

State of Michigan

**Carl D. Perkins  
Consolidated Annual Report**

Program Year  
July 1, 2009 – June 30, 2010

Michigan Department of Education  
Office of Career and Technical Education  
(Secondary)

and

Michigan Department of Energy, Labor & Economic Growth  
Bureau of Workforce Transformation  
Community College Services  
(Postsecondary)

## **Executive Summary**

This document contains the required annual report on the state-level activities conducted in Michigan through the benefit of federal funding from the Carl D. Perkins Career and Technical Education Act of 2006. In addition to the state-level activities, a report on the achievement of career and technical education students is addressed, according to the requirements within the Act.

### **State Administration (Section 121)**

#### **A. Sole State Agency and Governance Structure**

In Michigan, the State Board of Education serves as the State Board for Career and Technical Education. There are eight elected members of the board, plus two ex-officio members: the Superintendent of Public Instruction and the Governor. The Michigan Department of Education (MDE) administers secondary Carl D. Perkins funds, while the Michigan Department of Energy, Labor & Economic Growth (DELEG) administers postsecondary Perkins funds. The Director of the Office of Career and Technical Education (OCTE), MDE, serves as Perkins State Director and provides oversight and coordination of all Perkins activities. OCTE also implements and monitors the secondary Perkins grants and provides technical assistance to secondary career and technical education programs. In DELEG, the Director of the Division of Lifelong Learning is responsible for Community College Services (CCS), which implements, oversees, and monitors Perkins grants to the community colleges within the state. The two offices (OCTE and CCS) work cooperatively to deliver services and state leadership activities to both secondary and postsecondary educators. The Office of Financial Management, MDE, prepares and submits the interim and final Financial Status Reports.

#### **B. Organization of Vocational and Technical Education Programs**

The Michigan secondary system includes 25 regional planning areas. Career and technical education (CTE) programs are provided through local school districts (rural, urban, charter/magnet), intermediate school districts (ISDs), and area career and technical education centers. The secondary system is further divided into 53 Career Education Planning Districts (CEPDs), which, in many cases, parallel the ISD boundaries. Although the intended purpose of CEPDs is to facilitate regional planning, they play a significant role in the collaborative delivery of career and technical programs and services at the secondary level. The secondary system also serves as a conduit for the delivery of some adult-level career and technical education programs and services for students less than 20 years old who have not completed high school.

The postsecondary institutions offer certificate programs and associate degree programs and courses, including customized training for updating occupational skills and competencies. The postsecondary institutions consist of the 28 public community colleges, four public universities which are approved by the State Board of Education to provide occupational education services in their regions, and one tribal college.

In an effort to lead major career-related educational initiatives forward, the Department of Education continues to build strategic partnerships based on delivery systems that parallel the Workforce Investment Act's (WIA) Workforce Development Board (WDB) regions. To facilitate strategic planning, it is important that key education programs be similarly aligned geographically and organizationally with job training and workforce development activities. The Michigan Department of Education, OCTE, uses an application process that includes both the Perkins basic grant and Tech Prep grant programs and follows the same regional planning structure used for the WIA. Community College Services, DELEG, uses a comprehensive web-based application and reporting system that incorporates the long range and annual application components. The college regions are based upon the legal districts of the institutions and their related service areas.

Secondary and Tech Prep long-range plans for 2008-2013, as well as annual local applications for 2008 through 2013, are required to be developed in alignment with WDB planning. The postsecondary institutions work collaboratively with their local advisory boards and agencies, as demonstrated through the recent success of Michigan's No Worker Left Behind (NWLB) Initiatives that served over 130,000 WIA eligible recipients in the first 24 months of the initiative. In the NWLB, students are advised and placed by the WDB into approved postsecondary education programs that capstone with a board issued certificate or associate degree. Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies.

Michigan has organized secondary state approved programs by the sixteen (16) National Career Clusters adopted by the Michigan State Board of Education. The National Career Clusters have been employed as the minimum state standards for CTE programs in Michigan and all programs have been aligned to the appropriate cluster, as well as additional national standards recognized by business and industry. Michigan has developed and expanded resources that are all on the web-based portal: <http://navigator.mccte-fsu.org/>. NAVIGATOR is the electronic curriculum system for Michigan's Career and Technical Education community (state/regional/local administrators and instructors). The system provides real-time access to Michigan's state-approved CTE program curriculum and includes a crosswalk to the Michigan academic standards, Michigan Career and Employability Skills, and Michigan Technology Standards. The web-based, online database can be used for managing the technical standards, career cluster content, course segments, resource content, and academic alignment results for all of Michigan's CTE program areas. This project was handled through the efforts of OCTE staff and the staff of the Michigan Center for Career and Technical Education, who are contracted by OCTE. Review and revision of standards and new resources are identified through a web-based process by secondary and postsecondary instructional staff, business and industry representatives,

Michigan's secondary CTE program approval process takes place annually for applicants either currently operating programs or for those who want to develop a state-approved CTE program before it is offered. During the 2009-10 school year, OCTE approved approximately 150 new CTE programs.

In 2009-10, 50 Less-Than-Class-Size CTE programs operated in the state for districts or regions that do not have sufficient enrollment to run a full program in the high school setting.

In 2009-10, CCS approved three new programs in three community colleges. These new programs met the state criteria for high skill, high wage, high demand occupations, as well as employment demand and demonstrated student interest.

Administrative Rule revisions for Career and Technical Education became effective on May 14, 2010 and relate to "reimbursed programs of career and technical education" under Section 61a (State Aid Added Cost funding). The rules had not been revised since 1972 and changes were necessary to reflect current policy and legislation. The rule revisions went through a lengthy formal process that began with a review of proposed rule changes by an advisory committee comprised of CTE stakeholders in March of 2009. Additionally, input was requested from state-recognized CTE leadership in May of 2009. Comments and concerns during the informal review were incorporated into the draft rules. On November 17, 2009, the Department held a public hearing to receive public comments on the proposed rules. After consideration of all public comments, the final draft was submitted to the State Office of Administrative Hearings and Rules (SOAHR) and the Joint Committee on Administrative Rules (JCAR) for review and approval. The entire rule set may be accessed at:

[www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin\\_Num=39500231&Dpt=ED&RngHigh](http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=39500231&Dpt=ED&RngHigh).

## **I. Implementation of State Leadership Activities (Section 124)**

### **A. Required Uses of Funds**

#### **Conducting an Assessment of the Career and Technical Education Programs Funded Under Perkins IV**

##### *Secondary*

The Career and Technical Education Information System (CTEIS), a web-based individual student record system, is used to collect data on students in CTE programs and includes statewide, regional, and district-level performance outcomes. The department is able to measure each special population group and assess outcomes on each of the core performance indicators, as well as within specific CTE programs.

This program-specific information enables OCTE to focus technical assistance efforts. In addition, local educational agencies maintain CTEIS data specific to the programs they operate. This enables them to better analyze the data and provide appropriate intervention for students, including those who are members of special populations groups performing below the state standards. Data provided to the state by local agencies is aggregated at the district, fiscal, CEPD, regional, and state levels (including by special population categories) and reported back to the local agencies to aid data analysis and assess performance at the local level.

Another means of assessing funded programs is through the onsite monitoring of 20% of the regions each year. Based on a five year cycle, visits are made every year to recipients of Perkins funds to ensure compliance with state and federal laws in the areas of grant activity, submission of complete and accurate data, financial recordkeeping, and building level instructional program review. During the Technical Review, Assistance and Compliance (TRAC) process, for 2009-10, five of the 25 Perkins regions were monitored for compliance with Perkins statutes and state law and policy. All non-compliance findings required corrective action as identified in a Compliance Plan submitted to, and approved by, OCTE.

Prior to each onsite visit, OCTE conducted a desk audit to determine "problem areas" for the targeted region, including review of such documents as Core Performance Indicator data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education information regarding districts with CTE programs that did not make adequate yearly progress under *No Child Left Behind* (NCLB). The desk audit also included a review of local district CTE Program Self-Review Reports and improvement plans, whereby each region reviews a minimum of 20% of its state approved CTE programs and submits an annual report and improvement plan of corrective measures. Technical assistance is provided onsite, or in follow up communication, to assist the regions in any weak or noncompliant areas identified by the state or the region staff. OCTE has implemented additional *Risk Analysis Factors* to be used in selecting monitoring targets, in addition to the TRAC 20% per year.

Michigan continued to monitor participating agencies for compliance with federal nondiscrimination legislation (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Boy Scouts of America Equal Access Act of 2001) to ensure opportunities for all students. During 2009-2010, ten agencies were reviewed, including one state education agency.

During the last year, MDE developed an internal monitoring team. Membership includes representatives from all offices that administer federal grant funds. The team shares projected onsite monitoring dates and schools to avoid duplicate visits or to streamline monitoring. Future plans are to share monitoring findings and find ways that offices can collaborate on financial management technical assistance to schools to minimize findings.

### *Postsecondary*

Each year, CCS schedules eight compliance and technical assistance visits with the community colleges. During these visits, the college has to provide staff with a copy of its program evaluation results for one-fifth of its occupational programs. These results are reviewed for impact on the core performance indicators by each specific program. The outcomes are reviewed for effectiveness and impact on student success. Additionally, each program evaluation includes feedback from students, faculty, administrators, and advisory groups. While eight colleges are reviewed on an annual basis, all colleges need to keep their online Program Evaluation Inventory current, indicating when programs are slated for evaluation during a four year cycle.

CCS upholds the support of its Michigan Community College Data and Evaluation Committee (MCCDEC). The MCCDEC meets four times a year and its subcommittees meet in between the quarterly meetings. The primary function of the MCCDEC is to advise CCS in all matters pertaining to data collection, reporting, and analysis, including local and statewide evaluation. All data collected and reported is analyzed by MCCDEC in order to advise the community colleges regarding best practices for program and service improvement.

## **Developing, Improving, or Expanding the Use of Technology in Career and Technical Education**

### *Secondary*

Rapidly developing technologies are transforming the world. High-paying, knowledge-based industries of the future is where current students will find jobs. Michigan has a process for encouraging local agencies to look to the future in delivering CTE. In 2009-10, two new and emerging CTE programs were approved: Hybrid and Electronics Vehicle Technician and Industrial Engineering. All CTE programs in Michigan must include the Michigan Technology Education Standards as an integral part of the curriculum to keep all programs infused with technology.

Statewide training and certification of teachers in career and technical education continues to expand to include the use of technology. Updated teacher education standards approved by the State Board of Education require Michigan teacher education institutions to focus on technology in the teacher preparation programs to expand the classroom instruction. Michigan state curriculum consultants work continuously with the Office of Professional Preparation to update teacher preparation standards in CTE areas, as well as to assist revising requirements for CTE certification and work experience rules.

### *Postsecondary*

The TRENDS in Occupational Studies Conference continues to provide a means for colleges to learn about the latest technology and innovations in career and technical education. Each year, more than 500 faculty, administrators, and counselors participate in this conference, with nearly 100 separate workshops. Vendor participation is a part of this conference, allowing educators the opportunity to see what is new and available. The annual Career Education Conference and a variety of specialized workshops on current trends and practices are other venues providing career and technical educators the opportunity to enhance and improve their technological skills in the classroom. CCS staff actively participates in the routinely scheduled meetings of nine community college administrative organizations as regular guests and presenters.

## **Offering Professional Development Programs, Including Comprehensive Professional Development (Including Initial Teacher Preparation) for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors at the Secondary and Postsecondary Levels**

### *Secondary*

Three teacher education grants that prepare and recommend high quality pre-service students for vocational certification were awarded to public universities. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. At least one of the approved CTE teacher education institutions in Michigan receives a Perkins grant to conduct a conference or workshop related to curriculum updating, teacher certification requirements, teacher recruitment, and other CTE related issues. These institutions also provide support to practicing teachers through inservices, conferences, and other training opportunities in cooperation with state staff. This year, grant requirements included the recipients' presentations of outcomes and information at the Michigan Career Education Conference or a related program. Evaluations generated by these activities were excellent. Conference attendees and grant recipients appreciated the exchange of information and ideas.

Comprehensive professional development was provided on an ongoing basis to administrators through OCTE state meetings, the Winter Data Quality and Perkins Grant Dissemination workshops, and the Spring Reimagining CTE meeting. Attendance has been consistently strong and reflected collaborative efforts between secondary and postsecondary partners. OCTE staff provides support and works closely with counselor professional development associations to assure that ongoing professional development is provided to school guidance counselors. During 2009-10, OCTE worked with the counselor professional associations to support their Fall and Spring conferences, including issues related to earning academic credit in CTE program, the Michigan College Access Network, and the pilot of the electronic transcript system.

Staff also works in collaboration with the Michigan Occupational Special Populations Association (MOSPA).

The Revised Michigan Comprehensive Guidance and Counseling Program Book is available to school counselors and can be downloaded from the Michigan Department of Education, Office of Career and Technical Education, website. In addition, the counselor listserv is frequently used to disseminate national, state, and/or local issues as related to counselors.

Throughout the year, state staff collaborates with CTE professional organizations to provide comprehensive professional development at statewide conferences, through website resources, summer institutes, and program specific curriculum development events. Through a state leadership grant, the Michigan Center for Career and Technical Education (MCCTE) provides skills, expertise, and services in:

- Locating and evaluating national and industry standards relevant and related to high-quality CTE program and CTE curriculum development
- Collaborating to provide assistance with federal initiatives upon request from state staff, including, but not limited to, end-of-program assessment
- Developing and managing a web portal that disseminates information to state CTE programs about state-approved program standards, CTE curriculum resources, and CTE program evaluation tools
- Facilitating CTE program-improvement technical assistance
- Providing state-of-the-art communication and training capacity, including web casting and video-conferencing

OCTE continued to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2009-10 school year. Support was provided through attendance at MCPA Executive Board meetings and providing technical assistance and resources to this association specifically related to work-based learning for students in state approved career and technical education programs.

The *Administrative Guide for Career and Technical Education in Michigan*, designed for use by career and technical education (CTE) administrators, includes resources and information targeted for use by those filling this role. This guide includes an explanation of the appropriate use of secondary Perkins funds, a variety of resources, and gives detailed requirements for approved career and technical education programs. The document can be reviewed on the OCTE website: [www.michigan.gov/octe](http://www.michigan.gov/octe). It is continuously updated to reflect current initiatives, policies, and procedures.

The Michigan Conference on Career Education continues to provide a statewide forum for over 700 educators, administrators, counselors, and business partners. The 2010 conference theme, *Career and Technical Education: Making a Difference*, emphasized the shared goals of educators and other stakeholders to help students acquire necessary academic and technical skills, while helping them to understand how and why these skills are relevant for students in their future careers.

Professional development is a continuous effort involving all staff in the Office of Career and Technical Education. On an annual basis, professional development is provided to new and current CTE administrators, new CTE teachers, teachers of specific career clusters, Tech Prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. OCTE promotes professional development through Career and Technical Student Organizations and professional associations affiliated with each career pathway.

In partnership with the Office of Apprenticeship in the Department of Labor, OCTE supports formal, long-term education and training commitments. Apprenticeship programs are federally recognized with business occupational registered standards and signed apprenticeship agreements that outline education and training activities, timelines, and wages. The apprenticeship initiative was formed to assist in addressing specific program barriers with the goal of increasing apprenticeship opportunities throughout the state. OCTE staff meet with representatives from the statewide apprenticeship group on a quarterly basis to strengthen communication and linkages.

### ***Postsecondary***

In addition to the technical assistance described in the above section, CCS provided “Fast Track” grants for community colleges on a first come, first serve basis, which subsidizes the cost for occupational faculty to participate in activities to ensure they stay current with the needs, expectations, latest technology, and methods of industry, providing for comprehensive and professional development. These grants have been enlarged to include professional development activities on initial teacher preparation and professional development opportunities for career guidance, academic counselors, and occupational administrators. CCS also provided the CAP (Curriculum, Assessment and Evaluation, and Professional Development) Leadership grants. These grants provide community colleges the opportunity to start or expand upon technical assistance projects related to curriculum development, program evaluation and assessment, and/or professional development.

In addition, special professional development services are provided through consortium projects for Michigan apprenticeship instructors and coordinators through the Michigan Educator’s Apprenticeship and Training Association (MEATA) annual meeting and special populations coordinators and advisors through the postsecondary education participants in the Michigan Occupational Special Populations Association (MOSPA) annual and special meetings. Developmental educators and tutors receive professional development services through the Michigan Developmental Education Consortium (MDEC) annual and special meetings.

## **Providing Support for Career and Technical Education Programs That Improve the Academic and Career and Technical Skills of Students Through the Integration of Academics with Career and Technical Education**

### *Secondary*

Annually, OCTE provides a variety of technical assistance and guidance on the National Career Cluster standards and the review and revision of Michigan CTE program standards to administrators and educators. To remain state-approved, local programs must use the package of standards, which includes career cluster standards as well as identify the Michigan academic standards embedded within the CTE program standard. This process helps local districts assess strengths and weaknesses in the local curriculum to strengthen the CTE program of study. This will ensure quality programs for students using employer endorsed national technical standards as well as a focus on the academic content that may be earned within those programs.

Many Michigan career and technical education students have expanded their learning while still in high school due to the opportunity for dual enrollment in postsecondary institutions in academic, as well as occupational, coursework. OCTE provides guidance to secondary and postsecondary partners to refine and develop articulated programs for students to have a seamless transition from secondary to postsecondary, as well as help with utilizing resources so that programs are available to more students. OCTE is able to report that more than 60% of the secondary CTE programs in Michigan have articulated agreements with the community colleges.

The Michigan Merit Curriculum, enacted in 2006, has transitioned Michigan from a state which had a graduation requirement of only one half credit in civics to the state with the most comprehensive requirements in the nation. The Merit Curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as career and technical education programs. Credits obtained prior to high school will also count. Required credits include:

- 4 Credits: Mathematics including Algebra I, Geometry, Algebra II, including one credit in senior year
- 4 Credits: English Language Arts aligned with subject area content expectations developed by MDE
- 3 Credits: Science including Biology, Physics or Chemistry, one additional science credit
- 3 Credits: Social studies including .5 credit in Civics, .5 credit in Economics, U.S. History and Geography, World History and Geography
- 1 Credit: Physical Education/Health credit
- 1 Credit: Visual, Performing, Applied Arts (VPAA) credit

In addition to the credits outlined above, students must take an online course or learning experience or have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum. Beginning with the class of 2016, students will need to complete two credits of a world language in grades 9-12 or have an equivalent learning experience in grades K-12.

### *Postsecondary*

CCS continues to support and market early college opportunities through the various programs to support dual enrollment and direct credit in postsecondary institutions in academic and occupational course offerings. The majority of Michigan's community colleges actively participate in Tech Prep consortia. In addition, CCS developed and piloted the Michigan Community College Programs of Study demonstration model through a consortium grant with Grand Rapids Community College. The results of the pilot were presented to the community college administrators (academic, occupational education, student services, workforce development, research deans), faculty, and program advisors. In 2009-10, the ten point plan was piloted at nine additional community colleges in 16 program areas. In 2010-11, the ten point plan is being conducted at seven additional community colleges in 15 program areas.

## **Providing Preparation for Nontraditional Fields in Current and Emerging Professions, and Other Activities that Expose Students, Including Special Populations, to High Skill, High Wage Occupations**

### *Secondary*

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. Perkins nontraditional program areas have been identified, reflecting current state program Classification of Instructional Program (CIP) codes and labor market changes.

New and emerging programs continue to be developed in Michigan. Alternative energy programs, funded through state aid, have been developed, as well as early/middle colleges focusing on health care careers and Science, Technology, Engineering, and Mathematics (STEM) occupations. These programs are unique in that they are five year programs that require a three-way partnership between secondary, postsecondary, and business and industry. Students earn a high school diploma and an associate degree upon completion. Seventeen new early/middle colleges have started since 2006.

All secondary career and technical education programs receiving Perkins funding are required to comply with state and federal nondiscrimination laws. Programs are monitored for such compliance through comprehensive Civil Rights compliance reviews, Technical Review, Assistance and Compliance monitoring visits, and other visits and desk audit processes conducted by OCTE staff.

During the OCTE Civil Rights compliance reviews, data analysis and monitoring protocol includes access to programs for nontraditional students. OCTE houses the Department's Title IX coordinator, who provides resources to local educational agencies.

Michigan LEAs continue to have access to "The New Look," an online, interactive toolkit available through the Illinois Center for Special Professional Support. This toolkit allows local agencies to assess current practices and improve efforts to recruit and retain students in career areas nontraditional for their gender.

DVDs related to specific nontraditional careers for men and women continue to be utilized by local agencies for use in program area classrooms to promote career options and training that would be nontraditional for a particular gender.

The Michigan Breaking Traditions Award program provides an avenue to recognize and encourage student achievement in nontraditional training and provides role models for other students considering a nontraditional career. In 2009-10, 39 outstanding Michigan secondary and postsecondary students pursuing nontraditional training were recognized. Sergeant Cherie Ballor from the Lansing Police Department addressed the audience, sharing her expansive experiences and assisted in presenting the awards.

### ***Postsecondary***

Support was continued for preparation of students for nontraditional training and employment and for programs leading to high-skill, high-wage, high-demand careers. Special populations coordinators reviewed assessment procedures and examined strategies for enrolling and retaining special populations students in nontraditional career areas. CCS continued to provide direction and support for the Michigan Developmental Education Consortium (MDEC), which provides leadership and opportunities for collaboration for the improvement of student success within the community college system.

### **Supporting Partnerships to Enable Students to Achieve State Academic Standards and Career and Technical Skills or Complete Career and Technical Programs of Study**

#### ***Secondary***

OCTE works closely with many partners to promote the many positive learning opportunities for students. Representatives regularly attend and communicate with the members of postsecondary partners through the Michigan Occupational Deans Administrative Council (MODAC), the Michigan Educator's Apprenticeship and Training Association (MEATA), and the Michigan Apprenticeship Steering Committee, Inc. (MASCI). Other important partnerships include working with the Grand Rapids Area Pre-College Engineering Program (GRAPCEP) and the Detroit Area Pre-College Engineering Program (DAPCEP). Staff work in coordination with these programs to assure that students are prepared to achieve state standards and achieve success in these programs of study.

OCTE collaborated with Parametric Technology Corporation (PTC) by serving as a state coordinator to register Michigan high school students in the Real World Design Challenge. This competition included registered students from approximately 25 states in 2010, consisting of teams of three to seven students, including an instructor and access to four Science, Technology, Engineering, and Mathematics (STEM) industry mentors. The competition provided students in grade 9-12 the opportunity to work on real world engineering challenges in a collaborative, team-based environment, applying the lessons of the classroom to the technical problems of the workplace.

OCTE launched a Green Initiative which focuses on development of a website which provides an ongoing array of career education resources. The OCTE Director and STEM consultant serve on the DELEG Green Partnership Team. This team serves as a working group to locate various opportunities, industry trends, and workforce development programs in the Green and Energy Efficient Industries; which is communicated via a monthly newsletter. To view the Green Initiatives and CTE website, visit: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_2629\\_54498---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_2629_54498---,00.html).

The Michigan Construction Career Days (MICCD) Advisory Board experienced tremendous success of Michigan Construction Career Days 2010. The Theme was "Change Your World: Choose Construction". Hundreds of construction professionals from over 60 companies, industry organizations, skilled trade unions, institutions of higher education, and units of local, county, and state government showed 1378 middle and high school students from 46 schools across the state how they can change the world with a career in construction. The goal of MICCD, and all Construction Career Days events, is to positively influence a young person's decision to consider a career in construction. When asked if MICCD had such an impact, an overwhelming 90 percent of students indicated MICCD increased their interest in construction careers.

The Advisory Committee Took Kit contains information that was put together to help facilitate communication and avoid pitfalls that can occur when working within groups. This publication contains guidelines and recommendations for secondary CTE Program Advisory Committees as they work to improve CTE programs. The Tool Kit contains common definitions, a general process to follow, and issues to consider to make the best use of these community, business, and industry resources. The Tool Kit is available electronically on the OCTE website.

OCTE contributes to the MDE website and provides multiple tools for educators to access to help them increase parent participation. The website includes: a template for a powerpoint presentation that all schools can use in local activities and/or

events, a brochure that is adaptable for age appropriate materials, a newsletter, an activities/events page, success stories of parent involvement, local and national links, and published resources. The website is updated with new information and links from national and state agencies. This information is disseminated on an annual basis at the OCTE Fall and Spring Update conferences, Career Education Conference, and during the TRAC onsite reviews.

### ***Postsecondary***

Members of CCS actively attend educational advisory groups addressing the needs for collaborative relationships between the colleges, community members, and local business members. CCS, through its relationships with its sister administrative agencies in the Bureau of Workforce Transformation (BWT), Michigan Department of Energy, Labor & Economic Growth, also continues to support different events that bring together education, business, and the local community such as the Michigan Green Jobs Conference and the Michigan Workforce and Education Summit.

CCS continues to showcase “Best Practices” that focus on innovative and creative ways to bring education, community, and employers together through exemplary programs especially sponsored or supported through the Perkins Act initiatives and practices.

### **Serving Individuals in State Institutions**

Michigan serves incarcerated youth through the Department of Human Services’ Bureau of Juvenile Justice. The Perkins grant partially funded two staff positions that assisted students enrolled in career and technical education programs in Maxey Training School. Michigan also awarded Perkins funds to the Department of Corrections to serve incarcerated adults. The Perkins grant funded a portion of a CTE teacher and enabled the Department to emphasize program improvement by supporting curriculum redesign efforts, buying textbooks, equipment, and supplies at various correctional facilities, and by providing professional development opportunities for CTE staff.

### **Providing Support for Programs for Special Populations That Lead to High Skill, High Wage, and High Demand Occupations**

#### ***Secondary***

Special populations continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association (MOSPA) sponsored workshops and seminars for student support personnel within local programs. Through Michigan’s Comprehensive Guidance and Counseling Program, students received assistance in career assessment, career exploration, preparation of an education development plan, work-based learning opportunities, cooperative education, and academic support services. The ability to disaggregate core performance indicator data by special population category enables local districts to focus student support activities and, thereby, improve services.

To assist districts in serving nontraditional students, state staff supported professional development and technical assistance for counselors and special population coordinators at the Career Education Conference and the MOSPA Conference. In addition, information and materials are continuously disseminated throughout the year via a counselor listserve.

#### ***Postsecondary***

CCS has included the components of high skill, high wage, and high demand as part of the state program approval for occupational programs and as a required component of all program evaluation that occurs at the college level. Special population needs must be addressed with both state program approval and as part of any program evaluation. Additionally, CCS provides inservices and technical assistance on high skill, high wage, and high demand programs as they relate to special populations with individual community colleges and through the postsecondary unit of the MOSPA.

Special populations personnel are represented on each of the CCS task forces and advisory committees as the state agency and local community colleges plan for expanded exemplary services and programs. CCS is uniquely placed with DELEG in the Bureau of Workforce Transformation, whereby state and local coordination of services is conducted within its agencies, such as the Office of Adult Learning, Commission for the Blind, Michigan Rehabilitation Services, and all U.S. Department of Labor sponsored workforce programs. CCS assisted in creating a community college specific administrative organization titled the Michigan Postsecondary Special Populations Council to help coordinate supportive services across community college campuses.

### **Offering Technical Assistance for Eligible Recipients**

#### ***Secondary***

Technical assistance is a continuous effort involving all staff in the Office of Career and Technical Education. On an annual basis, technical assistance is provided to new and current CTE administrators, new CTE teachers, teachers of specific career pathways, Tech Prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. OCTE also supports technical assistance through Career and Technical Student Organizations and professional associations and through the TRAC process, as an integral part of the onsite monitoring.



This year, OCTE received a technical assistance grant from OVAE to review the efficacy of Performance Based Funding as part of the CTE Perkins funding process in Michigan. MPR Associates provided technical assistance through web meetings and a one day workshop with staff and field representatives to review this concept and the various models being considered by other states. Some of the factors and decisions essential to the development of an equitable and transparent funding process that supports national and state CTE goals and encourages program excellence and improvement were discussed.

On April 29, 2010, Jim Schoelkopf and Jay Pfeiffer, from MPR Associates, held a conference call with MDE and the Michigan Center for Educational Performance and Information to provide technical assistance through an OVAE Technical Assistance grant to assist Michigan to identify strategies for administrative record-matching in the absence of social security numbers. Since Michigan state law restricts the use of social security numbers. MPR Associates suggested several possible resources including contacts in Florida and a commercial software program that can convert paper/pencil assessments into an on-line assessment environment that may be of use for state licensing exams that are currently administered in a paper format limiting the ability to match scores to students. Michigan will continue to develop the capacity to match student records to assessment results in several ways, including use of the K-20 Statewide Longitudinal Data Systems (SLDS), moving state licensing exams from paper to online format, and taking advantage of growing capacity of assessment vendors to allow state-level upload of student Unique Identifier Codes (UICs), which Michigan currently employs to match student records among various pk-12 educational sources, with expansion to institutions of higher education to be implemented in the 2010-2011 school year.

### ***Postsecondary***

In addition to the many technical assistance services referenced in earlier paragraphs, technical assistance is provided on an individual basis, at numerous conferences and inservices held throughout the year (TRENDS, Career Education Conference, MOSPA Conference, New Dean's Orientation, Annual Data Workshop), in addition to planned compliance and technical assistance visits. In order to expand the base of support for all students in Michigan community college occupational education programs, technical assistance is provided through the Adult Learning Annual Conference, regional meetings, and the Michigan Workforce Development Annual Meeting. Administrative updates and technical assistance is provided through the five MODAC regularly scheduled meetings.

## **Permissible Activities (Section 124)**

### **Improving Career Guidance and Academic Counseling Programs**

#### ***Secondary***

Efforts are made on an ongoing basis to support career guidance and academic counseling programs. During the year, support is provided by working with regions on selected activities within their grant applications. In addition, OCTE staff works with the counselor professional associations, as well as through other events, conferences, and inservices. A web page solely addressing the needs of school counselors has been created on the MDE website.

Guidelines for the Use of Educational Development Plans were established to assist school districts with the new legislation regarding Educational Development Plans. The Revised School Code (380.1278b(11)) states that "The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan (EDP) during grade 7, and shall ensure that each pupil reviews his or her EDP during grade 8 and revises it as appropriate before he or she begins high school. An EDP shall be developed reviewed and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An EDP shall be designed to assist pupils to identify career development goals as they relate to academic requirements." This information was disseminated across the state and continues to be updated and aligned with the newly formed personal curriculum document.

#### ***Postsecondary***

Numerous inservices are held with different employees at the colleges who support career guidance and academic counseling programs, which include the TRENDS in Occupational Studies Conference, Fast Track Professional Development Grants, and the Michigan Developmental Education Conference.

### **Establishing Agreements, Including Articulation Agreements, to Provide Postsecondary Education and Training Opportunities for Students**

#### ***Secondary***

OCTE has continued its efforts to establish the linkages between secondary and postsecondary agencies to benefit the students so they are well prepared for further training and education, as well as the benefit not having to repeat or duplicate course content. OCTE has required programs of study for several years for an articulated program in the Tech Prep grant. These are reviewed annually.

The State Superintendent of Instruction and the President of Davenport University in Grand Rapids, Michigan, signed a statewide articulation agreement to offer this option for all secondary CTE programs. The statewide articulation agreement between the

MDE and Davenport University is the first of its kind in Michigan. Although there are many regional agreements with community colleges and select four-year public institutions, this agreement is unique because it is available to any student in Michigan and the credits are awarded in bachelor degree programs. The programs have rigorous, industry-based standards and prepare students to be college and career ready. Davenport University recognized the rigor of the programs when completing their analysis of the curriculum. CTE offers another pathway for students to college and a career.

The Early/Middle College Partnership Grant is a state funded planning grant to design and develop an Early/Middle College infrastructure for implementation in future years. The goal of the project is to design an Early/Middle College program that will increase student achievement by providing opportunities to study and participate in learning activities with hospital or STEM employers and higher education institutions. Once implemented, the initiative will provide students the opportunity to graduate from the Early/Middle College with training in a marketable occupation, a high school diploma, and a certificate or degree from a community college or state public university. These grants have increased the number of Early/Middle Colleges in Michigan from 2 to 19 in four years.

### *Postsecondary*

Michigan community colleges are known for their innovations in early college opportunities as demonstrated through special initiatives, such as the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). CCS actively supports Tech Prep initiatives, working collaboratively with the secondary partners to promote new articulation development throughout the state.

## **Supporting Initiatives to Facilitate the Transition of Subbaccalaureate Career and Technical Education Students Into Baccalaureate Programs**

### *Postsecondary*

CCS is an active sponsor of the Michigan College Access Network (MCAN). The MCAN has a web based student planning module in which each community college has identified articulation agreements with each of Michigan's 15 public universities and 78 private colleges. Additionally, each of Michigan's 28 public community colleges has one or more campus based university extension programs on their campuses. Some even have separate facilities that house four year university programs so that students can dual enroll in two-year and four-year programs of study. These are the four public universities that act in the capacity of a community college in their respective communities.

## **Supporting Career and Technical Student Organizations**

### *Secondary*

OCTE supports six Career and Technical Student Organizations (CTSOs) and provides leadership to them through grant funding and technical assistance. Semi-annual meetings with all directors and ongoing communication with the respective pathway consultants, as well as assistance to field instructors and administrators, helps ensure that all students in state-approved career and technical education programs have the opportunity to develop strong leadership skills. The organizations vigorously recruit new members, strongly support academic excellence, and give special attention to students with unique needs. These priorities are hallmarks of the CTSO. Various types of support are explored and provided, as are "accommodations," when appropriate.

Competitive events promote win/win opportunities as students work at their own place toward set goals. Events designed for student teams showcase the diverse talents of all participants. Many activities aim at improving problem solving and job seeking skills. Student leadership is a critical and necessary part of the career and technical education curricula in all clusters. Although not mandated, many instructors utilize the CTSO to meet the leadership component of the state approved CTE program. All students in all of the organizations now take a written test prior to skill competition so that competitive activities may be configured to include special populations, promote academic rigor, and help all students grow into their personal best.

## **Supporting Public Charter Schools Operating Career and Technical Education Programs**

The state of Michigan has included the requirement in the CTE Perkins and Tech Prep grants that the agencies receiving funding must document the efforts of each agency to include, in planning and services available, all educational agencies that have students who want to enroll in or operate CTE programs.

## **Supporting Career and Technical Education Programs That Offer Experience in, and Understanding of, All Aspects of an Industry**

### *Secondary*

Michigan CTE programs must provide students with a strong experience in all aspects of the industry. Students need to have a comprehensive understanding of the industry that they are preparing to enter. Approved CTE programs must include the array of occupations and careers that comprises an industry, from the most basic to the most advanced. Curriculum must include principles of technology, labor and community issues, health and safety issues, and environmental issues related to such industry.

Students should be able to demonstrate knowledge of the planning, management, finances, technical, and production skills for the industry relating to this program. All programs incorporate state and/or national level industry-related skill standards.

All instruction must include emphasis on developing problem-solving skills. Academic studies focus on the mathematics, communications skills (reading and writing), and sciences, in the context of the students' career cluster, using an applied or contextual approach. Curriculum content incorporates community issues related to the industry, environmental issues raised, economic issues, finance, health issues, labor issues, leadership/management, safety, technological skills, marketing, and underlying principles of technology. All aspects of the industry are available to all students in approved CTE programs, regardless of future education and employment plans.

### *Postsecondary*

CCS actively participates with both the Michigan Educator's Apprenticeship and Training Association (MEATA) and with the Office of Apprenticeship and Training, helping to educate and support the skilled trades and their internships. Within the Bureau of Workforce Transformation, CCS is an active partner in each of the work-based initiatives whereby student internship and work related opportunities are sponsored and promoted.

### **Supporting Family and Consumer Sciences Programs**

In Michigan, Family and Consumer Science (FCS) programs, offered at comprehensive high schools as personal enrichment classes, are not funded with Carl D. Perkins funds. Some program areas which were traditionally FCS wage-earning areas have been incorporated into the above described pathway system (e.g. culinary arts is in the business management pathway, Early Childhood Education is in the Education and Training pathway, etc.).

### **Supporting Partnerships Between Education and Business or Business Intermediaries, Including Cooperative Education and Adjunct Faculty Arrangements at the Secondary and Postsecondary Levels**

#### *Secondary*

The Michigan Department of Education supports work-based learning experiences, including career and technical cooperative/capstone education, by working closely with the Michigan Career Placement Association (MCPA). This organization works collaboratively with OCTE to conduct three statewide work-based learning conferences during the school year. Additionally, pupil accounting rules have been promulgated to assure that requirements are met to align business and industry standards and provide quality educational opportunities for students.

Michigan has enacted The Postsecondary Enrollment Options Act [1996 PA 160] and the Career and Technical Preparation Act [2000 PA 258], that require school districts to support dual enrollment for pupils in grades 11 and 12, if certain requirements are met. Additionally, the Department of Education encourages seamless transitions between secondary and postsecondary education by promoting dual enrollment and supporting middle and early college initiatives, as well as encouraging direct credit, articulated credit, and virtual learning for Michigan's students.

### **Providing Activities to Support Entrepreneurship Education and Training**

#### *Secondary*

OCTE believes that expanding the availability of youth entrepreneurship education resources is a critical part of CTE. Since entrepreneurship programs have a proven track record of keeping students in school, each CTE program was encouraged to promote educational opportunities by using the statewide standards for youth entrepreneurship education. Entrepreneurship programs are being monitored for quality by CTE staff. One of the curriculum segments in all Marketing programs, beginning this year, is Entrepreneurship. Each of the CTE programs in Michigan have curriculum standards dedicated to entrepreneurship education. These standards will be part of the statewide testing initiative in these programs. CTE students also participate in entrepreneurial competitive events in CTSOs. Business partnerships continue to be stressed through a requirement that each program advisory committee must have a majority of their membership from the appropriate business and industry area.

OCTE is active with the Governor's Council of Labor and Economic Growth subcommittee, which has been charged with the task of creating a culture of entrepreneurship in Michigan. K-12 entrepreneurship education at all levels is still considered a key component of achieving this goal. Michigan continues to be a member of the National Consortium for Entrepreneurship Education.

### **Developing Valid and Reliable Assessments of Technical Skills**

#### *Secondary*

The selection and adoption of appropriate technical skills for CTE is a huge challenge for Michigan. Progress has been slowed considerably due to no additional funding and few staff available to work on this endeavor. Efforts have been focused on members of the Assessment and Accountability Advisory Group and cluster advisory groups working on assessment

selection/development in five program areas to participate in discussions regarding technical skill assessments via web/conference call technology to reduce costs and travel time.

Funds were also utilized to purchase data files containing assessment data from two field tests including the National Occupational Competency Testing Institute (NOCTI) General Management assessment (Business, Management and Administration cluster) and an Agriculture and Natural Resources cluster assessment developed at Cornell University. Funds were also used to purchase a file containing the NOCTI Accounting-Advanced assessment, which was implemented with all finance programs this year. Unpaid student interns assisted in the development of coordination materials for instructors and CTE administrators and analyzed evaluation survey results, as well as cleaned assessment data. OCTE continues to struggle to match assessment scores to individual student records using the state Unique Identifier Code (UIC). Districts must supply each student's code at the time the assessments are ordered or taken (depending on the assessment vendor) and errors in reporting the UIC require manual correction.

### ***Postsecondary***

CCS, through the MCCDEC, has continued to identify skill certifications and technical skill assessments for occupational programs where they are available and appropriate. Part of this responsibility includes making sure that the assessments are both valid and reliable. In addition, CCS has an approval process whereby individual community colleges can submit proposed skill certifications and technical skill assessments for review. The skill assessments for CPI IP1 are proposed for the duration of the state plan.

## **Developing or Enhancing Data Systems to Collect and Analyze Data on Secondary or Postsecondary Academic and Employment Outcomes**

### ***Secondary***

OCTE has developed a set of queries for local districts so that they can access and analyze the student data collected within the Career and Technical Education Information System. In addition, collaboration with the Center for Educational Performance and Information resulted in alignment of CTE data with the Educational Entity Master and accurate matching of CTE data to student demographic records for identification of special populations characteristics to ensure alignment to NCLB reporting categories. OCTE also supports a survey center to assist local districts to complete a follow-up of all CTE students after graduation so that information is available on job placement and enrollment in postsecondary education.

## **Improving the Recruitment and Retention of Career and Technical Education Teachers, Faculty, Administrators, or Career Guidance and Academic Counselors, and the Transition to Teaching from Business and Industry, Including Small Business**

### ***Secondary***

Three teacher education improvement grants were awarded to public universities that prepare and recommend high quality pre-service students for vocational certification. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. CTE teacher education institutions that received a Perkins grant were required to conduct activities that focused on the recruitment and retention of career and technical education teachers. These institutions also provided support to practicing teachers through inservices, conferences, and other training opportunities in cooperation with state staff. OCTE is currently collaborating with the MDE Office of Professional Preparation Services in the development of new processes for an alternate route to teacher certification and advanced level credentials. This year, grant requirements included that recipients conduct a presentation of outcomes and information at the Michigan Career Education Conference or a related program. Evaluations generated by these activities were excellent.

OCTE staff actively participated on the internal task force initiated by the MDE Office of Professional Preparation Services and on the Professional Standards Commission for Teachers (PSCT) whose primary focus was the development of framework for Michigan educator evaluations.

### ***Postsecondary***

The manager of CCS attends numerous business advisory groups at the different community colleges. Additionally, the manager is an Advisory Group Committee Member for the College of Education at one of the public universities in Michigan and has guest lectured on employment opportunities within the community colleges.

## **II. Progress in Developing and Implementing Technical Skills Assessments**

### ***Secondary***

The National Foundation Skills Assessment developed by the National Consortium for Health Science Education was again used as the technical skill assessment for all programs in the Health Science cluster. The cluster-level end-of-program assessment was administered to 4,595 concentrators in four programs under the federal Health Science cluster during the 2009-2010 school year.

The NOCTI Advanced Accounting assessment was administered with 1,238 concentrators in the Finance cluster. Evaluations of the assessment process were conducted with all students, teachers, and proctors/site coordinators.

Four Cluster Advisory Groups consisting of secondary and postsecondary educators, business and industry representatives, measurement specialists, and state staff held regular conference calls to review available assessments. Criteria for adopting an existing assessment included that the assessment must be reliable, valid for the intended purpose (including aligned to the state standards), bias-free, feasible to administer in a secondary setting, affordable, and of adequate utility for required reporting purposes and program improvement.

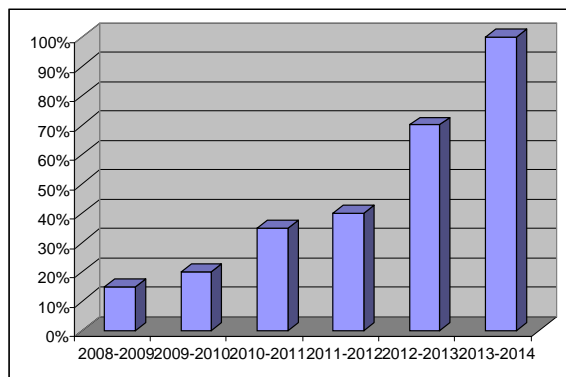
The Business, Management and Administration (BMA) advisory group reviewed the NOCTI General Management pathway assessment, and the ASK Fundamental Business Concepts for alignment. The group determined that both of the existing assessments met the required criteria, and recommended that both assessments be field-tested for feasibility. Following the field test in Spring 2010, the advisory group met to review the results of the field test and recommended adoption of the NOCTI assessment for all programs in the Business, Management and Administration cluster.

The Agriculture, Food and Natural Resources cluster advisory group recommended field-testing the Agriculture, Food and Natural Resources assessment developed by Dr. Jennifer Rivera at Cornell University. As a result of the field test, a recommendation was made to revise the assessment and field test the revised assessment in Spring 2011.

The Transportation, Distribution and Logistics cluster advisory group determined that a cluster-level assessment is not feasible for this cluster due to the diversity of programs within the cluster. The automotive technology subgroup recommended that the state utilize the Michigan automotive licensing exams as the technical skill assessment for automotive technology programs. OCTE has met several times with the Michigan Department of State to develop a Memorandum of Understanding to obtain licensing exam scores. The Department of State is working to develop an online version of the licensing examination and plans to field test the online examination in state-approved testing centers located in Career Centers and high schools in Spring 2011 and will make the results available to OCTE for reporting. Issues still need to be resolved as to which of several exams students will take. The aviation subgroup has recommended that released FAA test items be compiled into a state assessment. ASA Prepware School software was used to generate an assessment from released FAA items for the aviation program and the resulting assessment was field-tested in Spring 2010. The software is designed to create a test that is representative of the types of items on the FAA Private Pilot test—which is the FAA content covered in the state content standards. The field test revealed a flaw in the web-based assessment administration program invalidating the results of the field test. ASA Prepware reports that the software flaw has been corrected. The aviation subgroup reviewed the results of the field test and recommended utilizing the corrected software to develop and field test assessments in Aviation, Airframe Technology and Power Plant Technology in Spring 2011.

In 2010-11, the automotive technology subgroup, aviation subgroup and agriculture cluster advisory groups will continue to meet to monitor the development or selection of assessments for programs within these clusters. Additionally, the Education and Training cluster advisory group will select one or two assessments to field test in Spring 2011.

### Assessment Implementation



### Postsecondary

The Michigan Community College Data and Evaluation Committee (MCCDEC) conducted a two year review of third party certifications, assessments, licensures, and other credentials. The results are posted on the Michigan Community College Network website. This information includes the name of the granting agency and necessary variables (e.g. credentialing entity, credential type, test schedule, contact information) required by Michigan community colleges to gather and report on these data for IP1: Technical Skill Attainment. While the national search was conducted, there are still many programs without certifications and/or assessments. As more certifications and/or assessments become available or known, they will be added to this list of state recognized certifications and assessments.

Colleges continued to submit data on those programs with assessments. These CIP Code programs were added to those already in existence: Computer Support Technician; Information Technology; Cosmetology; Culinary Arts; Early Childhood Education and Teaching; Teacher Assistant/Aide, Child Development; Child Care and Support Services; Management; Child Care Provider/Assistant; Airframe Maintenance Technician; Power Plant Maintenance; Avionics Flightline Maintenance; Welding Advanced Technician Certification; Welding Advanced Technical Certification; Aviation Flight Technology; Truck Driver Training; Maritime-Deck Officer; and Visual Communications.

### III. Implementation of State Program Improvement Plans

#### Secondary

Michigan met 90% of the adjusted levels of performance in all but one of the core performance areas. The state aggregate for 6S2, Nontraditional Completion, was 21.08%. The ALP is 66.56%.

The following section shows the negotiated performance levels (third column of each chart) for all core indicators for the 2009-10 grant year. The actual performance of the state is shown in the last column. Following each chart is a summary for each indicator.

Core Indicator	Measurement	Negotiated Targeted Levels 2009-10	Actual Results for 2009-10
1S1 Academic Attainment – Reading/ Language Arts	The percent of CTE program concentrators who left school, attained an endorsement status of Advanced (Level 1) or Proficient (Level 2) on the MME Reading Language Arts assessment, and were included in the state’s computation of adequate yearly progress (AYP). <b>Numerator:</b> The number of CTE program concentrators who, left school, were included in the State’s computation of adequate yearly progress (AYP), and attained an endorsement status of at least a level 2 (proficient) on the Reading/Language Arts assessment. <b>Denominator:</b> The number of CTE program concentrators who took the MME Reading Language Arts assessment, left school, and were included in the State’s computation of adequate yearly progress (AYP).	47.50%	48.22%
1S2 Academic Attainment – Mathematics	The percent of CTE program concentrators who left school, attained an endorsement status of Advanced (Level 1) or Proficient (Level 2) on the MME Mathematics assessment, and were included in the State’s computation of adequate yearly progress (AYP). <b>Numerator:</b> The number of CTE program concentrators who, left school, were included in the State’s computation of adequate yearly progress (AYP), and attained an endorsement status of at least a level 2 (proficient) on the Mathematics assessment. <b>Denominator:</b> The number of CTE program concentrators who took the MME Mathematics assessment, left school, and were included in the State’s computation of adequate yearly progress (AYP).	45.05%	47.19%
2S1 Technical Skill Attainment	<b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year. <b>Denominator:</b> Number of CTE concentrators who took assessments during the reporting year.	35.00%	55.22%
3S1 School Completion	<b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or earned a State-recognized equivalent, during the reporting year. <b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its five-year graduation rate.	90.00%	97.48%
4S1 Student Graduation Rates	The percent of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <b>Numerator:</b> Number of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate. <b>Denominator:</b> Number of CTE program concentrators who, in the reporting year, were included in the State’s computation of its NCLD four-year graduation rate.	80.00%	94.29%
5S1 Placement	<b>Numerator:</b> Number of 11th and 12th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the third quarter following the program year in which they left secondary education. <b>Denominator:</b> The number of 11th and 12th grade CTE completers who left secondary education during the reporting year.	94.79%	93.6%
6S1	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups	22.50%	22.68%

Core Indicator	Measurement	Negotiated Targeted Levels 2009-10	Actual Results for 2009-10
Nontraditional Participation	who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		
6S2 Nontraditional Completion	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups, who completed a program that leads to employment in nontraditional fields prior to leaving secondary education and who left school in the reporting year. <b>Denominator:</b> Number of CTE participants from underrepresented gender groups, who had participated in a program that leads to employment in nontraditional fields and who left school in the reporting year.	66.56%	21.08%

## A. State's Performance on Required Indicators for 2009-2010

### Definitions:

**Participant** – A secondary student who has completed a minimum of 10% of state approved standards in any career and technical education (CTE) program area.

**Concentrator** – A secondary student who has completed a minimum of 50% of state approved standards, plus enrolled in more credits, courses, hours, or units in a single program area to meet additional standards.

### 1S1 – Academic Attainment Reading/Language Arts:

For 2009-10 the performance level for this indicator was 48.22%, a decrease of 1% from the previous year. This performance level meets Michigan's adjusted level of performance. This slight decrease in performance may be due to a change in the state measure in 2009-10. Beginning in 2009-10, the state measure for this indicator is the MME reading score rather than the mean of the reading and writing scores. It is anticipated that there may be an even larger change in 2010-11 due to the change in measure since the Michigan Merit Exam (MME) is administered in the spring of a student's junior year of high school. Therefore, the assessment scores reflect a student's academic attainment prior to completing, and sometimes prior to entering, the CTE program, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

### 1S2 – Academic Attainment Mathematics:

For 2009-10 the performance level for this indicator was 47.19%, an increase of 3% over the previous year. This performance level meets 90% of Michigan's adjusted level of performance. The increase in performance is especially notable because Michigan's high school assessment, the Michigan Merit Exam (MME), is administered in the spring of a student's junior year of high school. Therefore, the assessment scores reflect a student's academic attainment prior to completing, and sometimes prior to entering, the CTE program, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

### 2S1 – Technical Skill Attainment:

For 2009-10 the performance level for this indicator was 55.2%. This performance level exceeds Michigan's adjusted level of performance. The increase in this indicator was due to two factors. Students in health occupations programs have increased their performance as instructors have increasingly implemented the state program standards and teachers have utilized the assessment results from the prior year to improve instruction. Performance on this indicator also increased due to the inclusion of the assessment scores from the Finance programs as overall students were more likely to pass the NOCTI Accounting—Advanced assessment than the Health assessment, primarily due to the rigor of the assessment for the health programs. Michigan is selecting or developing more assessments every year to create a robust CTE assessment program in the future.

### 3S1 – School Completion:

For 2009-10 the performance level for this indicator was 97.48%, which exceeds Michigan's adjusted level of performance. This indicator was computed using data for the cohort of students that entered 9<sup>th</sup> grade in 2004-05. The denominator includes all concentrators in the cohort year (expected 4-year-graduation date) of 2007-2008. The numerator is the number of students who had graduated in 2008-2009 or before, (within 5 years of entering 9<sup>th</sup> grade) with a high school diploma or other measure of high school completion (e.g., special education certificate of completion). The measure is currently reported a year behind the NCLB measure because the Perkins reporting deadline is earlier than the reporting deadline for the NCLB measure.

### 4S1 – Student Graduation Rates:

For 2009-10 the performance level for this indicator was 94.29%, an increase from the previous year, which exceeds Michigan's adjusted level of performance of 80%. This measure was computed using data for the cohort of students that entered 9<sup>th</sup> grade in

2005-06. The denominator includes all concentrators in the cohort year (expected 4-year-graduation date) of 2009. The numerator is the number of students who graduated in 2008-2009 or before, (within 4 years of entering 9<sup>th</sup> grade) with a regular high school diploma. This measure aligns to the graduation rate reported for NCLB for 2008-2009. The measure is currently reported a year behind the NCLB measure because the Perkins reporting deadline is earlier than the reporting deadline for the NCLB measure.

#### **5S1 – Placement:**

For 2009-10 the performance level for this indicator was 93.6%, which is below Michigan’s adjusted level of performance, but comes within 90% of the target. It can be viewed as a positive that, in Michigan’s current economy, the state’s placement rate still remains consistent from previous years. With a continued response rate of 85% or higher to the annual CTE Follow-Up Survey, OCTE hopes that the performance level on this indicator will rise as the economy improves in Michigan.

#### **6S1 – Nontraditional Participation:**

For 2009-10 the performance level for this indicator was 22.7%, an increase of over 2% from the prior year, and which exceeds Michigan’s adjusted level of performance. Michigan continues to work on increasing this indicator through the Breaking Traditions Award program and a yearly workshop addressing strategies for improving nontraditional participation.

#### **6S2 – Nontraditional Completion:**

For 2009-10 the performance level for this indicator was 21.1%, which is well below Michigan’s adjusted level of performance. This is the second year this indicator has been reported under Perkins IV and the first year in which complete program completion data were available. During Perkins III, program completion was reported based on district-identification of program completers. In Perkins IV, Michigan began to collect data on course content and calculate program completion based on student completion of program standards. The baseline and state required level of performance were based on percent of completers identified under the method used in Perkins III. The completion rate for students in all programs (including programs identified as nontraditional for one gender or another) was approximately 28%, far lower than the state required level 66.56%. It appears that, although overall program completion rate calculated using the new method under Perkins IV was lower than expected, completion rate among nontraditional students was still lower than the rate for all students.

### **B. State’s Performance Results for Special Populations**

#### **1S1 – Academic Attainment Reading/Language Arts:**

For this indicator, students in the special population categories of Disabled, Economically Disadvantaged, Single Parents, Migrants and Limited English Proficient all achieved at a much lower level than the entire CTE population for Michigan. The challenges that many of these special populations face often make it difficult to achieve success on academic assessments. OCTE will continue to provide technical assistance to teachers to integrate academics and emphasize the application of academics in CTE to provide greater opportunity for these students to succeed.

#### **1S2 – Academic Attainment Mathematics:**

For this indicator, students in the special population categories of Disabled, Economically Disadvantaged, Migrants, and Limited English Proficient all achieved at a lower level than the entire CTE population for Michigan. OCTE will provide technical assistance to teachers to support the integration of math throughout CTE programs and to help them highlight the applications of math within those programs.

#### **2S1 – Technical Skill Attainment:**

For this indicator, students in all special population categories mentioned previously did perform slightly below the state average. However, it was not to the extent that special population students performed on the academic indicators. This may be a sign that special population students succeed in CTE programs at a higher rate than in traditional academic coursework. OCTE will stress that programs encourage and assist special population students’ learning opportunities in their programs to help improve this indicator. Tech Prep students achieved a performance level of 58.74%, which is slightly higher than the rest of the population.

#### **3S1 – School Completion:**

For this indicator, students in the special population categories of Economically Disadvantaged and Disabled performed at a lower rate than the general CTE population from Michigan, but significantly closer to the state total than for 4S1. Limited English Proficient students completed at nearly the same rate as the general population (97.01% versus 97.48%). The smaller gap between the general population and the special population groups for 3S1 compared to 4S1 indicates that students in these population groups may take longer to complete high school, or complete with a certificate of completion rather than a regular diploma, but they do complete at nearly the same rate as the general population, given an extra year. As mentioned for the academic indicators, OCTE will continue to stress increasing special populations students’ opportunities to succeed in academics any way possible. This should help increase graduation rate for these students, as well.



#### 4S1 – Student Graduation

For this indicator, students in the special population categories of Disabled, Economically Disadvantaged, Migrant and LEP performed at a lower rate than the general CTE population from Michigan. OCTE will provide technical assistance to administrators and teachers to help improve student persistence.

Tech Prep students completed school at a slightly higher rate than the rest of the population.

#### 5S1 – Placement:

For this indicator, students in the special population categories of Disabled and Single Parents performed at a lower rate than the general CTE population in Michigan. Placement is always emphasized in OCTE communications and training with CTE programs. Michigan can focus specifically on these noted subgroups to seek improvement.

#### 6S1 – Nontraditional Participation and 6S2 – Nontraditional Completion:

For these indicators, an analysis of all the special population categories proves difficult as the sample size decreases so greatly from the original in most of the categories. It can be noted that Disabled students did perform slightly lower than the general nontraditional population. In other categories, it simply would not be accurate to attempt to compare those groups with the larger group. OCTE will also include nontraditional indicators when emphasizing technical assistance with programs to seek improvement for special population students.

#### Summary of Disparities:

##### *Special Populations Students*

Disabled Students, Economically Disadvantaged Students, and Single Parents all continued to perform at a lower rate than the general CTE population; with the students with disability status only performing at about a rate of 8% - 40% lower than the general students, with 1S1 and 1S2 being the lowest. Nontraditional students performed consistently with the general CTE population, within 75%-90% of the general student performance for each indicator.

The special population categories of Displaced Homemaker, Limited English Proficient, and Migrant did not have a large enough population to make a statistical impact on these indicators.

##### *Tech Prep Students*

Tech Prep student performance was as high as or higher than the general population, except for 6S1.

#### Improvement Plan

As indicated on page 15, failure to meet 90% of the ALP for 6S2 is believed to be due to changes in method of identifying program completers. The following actions steps will be implemented as related to improving 6S2 indicator results.

All appropriate groups will be consulted during the development and implementation of the State Improvement Plan such as other state agencies, CTE local educational agency personnel, and relevant education organizations.

OCTE reviews local recipient grant applications and final reports and provides technical assistance on the basis of a team structure. Four Perkins teams, comprised of OCTE staff, service six to seven regions of the state for both CTE and Tech Prep grants. In addition, a Perkins Leadership Team, comprised of representatives from each team, meets regularly to determine and recommend policy and procedures relating to CTE and Tech Prep.

<b>Action Steps</b>	<b>Implementation</b>	<b>Staff</b>
(1) Review and analyze data reflecting the disparities in performance by disaggregated categories as compared to all CTE students and any other information which may identify areas of the state, student populations, etc. indicating gaps in performance as compared to that of the whole state	Winter 2011	Perkins Teams
(2) Determine, provide and require funding-application research based activities proven to positively affect student performance especially for those students at high risk	Winter 2011	Perkins Teams
(3) Develop statewide and regional technical assistance events/activities addressing those gaps in performance, specific regional needs, new mandates (assessments) based upon assessed needs and recommendations from grantees	Winter/Spring 2011	Perkins Teams Perkins Leadership
(4) Provide technical assistance events/activities as developed and amend, as needed	Fall 2010 Winter/Spring 2011	All OCTE
(5) Continuously monitor for changes in assistance needs by monitoring subgrantees via desk audit and/or onsite visit, utilizing relevant advisory groups, conducting frequent communication to all clientele and data analysis	Fall 2010 Winter/Spring 2011	All OCTE

No later than **July 1, 2011**, a complete schedule of technical assistance activities will be finalized for implementation in the 2011-2012 grant year. Events and activities will focus on directly impacting the number of CTE students who have failed to score a level 1 or 2 on either (or both) of the NCLB academic tests.

**Postsecondary**

Michigan community colleges exceeded four of the expected levels, came within 90% of one, but did not achieve the expected level for one of the core indicators.

<b>Indicator and Citation</b>	<b>Measurement Definition</b>	<b>Expected Level for 2009-10</b>	<b>Actual Level 2009-10</b>
1P1 Technical Skill Attainment	<b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year (that can be identified). <b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year (which can be identified).	91.00%	91.80%
2P1 Credential, Certificate, or Degree	<b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. <b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.	33.82%	26.97%
3P1 Student Retention or Transfer	<b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. <b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	65.52%	71.43%
4P1 Student Placement	<b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 <sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.	56.44%	71.56%
5P1 Nontraditional Participation	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	24.00%	23.53%
5P2 Nontraditional Completion	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	21.00%	23.37%

**1P1 – Technical Skill Attainment:**

Michigan community colleges exceeded the expected performance level of 90%. During 2009-10, four of the special populations groups exceeded the expected level of performance. Individuals with Disabilities-94.18%, Economically Disadvantaged-90.45%, Single Parents-96.09%, Displaced Homemakers-94.12%, and Nontraditional-93.81%). LEP students did increase their performance level from 70.37% to 73.91%. Tech Prep students also exceeded the expected level of performance by achieving a performance level of 90.29%.

**2P1 – Credential, Certificate, or Degree:**

Michigan community colleges did not exceed the performance level for 2009-10. All special populations groups with the exception of LEP exceeded the expected performance level. Tech Prep students did not exceed the expected level of performance. LEP students achieved 25.33% while Tech Prep students fell short by achieving a performance level of 22.91%. Anecdotal information from the colleges identifies a reduction in the number of hours that some students are able to maintain. There are differing reasons for this reduction, including the economic factors that are hitting many households, reducing available funds to pay for additional classes. Additionally, many businesses either have cut back or eliminated tuition reimbursement for employees. The last several years have seen an every other year fluctuation in the graduation rates that are reported. This is partly caused by the way programs offer their courses (every other year), or by the elimination of some classes, due to low enrollment for the specific section.

### 3P1 – Student Retention or Transfer:

Michigan’s community colleges exceeded the expected level of performance by achieving a 71.43% performance level. All Special Populations, as well as Tech Prep students, exceeded the expected performance level (Individuals with Disabilities-76.61%, Economically Disadvantaged-76.29%, Single Parents-74.58%, Displaced Homemakers-72.28%, LEP-77.18%, Nontraditional-72.23%, and Tech Prep-75.49%). It bears noting that the figures tend to be small, so any analysis of such data should be coupled with a look at extraneous variables.

### 4P1 – Student Placement:

Michigan community colleges exceeded the expected state performance level of 56.44% by achieving an actual performance level of 71.56%. All special populations groups, along with Tech Prep, exceeded the expected performance level for 2009-10. Individuals with Disabilities-87.72%, Economically Disadvantaged, 86.53%, Single Parents-88.89%, Displaced Homemakers-89.29%, LED-86.67%, Nontraditional-83.97%, and Tech Prep-84.67%.

### 5P1 – Nontraditional Participation:

Michigan community colleges came within 90% of exceeding the expected state performance level of 24.00% by achieving an actual performance of 23.53%. Individuals with Disabilities-45.02%, Economically Disadvantaged- 48.70%, Limited English Proficient-44.06%, Single Parents-62.07%, Displaced Homemakers-57.37%, and Tech Prep students-31.90% exceeded the expected level of performance.

### 5P2 – Nontraditional Completion:

Michigan community colleges exceeded the expected state performance level of 21.00% by achieving an actual performance of 23.37%. Individuals with Disabilities-21.19, Economically Disadvantaged-24.20%, Limited English Proficient-22.19%, and Single Parents-24.87% exceeded the expected performance level. Displaced Homemakers- 16.05% and Tech Prep students-19.60% did exceed the expected level of performance.

## IV. Implementation of Local Program Improvement Plans

### *Secondary*

Michigan has 25 regional eligible recipients for CTE funds. Local Improvement Plans will be required for regions as indicated below:

Indicator	Number of Regions	Indicator	Number of Regions
1S1	5	4S1	0
1S2	6	5S1	0
2S1	0	6S1	8
3S1	0	6S2	25

All 25 regions failed to make 90% of at least one indicator ALP. This is an increase of 25% from the previous year, though the indicators most often requiring an improvement plan were 1S1, 1S2, 6S1, and 6S2. A trends evaluation cannot be made at this time due to recent changes in Michigan academic tests and NCLB targets. A determination of disaggregated categories of students for whom there were disparities or gaps in performance compared to all CTE students will be made in January 2011 to assist regions in the development of Improvement Plans. All 25 regions will be required to develop improvement plans with action steps, timelines, and staff responsible no later than April 1, 2011. Applications for funding for 2011-2012 are due April 1, 2011 and improvement plans must be consistent with the activities selected as part of these applications.

### *Postsecondary*

This past year, colleges have continued to work in collaboration with the Michigan Community College Data and Evaluation Committee (MCCDEC), to improve data collection, data reporting, and the development of reliable data. Each college submits a plan for improvement with its application. Even if a performance level is achieved, colleges are required to undertake activities to achieve continuous improvement.

The MCCDEC meets quarterly and reviews definitions and methodology for consistency and clearness in order to achieve valid and reliable data. The guidelines were pilot tested by several community colleges in order to make sure methodologies and definitions could be followed by the community colleges. The core indicator methodologies were strengthened by the fact that CCSU reviewed and discussed all core indicator methodologies as a group, both internally at each community college and externally at not only MCCDEC, but also with other groups, i.e., MODAC.

Core indicator results were reviewed using internal edit checks unique to each community college, comparisons to similar reports, preliminary reports run at the state level, and detailed review of a sample of individual student records to ensure accuracy via onsite technical assistance. Special technical assistance was also offered to any community college that asked or required it.

An analysis was conducted of each core indicator to indicate the number and percentage change from baseline data. After data from each community college are posted on the Michigan Community College Network website, another review is conducted to ensure that the data files uploaded without error. Corrections and/or changes are again made at this level, if necessary. Final data are posted to the Michigan Community College Network website.

**CTE Concentrator** – A postsecondary/adult student who:

1. Completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. These credits must have been earned as of the beginning of the reporting year.
2. Completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree.

Michigan community colleges reported 86,758 concentrators as having been enrolled during 2009-10.

**CTE Participant** – A postsecondary/adult student who has one or more credits in any CTE program area.

135,633 CTE and 3,585 Tech Prep participants enrolled in Michigan community colleges during 2009-10.

## V. Tech Prep Grant Award Information

Michigan used a combination of a formula and base grant to award Tech Prep funding to Tech Prep consortia with an approved grant application. A total of \$3,447,450 was disseminated to 24 regional consortia based on the 11<sup>th</sup> and 12<sup>th</sup> grade enrollments of participating high schools and a per student rate of \$10 for urban districts and \$18 for rural districts. Funds remaining after the formula was computed were divided evenly and added to each consortia’s funding. The fiscal agencies for each of the consortia and the funding amounts were as follows. (ISD=Intermediate School District, RESA=Regional Education Service Area, C.C.=Community College, ESA=Educational Service Area)

<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>	<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>
Gogebic-Ontonagon ISD	\$61,918	Lansing C.C.	\$170,528
Marquette-Alger RESA	\$95,066	Genesee ISD	\$195,136
Eastern U.P. ISD	\$48,012	Macomb C.C.	\$288,112
Alpena Public Schools	\$76,478	Livingston ESA	\$91,400
Traverse Bay Area ISD	\$144,176	Oakland C.C.	\$346,384
COOR ISD	\$97,658	Berrien ISD	\$125,644
Ferris State University	\$95,642	St. Joseph ISD	\$103,202
Delta College	\$159,224	Calhoun ISD	\$111,704
Muskegon Area ISD	\$96,290	Hillsdale ISD	\$150,912
Montcalm Area ISD	\$99,312	Washtenaw ISD	\$113,556
Tuscola ISD	\$134,182	Detroit Public Schools	\$152,582
Ottawa Area ISD	\$114,462	Monroe County ISD	\$305,566
Grand Rapids C.C.	\$222,886	<b>TOTAL</b>	\$3,600,032

Detroit Public Schools’ regional allocation was \$152,582, but the district failed to submit an approvable Tech Prep application and used the 2009-10 year to develop acceptable grant and fiscal management strategies to meet the Tech Prep requirements. This action was taken under the authority of 34 CFR 80.12 because Detroit Public Schools is a high-risk grantee.

A total of 562 public high schools participated in Tech Prep in 2009-10 by collaborating with 32 postsecondary public educational institutions to provide articulated credits through career and technical programs of study. The Office of Career and Technical Education (OCTE) requires grant recipients to annually update articulation agreements to provide continuous improvement and further linkages to state standards. OCTE collects data yearly on articulation agreements between state-approved secondary CTE programs and state-approved postsecondary occupational programs. In 2008-09, 777 agreements were reported, compared to 2009-10 in which 779 agreements were reported. Regional and statewide articulation agreements are being explored for the future.

## Program Effectiveness

Target percentages for the 2009-10 year were negotiated with each Tech Prep consortium of the State using baseline data collected in 2008-09. Indicator data were collected in 2009-10 and compared to the agreed-upon target percentages. The target was determined to have been met if 90% of the target was achieved.

For indicator IPTP3, baseline data was collected, and OCTE will negotiate with the consortia a target for 2010-11. There were no data available for IPTP4 because the baseline cohort is still enrolled in postsecondary education. Four of the 24 consortia that were awarded Tech Prep grants in 2009-10 met all the other Tech Prep indicators.

Local improvement plans will be required of consortia in the Spring of 2011 as indicated below:

<b>Indicator</b>	<b>No. Consortia Failed to Meet Target</b>	<b>Indicator</b>	<b>No. Consortia Failed to Meet Target</b>
1STP1	8	1PTP1	4
1STP2	8	1PTP2	3
1STP3	8	1PTP3	Baseline data collected
1STP4	6	1PTP4	Cohort still enrolled in postsecondary education
1STP5	12		

CCS supports, along with its secondary partners, the Tech Prep Consortiums established in the state of Michigan.