

POSITION DESCRIPTION

This position description serves as the official classification document of record for this position. Please complete the information as accurately as you can as the position description is used to determine the proper classification of the position.

2. Employee's Name (Last, First, M.I.)	8. Department/Agency EDUCATION
3. Employee Identification Number	9. Bureau (Institution, Board, or Commission)
4. Civil Service Position Code Description Education Research Consultnt-A	10. Division
5. Working Title (What the agency calls the position) Perkins Quality Indictor Consultant	11. Section Office of Career and Technical Education
6. Name and Position Code Description of Direct Supervisor KROLL, JILL C; EDUCATION CONSLTNT MGR-5	12. Unit Grants, Assessments, Monitoring, and Evaluation
7. Name and Position Code Description of Second Level Supervisor MILLS, CELENA; STATE OFFICE ADMINISTRATOR	13. Work Location (City and Address)/Hours of Work 608 W Allegan, Lansing, MI 48933 / M-F 8-5

14. General Summary of Function/Purpose of Position

This position functions as the Perkins Quality Indicator Consultant recognized resource. This is the advanced level and expert position providing leadership and development of Michigan's Career and Technical Education's measurement, evaluation, and research design, including measurement design and coordination of the Perkins program Quality Indicator. Coordinate and monitor secondary credential selection protocol. Respond to internal and external data requests, particularly those related to program quality indicators. Participate in federal grant review and monitoring process, including analyses to monitor grantee compliance with requirements and Risk Analysis associated with program quality data indicators for targeted on-site monitoring. Provide measurement and assessment expertise and input in development of accountability measures, as needed.

15. Please describe the assigned duties, percent of time spent performing each duty, and what is done to complete each duty.

List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent.

Duty 1

General Summary:

Percentage: 60

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Individual tasks related to the duty:

- Assess OCTE information needs and design appropriate collection, processing, editing, analysis and reporting processes and procedures. Coordinate with other MDE offices and state agencies to coordinate data collection and utilization to ensure consistent and accurate CTE reporting.
- Assess needs of agencies operating state-approved CTE programs and modify appropriate processes and procedures to meet information needs and minimize reporting burden.
- Plan, design, coordinate and carry out research and data analyses for the evaluation and assessment of Career and Technical Education programs. Design queries and query databases as required to select and combine data for analyses and reports.
- Recommend adjustments to measures and accountability programs based on results of reliability and validity studies.
- Design, using research and evaluation knowledge, prepare and disseminate reports on CTE students and programs to internal and local school district personnel.
- Prepare data reports to support CTE educators in improving CTE programs. Provide technical assistance workshops for local educators on research and assessment procedures, use of data for program involvement and evaluation.
- Monitor grantee management of web-based system (CTEIS) for collection, processing, editing, analysis and reporting of CTE programs, facilities, staff and students.
- Carry out ongoing assessment of the effectiveness of the web-based system in terms of information needs, security and accuracy.
- Oversee and monitor technical assistance, training and documentation provided by grantee associated with CTE reporting.
- Evaluate, clean, and prepare data from multiple vendors in preparation for federal reporting.
- Utilize expert knowledge of FERPA and other legislation protecting student privacy to develop and revise data-sharing agreements.
- Attend, as needed, MSDS Data Definition and other data-related meetings. Research and evaluate any data changes that may be needed for CTE. Consult with CEPI, as needed, on any data changes required that affect CTE.
- Manage and provide oversight for all office research and evaluation projects. Provide consultation in development of measures and in evaluation design.
- Conceptualize, design, and review proposed studies with MDE research partners in response to information needs of CTE educators and the Office of Career and Technical Education. Support research-based practice activities in accordance with requirements under state and federal accountability. Conduct workshops on research and evaluation-related topics.
- Develop and revise funding formulas in accordance with legislative requirements.
- Continually research and conduct statistical analysis on data trends in special population categories related to CTE data. Compare/contrast special populations data with regular CTE student data. Report on data as needed to internal personnel and local school districts.

Duty 2**General Summary:****Percentage: 25**

Oversee, coordinate and monitor Perkins state-approved credential selection and review protocols for required federal reporting.

Individual tasks related to the duty:

- Identify credential project goals, tasks, and timelines, and develop credential process protocols, including protocols for review/evaluation of credentials. Monitor credential project progress and timeline with program lead.
- Carry out ongoing evaluation of selection processes and procedures and recommend improvements, as needed. Provide input in any necessary development of policies, procedures, and protocols. Where appropriate and feasible, collaborate with state agency responsible for Postsecondary Perkins grants in selection/development of credentials.
- Oversee ongoing evaluation of credentials data collection for federal reporting.
- Make recommendations on training and technical assistance needs for districts implementing credentials required for federal reporting. Identify external sources of support and assistance, such as local and intermediate school districts, business and industry, and postsecondary education institutions.
- Coordinate data aspect of industry sector committees for credential identification including the Accountability Referent Group and OCTE credential work group. Ensure appropriate representation of stakeholders on referent groups.
- Oversee and coordinate OCTE tasks associated with Credential Engine.

Duty 3**General Summary:****Percentage: 10**

Serve as a member of federal review teams, such as the Perkins grant review team, Technical Review, Assistance, and Compliance (TRAC) monitoring review team, and the Civil Rights Compliance Review team, established to accomplish OCTE initiatives.

Individual tasks related to the duty:

- Annually review Perkins grant applications and End-of-Year reports as part of a Perkins Team.
- Participate in TRAC on-site visits including completing desk audits and visit reports and approve compliance plans.
- Prepare data reports required for TRAC desk audits and visit preparation.
- Contribute data for on-site monitoring risk analysis based on analysis of program quality indicator data.
- Participate in Civil Right Compliance Reviews (CRCR) as part of a review team, reviewing documentation and facilities to ensure that districts are in compliance with Civil Rights legislation.
- Participate in Perkins State plan initiatives and projects.

Duty 4**General Summary:****Percentage: 5**

Other duties as assigned.

Individual tasks related to the duty:

- Special Projects

16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.

Interpretation of legislative intent of grant initiatives. Design of research, data collection processes, measurement strategies, and research methodology.

17. Describe the types of decisions that require the supervisor's review.

Budget and financial considerations.

Clarification, interpretation, and changes to unit policy and direction.

18. What kind of physical effort is used to perform this job? What environmental conditions in this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.

Some travel is required for this position. Driver's license preferred.

19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, on-going basis.

Additional Subordinates

20. This position's responsibilities for the above-listed employees includes the following (check as many as apply):

- | | | | |
|---|------------------------------------|---|-----------------------------------|
| N | Complete and sign service ratings. | N | Assign work. |
| N | Provide formal written counseling. | N | Approve work. |
| N | Approve leave requests. | N | Review work. |
| N | Approve time and attendance. | N | Provide guidance on work methods. |
| N | Orally reprimand. | N | Train employees in the work. |

22. Do you agree with the responses for items 1 through 20? If not, which items do you disagree with and why?

Yes.

23. What are the essential functions of this position?

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24. Indicate specifically how the position's duties and responsibilities have changed since the position was last reviewed.

New Position

25. What is the function of the work area and how does this position fit into that function?

The Office of Career and Technical Education includes support and leadership in the development of career and technical education programs for local school districts. The Grants, Assessment, Monitoring & Evaluation Section and Grant Planning and Program Improvement Unit maintains responsibility for grant planning and management and data and evaluation activities for these K-14 programs.

This position provides support as needed to service area staff in the evaluation and improvement of programs and activities.

26. What are the minimum education and experience qualifications needed to perform the essential functions of this position.

EDUCATION:

Education Research Consultant 11-14:

Possession of a master's degree in education, social science, or mathematics, with at least 8 semester (12 term) credits in one or a combination of the following: inferential statistics, educational measurement, evaluation design, or research design (excluding thesis or dissertation credits)

Education Research Consultant 15A:

Possession of a master's degree with a major in school psychology; educational psychology, educational testing, measurement, or assessment; psychometrics; inferential statistics; quantitative program evaluation; quantitative psychology; or organizational/industrial psychology, with 20 semester (30 term) post-bachelor's degree credits in quantitative research and analysis methodologies.

Education Research Consultant 15B:

Possession of a doctorate degree (PhD/EdD) with a major in school psychology; educational psychology, educational testing, measurement, or assessment; psychometrics; inferential statistics; quantitative program evaluation; quantitative psychology; or organizational/industrial psychology, with 30 semester (45 term) post-bachelor's degree credits in quantitative research and analysis methodologies.

EXPERIENCE:

Education Research Consultant 14

Three years of post-master's consultative or administrative experience in education research or empirical research, including one year equivalent to an Education Research Consultant P13.

Alternate Education and Experience

Education Research Consultant 12 - 14

Possession of a doctorate degree in measurement, evaluation, or research design may be substituted for one year of the required experience.

Education Research Consultant P13 - 14

Possession of an educational specialist (EdS) degree with eight post-bachelor's semester credits in inferential statistics, educational measurement, evaluation design, or research design may be substituted for six months of the required experience.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of modern developments, trends, and theories in education research, evaluation, and assessment.
- Knowledge of principles and practices of research, evaluation and assessment.
- Knowledge of standard measures and statistical tools used in education, research, evaluation and assessment.
- Knowledge of state and federal laws pertaining to education.
- Ability to evaluate program-grant applications relating to evaluation, research, and assessment designs and make recommendations accordingly.
- Ability to direct programs that service diverse populations.
- Ability to collaborate and work in a team environment.
- Ability to work with diverse groups and obtain cooperation with others in carrying out initiatives.
- Ability to resolve conflicting high-priority requirements.
- Ability to conduct and participate in workshops, in-service education conferences and public meetings.
- Ability to maintain records and prepare reports and correspondence related to the work.
- Ability to communicate effectively

CERTIFICATES, LICENSES, REGISTRATIONS:

N/A

NOTE: Civil Service approval does not constitute agreement with or acceptance of the desired qualifications of this position.

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Supervisor

Date

TO BE FILLED OUT BY APPOINTING AUTHORITY

Indicate any exceptions or additions to the statements of employee or supervisors.

N/A

I certify that the entries on these pages are accurate and complete.

TASHA HARPER

5/1/2026

Appointing Authority

Date

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Employee

Date