to dropout prevention and recovery. This model is more sustainable because the school can recoup the cost of the staffer through the increased per-pupil payments from dropout recovery and prevention.

Staff hired with this grant must be used for education planning and career facilitation activities only, such as the creation of robust education development plans, the creation of talent portfolios, identifying work-based learning opportunities, etc. Districts must demonstrate they have a K-12 career exploration program and meaningful, consistent use of their education development plans in their school improvement plan.

Best practices and other policy levers

- PA 151 of 2017 changed the continuing education requirements for counselors, requiring counselors to spend some of their continuing education time working on career counseling.
- Staff hired under this grant could assist in the implementation of HB's 5139-5142 and 5145, which include better use of EDP's, the creation of talent portfolios, and better career exploration experiences for students.
- Districts can look to Jackson Career Center, Muskegon Made Career Specialists, Traverse Bay Area ISD and Networks Northwest partnership, Michigan College Access Network and Wayne RESA for examples.

Reward innovative educators

The Marshall Plan proposes creating the Michigan Innovative Educator Corps. This is a Corps of elite and innovative educators across the state who are able to take the next step in their career, share their innovations across the state, and represent Michigan educators. Each district will be able to nominate a number of educators based on their student count. Each nomination has to meet certain criteria, including having support from their peers, students, administrators, and members of the community. ISD's will then take those nominations, see what the regional needs are, and advance to MDE those nominations who would best fill the regional need. MDE will then select from those nominations 100 educators to the Corps.

MDE would select 100 educators based on a diversity of skills, content areas, grade levels, and geographies.

Innovative Educators would receive a yearly stipend of \$5,000 for their term of three years. They will also write a plan for how to best spread their ideas and skills across the state with an additional \$5,000 granted to their district to cover costs associated with the educator's work in the Corps. These educators would be expected to:

- Provide professional development around their innovations
- Mentor new teachers, including student teachers
- Meet with state policymakers

Districts are encouraged to begin planning on how they will nominate educators for this elite Corps.

Fill critical shortages in teaching staff

There are two ways that the Marshall Plan proposes to provide funds for schools to get teachers into classes that teach students in high-demand fields:

1. Up to an \$8,000 scholarship for currently certified teachers to get a new endorsement in a high-demand field. In order to access this scholarship, the teacher will attend a program that is a competency-based residency model.
2. The creation of condensed teaching certificate for professional trades instructors. Twelve months following the passage of the Marshall Plan, MDE will release a condensed teaching certificate for professional trades instructors.

Existing policies

- MDE is currently allowing for non-teacher certified CTE instructor authorizations for up to 10 years. Questions on annual occupational authorizations (AOA's) can be directed to Mary Stephenson at MDE: StephensonM4@michigan.gov.
- Current critical shortage policies allow retirees to fill certain positions without losing benefits. Contact MOECSSupport@michigan.gov for additional questions.

Provide program evaluation and research supports for the Marshall Plan

Governor Snyder wants to make sure that the Marshall Plan is investing dollars where they are most needed and only in programs that work. To that end, the state will be looking to partner with a university for the following functions:

1. Support the Michigan Future Talent Council with economic forecasting, statistical analysis, and other duties.
2. Provide program evaluation on Marshall Plan investments.

Share and research results and best practices

All grant recipients will be expected to share the programs and materials developed as a result of the grant. A key component will also be documenting the challenges and barriers to implementation and creation and how those difficulties were overcome. This will be critical in allowing for the replicability of the programs in other districts.

Get additional questions answered

The following contacts are available for additional questions regarding the Governor's Marshall Plan for Talent:

- Governor's Office: Tyler Sawher; SawherT@michigan.gov
- Michigan Department of Education: Wendy Larvick; LarvickW@michigan.gov
- Michigan Department of Talent and Economic Development: Jeremy Hedges; HedgesJ@michigan.gov

Frequently Asked Questions

1. Are these funds available for only the 2018-19 school year?
 - a. No. Under the Governor's proposal funds are made available for four years. Schools who aren't in a position to apply for grants for the 2018-19 school years will still be able to apply in later years.
2. My school doesn't do competency-based learning. Can I still apply for grants?
 - a. Yes. There is no requirement that a school convert to competency-based learning in order to access Marshall Plan funds (except for the grant that is specifically for a total conversion to competency-based learning). However, we ask that the individual programs that the grants support (such as the cybersecurity program or the nursing program) take on features of competency-based education, such as students progressing at their own pace, learning with hands-on projects, and being assessed in multiple ways. Applications that do this will be scored higher than those that do not.
3. Can I use Marshall Plan funds to support a pathway that leads to a bachelor's degree?
 - a. Yes. In fact, that is encouraged. The Marshall Plan is an "all of the above" approach when it comes to high-demand, high-salary, postsecondary credentials.
4. I don't have any willing businesses in my region. How can I become a member of a Talent Consortium?
 - a. There is no requirement that the business members of a Talent Consortium be a local business. Several companies, such as Microsoft, Facebook, and Cisco has expressed a desire to connect to non-urban areas. Virtual, long-distance partnerships that use technology to bring people together are just as valid as in-person partnerships.
5. How should I nominate educators for the Innovative Educator Corps?
 - a. Under the Governor's proposal, educators nominated for the Innovative Educator Corps must meet a handful of requirements (be rated at least "effective", has recommendations from certain individuals, etc.), but any additional requirements and the process for submitting those nominations is up to the local district.