

**STATE OF MICHIGAN**

**CARL D. PERKINS  
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR  
July 1, 2006 – June 30, 2007**

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

**and**

**Michigan Department of Labor & Economic Growth  
Office of Postsecondary Services  
Community College Services Unit  
(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 Vocational and Technical Education Act of 1998. 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.

### **I. 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's education advisor. The Michigan Department of Education (MDE) administers secondary Carl D. Perkins funds, while the Michigan Department of Labor & Economic Growth (DLEG) 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. The office also implements and monitors the secondary Perkins grants and provides technical assistance to secondary career and technical education programs. In DLEG, the Bureau Director of Career Education Programs is responsible for the Office of Postsecondary Services, the Office of Adult Education, and the administration of the community college Michigan Technical Education Centers (M-TECs), which provide on-demand training for Michigan's businesses. The Community College Services Unit (CCSU), in DLEG's Office of Postsecondary Services (OPS), implements, oversees, and monitors Perkins grants to the community colleges within the state. The two offices (OCTE and OPS) work cooperatively to deliver services and state leadership activities to secondary and postsecondary educators. The Office of Financial Management, MDE, prepares and submits the interim and final Financial Status Reports. See Attachments A-1 and A-2 for organizational charts for key agencies and a summary of each agency's role and responsibilities.

#### **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 Michigan Technical Education Centers (MTECs) offer on-demand customized training for employers.

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 Office of Career and Technical Education, Michigan Department of Education, and the Office of Postsecondary Services, Department of Labor & Economic Growth, use a single, unified plan and application process that includes both the Perkins basic grant and Tech Prep grant programs and follows the same regional planning structure used for WIA.

Secondary and postsecondary long-range plans for 2000-2004 and extended for 2007, as well as annual local applications for 2000-01 through 2007-08, are required to be developed in alignment with WDB planning. Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies. To this end, each of the WDB regions has appointed an Education Advisory Group (EAG), which serves the purpose of coordinating educational programs and needs of the region. Each EAG continues to work with the Workforce Development Boards to implement strategic planning efforts.

Michigan has organized their state approved programs by six (6) Career Pathways which include all of the sixteen (16) National Career Clusters. The National Career Clusters, originally funded through the U.S. Department of Education, Office of Vocational and Adult Education, 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 other national and/or state standards. In 2006-07, Cluster Task Forces were convened to develop lesson plans and resource guides for programs based on the Career Cluster Foundation and Cluster Pathways. All task forces produced sample curriculum with input from all stakeholders (including CTE teachers and state consultants from OCTE, administrators, counselors, academic teachers, state consultants from the Michigan Department of Education, employers, and Career and Technical Student Organization state directors). The resources are web-based and include a crosswalk to the new Michigan academic standards, Michigan Career and Employability Skills, and Michigan Technology Standards.

The task forces used the research based, seven-step lesson plan used in the Math-in-CTE study from the CTE National Research Center in Minnesota. Michigan also has a statewide career cluster advisory committee consisting of teachers, administrators, and other stakeholders to help guide this initiative. With input from this committee, and information gained from the National Career Cluster Conference, the Task Force project was moved from a five year to a two year timeframe to provide resources more quickly in light of new minimum graduation requirements. During this same timeframe, Michigan worked to identify statewide standards for all of their CTE programs offered at the high school level. This project was handled through the efforts of the Office of Career and Technical Education staff and the staff from Ferris State University that operates the Michigan Center for Career and Technical Education. The standards were identified and reviewed through an electronic process by secondary and postsecondary instructional staff and business and industry.

Michigan's CTE program approval process is conducted once a year for applicants who are either currently operating programs or who want to develop a state approved program before operating. This process requires all participants to provide the following information: staff (a state certificated vocational teacher must be providing instruction), professional development, additional program staff (paraprofessionals and/or aides), successful completion information (confirming local agency process for identifying that a local program completion aligns with the state definition), program advisory committee, expenditure of funds (within allowable categories), facilities, classroom safety, implementation of standards/course content, course instructional time, master building schedule, equipment, strategies to eliminate barriers (including nontraditional students), work-based learning, leadership activity/CTSO affiliation, postsecondary-secondary alignment/linkages, unique program features, and technical assistance needs. After approval of the program, administrators must review this information annually and use it, as well as student performance data, for program improvement. During the 2006-07 year, Michigan had 82 new CTE program applications submitted, which resulted in 69 approvals, 11 denials, and 2 withdrawals. We also operated 221 Less-Than-Class-Size CTE programs in the state for districts or regions that do not have sufficient enrollment to run a full program in the high school setting.

## **II. State Leadership (Section 124)**

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

#### **Secondary**

##### An Assessment of the Vocational and Technical Education Programs That Are Funded

The Career and Technical Education Information System (CTEIS) is used to collect data on students in CTE programs and includes statewide, regional, and district-level performance outcomes. We are able to measure each special population group and assess their performance on each of the core performance indicators, as well as within specific career and technical education programs.

This program-specific information enables OCTE to focus technical assistance efforts. In addition, local educational agencies maintain CTEIS data specific to their programs. This enables them to better analyze the data and provide better 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 district, fiscal, CEPD, and state levels (including by special population categories) and reported back to the local agencies to aid assessment at the local level. During the 2005-06 year the CTEIS system was changed to a web-based data collection system. Fall 2006 and 2007 data was collected via the web-based system.

Another means of assessing funded programs is through our onsite monitoring of 20% of the regions in the state. 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 record keeping, and building level instructional program review. During the onsite monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), for 2006-07, 5 of the 25 Perkins regions were monitored for compliance with Perkins 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 the 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 CTE Program Self-Review Reports and improvement plans whereby each region reviews a minimum of 20% of their state approved CTE programs annually 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 is developing additional *Risk Assessment Factors* to be used in selecting monitoring targets in addition to the 20% per year. Implementation is planned for 2007-2008.

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

Rapidly developing technologies are transforming America and the world and are among the high-paying, knowledge-based industries of the future. Michigan implemented a new process for identifying and encouraging local agencies to look to the future in their CTE delivery in 2006-07 and had two new and emerging CTE programs approved.

Statewide training and certification of teachers in career and technical education continues to expand to include the use of technology. Michigan state consultants have worked with the Michigan Department of Education, Office of Professional Preparation, to update teacher preparation standards in several of our areas, as well as assisted to revise certification requirements for vocational certification and work experience rules.

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 2006-07, 12 agencies were reviewed, including 1 community college and 1 correctional institution.

#### Professional Development Programs, Including Providing Comprehensive Professional Development (Including Initial Teacher Preparation) for Vocational and Technical, Academic, Guidance, and Administrative Personnel

Four teacher education 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. At least one of the approved CTE teacher education institutions receives a Perkins grant to conduct a conference/workshop relating 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.

Throughout the year, state staff collaborates with CTE professional organizations to provide comprehensive professional development at their 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 educational research, information, and resources related to high quality CTE curriculum development
- Skill assessment, needs assessment, and evaluation
- CTE program improvement technical assistance
- Disseminating information via a state-of-the art web portal
- Grant writing
- State-of-the-art 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 2006-2007 school year. Support was provided through attendance at 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* for 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, includes a variety of resources, and gives detailed requirements for approved career and technical education programs. The document is available to all customers through our website: [www.michigan.gov/octp](http://www.michigan.gov/octp), and is continuously updated to reflect current initiatives, policies, and procedures.

The Revised Michigan Comprehensive Guidance and Counseling Program Book is available to school counselors and can be downloaded from the Michigan Department of Education website at: [www.michigan.gov/mde/0,1607,7-140-6530\\_2629\\_2722-113515--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_2629_2722-113515--,00.html). It was distributed at the OCTE Fall and Spring Updates and the Career Education Conference. In addition, the counselor listserve is a frequently used mechanism to disseminate national, state, and/or local issues as related to counselors.

OCTE held five counselor workshops around the state to update counselors on available apprenticeship opportunities, Project Lead the Way, ACRN brochures, Michigan Comprehensive Guidance and Counseling Program Books (available on OCTE website), and the new counselor listserve.

The Michigan Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors, and business partners. The 2007 conference theme, *Resources for Results*, emphasized the shared goal of educators and other stakeholders to help students acquire necessary academic skills, while helping them to understand how and why these skills are relevant to results 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 CTE administrators, new CTE teachers, teachers of specific career pathways, CTE administrators, Tech Prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. We also promote professional development through Career and Technical Student Organizations and professional associations affiliated with each Career Pathway.

The Michigan School-to-Registered Apprenticeship (STRA) programs provide formal, long-term education and training commitments. STRA programs are federally recognized with business occupational registered standards and signed Apprenticeship Agreements that outline education and training activities, timelines, and wages. The STRA initiative was formed to assist in addressing specific program barriers with the goal of increasing STRA programs throughout the state. During 2004-06, a team of representatives met to update the STRA materials and guidelines. The updated materials were posted on the OCTP website in January 2007.

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

Technical assistance and training for the use of the National Career Cluster standards is being provided to administrators and educators. Teachers and administrators are required to use career cluster standards and include academic standards in order to assess strengths and weaknesses in the local curriculum and develop plans to bring the program of study into alignment. This will ensure quality programs for students with a national standards focus. State curriculum consultants have continued to provide technical assistance to state-approved programs to align curriculum and assist in the career cluster adoption at the local program level.

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, programming. Michigan has provided guidance in assisting secondary and postsecondary partners to refine and develop articulated programs for students to have a seamless transition, as well as help with utilizing resources and having programs available to more students. About one-half of the secondary CTE programs in Michigan have articulated agreements with the community colleges.

## Providing Preparation for Nontraditional Training and Employment

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. Promising Practices Tool Kits, “Destination Success,” and “Traveling the Road Less Traveled” are available to CTE programs statewide through our office. These tool kits are used to assist agencies in their efforts to recruit, retain, and facilitate completion for students in career and technical education/occupational programs nontraditional for their gender. OCTE has also made available age-appropriate photos of students in action in program areas to assist LEAs with finding suitable graphics for their promotional brochures and maintains a lending library of DVDs related to specific nontraditional careers for men and women.

In 2006-07, “ONTO” Michigan (Opportunities for Nontraditional Occupations in Michigan) was initiated in collaboration with the Illinois Center for Specialized Support. This initiative included two meetings for local teams from secondary and postsecondary agencies, an online self study, individualized results, and access to resources.

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. This program has been recognized nationally as a recipient of “Programs that Work: Preparing Students for Nontraditional Careers” honorable mention award presented by the Association for Career and Technical Education, National Association of State Directors of Career and Technical Education Consortia, the National Alliance and Partnerships in Equity, and the National Women’s Law Center. In 2006-2007, 20 outstanding Michigan students pursuing nontraditional training were recognized.

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, onsite monitoring visits (TRAC), and other visits and desk audit processes conducted by OCTE staff. During our Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students. Our office also collaborates with the Michigan Department of Education Administrative Law, to provide Title IX coordinator training to local education agencies.

## Supporting Partnerships to Enable Students to Achieve State Academic Standards and Vocational and Technical Skills

To ensure Michigan’s students have the skills and knowledge needed for the jobs of the 21st century global economy, on April 20, 2006, Governor Jennifer M. Granholm signed into law a rigorous new set of statewide graduation requirements called the Michigan Merit Curriculum (Public Acts 123 and 124).

The Michigan Merit Curriculum is a result of an extraordinary partnership between the Executive Branch, State Board of Education, Superintendent of Public Instruction, Legislature, and numerous educational associations who worked together to better prepare students for greater success and to secure the economic future of our state. It 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 impetus to revise Michigan’s graduation requirements started over a year ago, when Governor Granholm appointed the Cherry Commission on Higher Education and Economic Growth. Following the release of the commission’s report, the Michigan Department of Education (MDE) examined research, identified challenges facing students and school districts, surveyed district graduation requirements, tapped national and international experts, and studied best practices or what is working in the area of high school reform across the country.

Equipped with this knowledge, on December 13, 2005, the State Board of Education unanimously approved a set of increased state high school graduation requirements for all Michigan students. This State Board action served as the basis for the Michigan Merit Curriculum credits now required for high school graduation. The new graduation standards will be required starting with students entering eighth grade in 2006. Yet many school districts are already implementing the Michigan Merit Curriculum as their graduation requirement. 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 guidelines to be developed by MDE
- 1 Credit: Visual, Performing, Applied Arts (VPAA) credit guidelines to be developed by MDE

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 (third graders in Fall 2006), 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.

The new legislation is also very clear that the academic content expectations now required for graduation may be met through career and technical education programs. OCTE is working collaboratively with MDE Core Academic staff to develop instructional units that can be taught within CTE that will earn the student credit toward meeting the academic content expectations. It is the goal to offer English Language Arts, Science, Math, and Social Studies credit through CTE, as well as meeting the online learning and VPAA requirements.

OCTE established a tool to assist schools and CTE programs with the process of engaging employers for their CTE Advisory Committee members. The Tool Kit is continuously utilized and disseminated at our Fall and Spring Updates, the Career Education Conference, and during our onsite TRAC reviews. This tool is available on our website and is easily accessible to all.

The Advisory Committee Tool Kit initiative was developed by a referent group to help provide guidance for CTE Administrators and teachers when working with their program specific Advisory Committees. The information contained within the Tool Kit 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 Career and Technical Education programs. The Tool Kit contains common definitions, a general process to follow, and issues to consider and is available electronically on the OCTE website for educators seeking information on Advisory Committees. It is disseminated at the Fall and Spring OCTE Update, Career Education Conference, and the TRAC onsite reviews.

The Tool Kit specifically addresses:

- what advisory committees do
- structural features of advisory committees
- recruiting advisory committee members
- organizing advisory committee meetings
- evaluating committee effectiveness

OCTE updates and maintains a website for educators to use with their parents. The website 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 brochures that is adaptable for age appropriate materials
- a newsletter
- an activities/events page
- success stories of parent involvement
- local and national links
- published resources

The website continuously adds new information and links from national and state agencies. This information was disseminated on an annual basis at our Fall and Spring Updates, Career Education Conference, and during the TRAC onsite reviews.

The Michigan YES! Expo (Youth Engineering and Science) was held November 8, 2007, at Ford Field in Detroit. Approximately 74 companies and universities from Michigan came together to provide information to over 16,000 youth in grades 8-12 about education and careers in science and engineering. Dr. Steven Squyres, chief scientist on NASA's Mars Rover Mission, was the keynote speaker, and a special video appearance was provided by Rob Coleman who was responsible for the digital animation on Star Wars I, II, and III, and John Knoll who directed the visual effects on the Pirates of the Caribbean movies. Students were exposed to exciting engineering and science

exhibits and spoke with real engineers and scientists. A Teacher Resource Center and Educator Cafe (provided by Dow Corning) provided an opportunity for teachers to obtain resources related to engineering and science topics for the classroom, professional development opportunities, and curriculum programs.

In 2007, 6,000 students participated in Education Day at the North American International Auto Show in Detroit, Michigan. Presentations were made regarding the many career opportunities available within the auto industry. These opportunities include the entire job spectrum from auto technicians to marketing, accounting, finance, sales, and engineering. Students had time to explore all of the exhibits and learn about career opportunities, as well as view all the concept vehicles. The Auto Show generously provided bus scholarships to support student attendance this year.

The *Hot Jobs Cool Careers* DVD was developed by the Michigan Construction Task Force to promote apprenticeships within the construction trades that are available to students. The DVD is a visual aid for K-12 personnel to use when discussing career options with students. A mass mailing of the DVDs was sent to high school administrators and counselors to use with their students. In addition, the DVDs were disseminated at the OCTE Fall and Spring Updates and the Career Education Conference.

#### Serving Individuals in State Institutions

The Michigan Department of Human Services was awarded \$93,827 for the procurement of support staff for their state approved career and technical education programs. Two staff were partially subsidized to assist in the classroom and oversee data collection and assessment activities. Maxey and Adrian Training Schools both received benefits from the grant in the delivery of services to students. The Core Performance Indicators showed that students achieved increased academic skills. Reading skills were elevated at a mean of .37 grade level(s) for 121 students participating in programs. Math achievement was raised 1.03 grade levels for the same group. The number of students benefiting from Perkins funding rose 57%.

The Office of Career and Technical Education works in partnership with the Bureau of Juvenile Justice and the Michigan Department of Corrections to assure effective program delivery and the development of programs of new and emerging importance.

#### Support for Programs for Special populations That Lead to High Skill, High Wage Careers

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.

A workshop was held at Jackson Area Career Center on appropriate placement of students in CTE programs. The workshop covered the legal aspects of accommodating students with disabilities, what it means to fundamentally change or alter curriculum, the importance of scheduling an IEP with all appropriate stakeholders, and a method of selecting students for admission into a program without preference for race, age, gender, disability, etc. The workshop was very informative for counselors and has assisted them in providing better services to students.

To assist districts in serving nontraditional students, state staff participated in professional development workshops for counselors and support staff. As part of these programs, participants were provided with gender equity resource materials. Sessions focusing on single parents were also included in the 2006 MOSPA Statewide Conference and in several of the organization's regional conferences. OCTE also sponsored a pre-conference for members of MOSPA to assist with new high school requirements. We plan to do the pre-conference annually.

OCTE continues to support the Michigan Youth Leadership Forum. Staff from OCTE participate on their executive committee and have presented at their annual forum on self-advocacy issues related to transition from secondary to postsecondary. The Michigan Youth Leadership Forum (MYLF) provides students with disabilities a unique career development and leadership training opportunity for high school juniors and seniors. By serving as delegates from their communities at the five day event in the state capital, these delegates cultivate leadership, citizenship, advocacy, and social skills. MYLF is an educational and motivational forum. Guest speakers address such topics as advocacy, disability rights laws, innovations in technology, and resources. Delegates spend a day at the State Capitol

debating a selected bill with several members of the State Legislature. By providing a framework of disability history and an atmosphere of encouragement, MYLF offers people with disabilities common challenges, experiences, and opportunities to learn from one another.

## **Postsecondary**

The Community College Services Unit, working in collaboration with Michigan State University (MSU), continued to implement additional enhancements to the online grants management website, [www.admin.michiganops.net](http://www.admin.michiganops.net). This site houses all the Perkins grant applications used by the community colleges and has the functionality to summarize grant data for year-end reporting purposes. This website now houses archive data from past grant reporting cycles. This allows either the educational consultants or the staff at the community colleges to review and reflect back on past performance, identifying what worked, what has not, and what extraneous variables impacted their results in past years. The goal has been to increase the ease and availability of past data so that the colleges would use these data sets to guide their present and future plans.

Additionally, the integration of the data collection function into [www.admin.michiganops.net](http://www.admin.michiganops.net) has been completed. This transition will allow the community colleges to go to one site to work and review grant applications, see legislative requirements, view archived data, reports, and other documents for which the community colleges and the CCSU are responsible. This multi-year process has proven extremely valuable when auditing grant activity and has increased and enhanced the communication between the consultants and the colleges. Finally, this transition has been inclusive of representatives from the community colleges, with their input being used to guide the development of reporting mechanisms. The 2007-08 annual inservice will highlight these changes.

Funding was continued supporting the Michigan Community College Data and Evaluation Committee (MCCDEC), whose primary responsibility is to provide technical assistance to Michigan community colleges in data collection, data reporting, and evaluation procedures. MCCDEC subcommittees have continued their examination of special populations data and data management, quality, and reliability issues. Members reviewed alternate methods of program evaluation for compliance with state and federal requirements. One of the most important uses of MCCDEC this year has been to look at the transition between the old Perkins legislation and the new authorization. Workgroups have continued to examine changes in definitions, more effective ways to identify and gather appropriate data, and explore the possible impact and implications that occur as a result of the new legislation.

Professional development was provided to community college faculty through the annual TRENDS in Occupational Studies Conference, which drew 650 participants. Speakers from more than 20 colleges presented teaching strategies on a wide variety of topics. Professional development opportunities were also provided to faculty through "Fast Track" grants, which subsidized the cost for occupational faculty to participate in activities to ensure they stayed current with the needs, expectations, latest technology, and methods of industry, and to increase the level of performance for programs not meeting the state adjusted level for vocational skills attainment (1P2), diploma/credential completion (2P1), and participation in nontraditional programs (4P1). Workshops and conferences also focused on facilitating postsecondary partnerships with local K-12 agencies, businesses, industries, and labor unions.

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

The "Best Practices" series continued for a third year and focused on an additional two colleges. The purpose of this series is to highlight the good work and best practices that occur in the community colleges throughout the state. All of us benefit when we share the good work that goes on in Michigan. One of the best practices highlighted this year was at Montcalm Community College. That region's area residents had been dealt a major economic setback, with several large corporations leaving the state. Montcalm, along with other local and state agencies, pulled together to overcome this devastating economic blow and have been able to attract a large employer to their area by working together collaboratively. Specifically, Montcalm Community College collaborated with Oakland Community College, which had already developed a technical training curriculum that was needed to re-train workers in the Montcalm area. Their efforts are starting to pay off for area residents, rejuvenating their economic base and future employment opportunities for their students and residents.

The second best practice was at Macomb Community College, which creatively worked at reinvigorating their high tech manufacturing program. Over the last several years, they have worked collaboratively with businesses and manufacturers to allow students to learn high technology skills on the latest equipment. Additionally, these students are seen by employers who visit the program and are offered high-skill, high-wage, and high-demand employment.

The Community College Deans Inservice this year incorporated professional development topics for the occupational deans. Dr. Eboni Zamani-Gallaher, from Eastern Michigan University, presented on “The Open Door: Community Colleges and Maintaining Affirmative Access.” Mr. Mike Hansen, President of the Michigan Community College Association, provided an update on community college activities within the state.

### **Implications for Next Fiscal Year/State Plan**

State leadership activities will continue to focus on improvement in the core performance indicators. At the secondary level, regional, local recipient, special populations categories, and career and technical education CIP program areas have disaggregated core performance data. State staff will continue to target special populations assistance needs as well as specific teaching and learning strategies within programs across the state. During 2006-07, local regions were required to amend their approved activities to address those core performance indicators that did not show required improvement. Through the use of data and the Technical Assistance, Review and Compliance (TRAC) process, OCTE staff will provide technical assistance to regions and CIP programs, and monitor progress toward the improvement of local and state performance measures.

The Michigan legislature recently passed a law that changes the high school test for graduation from the Michigan-developed assessment program to the Michigan Merit Examination, which includes ACT with additional tests to measure student achievement in content not covered by the ACT, such as social studies and additional mathematics. This change in testing instruments will mean renegotiation of baseline data for our transition year.

Postsecondary’s continued focus has been the improvement of the core performance indicators. The colleges’ activities to increase indicators below the state-adjusted level and the results of those efforts are being reviewed to determine activities that were effective and those that other community colleges might adopt. Preliminary planning is underway to provide funding to colleges to increase student awareness of, and enrollment in, nontraditional programs, including special populations students. CCSU staff continued to provide both online and onsite technical assistance to colleges and to recommend strategies for improving the core performance indicators. MCCDEC continued its review of the core indicators and is participating with CCSU and OCTE in implementing a joint data quality workshop for secondary and postsecondary data coordinators, program personnel, and special populations coordinators. In addition, CCSU staff continues to meet with the occupational deans every other month at MODAC, the Michigan Occupational Deans’ Administrative Council, where core performance indicator issues are discussed.

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

#### Support for Vocational and Technical Student Organizations, Especially with Respect to Efforts to Increase the Participation of Students Who Are Members of Special populations

State staff from OCTE work closely with six Career and Technical Student Organizations (CTSOs) and provide leadership through grant funding and technical assistance to the organizations. Semi-annual meetings with all directors, and additional meetings with appropriate pathway consultants, are conducted.

All CTSO Directors shared their individual organization’s efforts to increase membership and promote academic proficiency in the student population, and their focus on special populations. Special populations are included in numerous ways. Examples given include accommodations when requested, competitive events that allow all students to ‘win’ by working toward set goals at their own pace, and events designed for student teams that enhance the diverse talents of all participants. Assistance to program teachers and administrators help ensure that all students in state approved career and technical education programs have the opportunity to develop strong leadership skills. CTSO membership has increased dramatically since the Technical Review, Assistance and Compliance (TRAC) program monitoring began five years ago. This increase is partially attributed to the technical assistance provided to programs demonstrating use of CTSOs in the classroom to enhance curriculum.

This year, an administrator ambassador project was initiated. One CTE administrator joined each CTSO to learn more about the organization, offer advice, generate good will, engage in information sharing with other state CTE administrators, and provide a sounding board for new ideas. A one year commitment was made by each ambassador to attend CTSO board meetings and conferences.



Core Indicator	Measurement	Performance Levels 2006-07	Performance Results for 2006-07
1S1 Academic Achievement	<p>The percent of CTE program concentrators who left school and attained an endorsement status of Level 1, 2, or 3 on four or more of the MEAP tests.</p> <p><b>Numerator:</b> The number of 10<sup>th</sup> through 12<sup>th</sup> grade CTE program concentrators who took four MEAP tests, left school and attained an endorsement status of at least a level 3 (basic) on four of the tests.</p> <p><b>Denominator:</b> The number of 10<sup>th</sup> through 12<sup>th</sup> grade CTE program concentrators who took at least four MEAP tests and left school</p>	63.57%	74.54%
1S2 Technical Achievement	<p>The percent of CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better in their CTE program.</p> <p><b>Numerator:</b> Number of 11<sup>th</sup> and 12<sup>th</sup> grade CTE program concentrators who left school and obtained a GPA of 2.0 or better.</p> <p><b>Denominator:</b> Number of 11<sup>th</sup> and 12<sup>th</sup> grade CTE program concentrators who left school.</p>	87.39%	89.40%
2S1 High School Completion	<p>The percent of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.</p> <p><b>Numerator:</b> Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent</p> <p><b>Denominator:</b> Number of CTE program concentrators who left secondary education.</p>	95.00%	99.21%
3S1 Placement	<p>The percent of CTE program completers who are in postsecondary education or advanced training, employment, and/or military service.</p> <p><b>Numerator:</b> The number of 12<sup>th</sup> grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment, and/or military service.</p> <p><b>Denominator:</b> The number of 12<sup>th</sup> grade program completers who graduated from school the previous year.</p>	94.91%	94.54%
4S1 Nontraditional Enrollment	<p>The percent of male and female students <u>enrolled</u> in an occupational program determined to be nontraditional for their gender.</p> <p><b>Numerator:</b> The number of grade 9 and above female and male students enrolled in a CTE program determined to be nontraditional for their gender.</p> <p><b>Denominator:</b> The number of grade 9 and above students enrolled in an occupational program determined to be nontraditional.</p>	34.49%	15.35%
4S2 Nontraditional Completion	<p>The percent of male and female students who <u>completed</u> an occupational program determined to be nontraditional for their gender.</p> <p><b>Numerator:</b> The number of grade 9 and above female and male students who completed a CTE program determined to be nontraditional for their gender.</p> <p><b>Denominator:</b> The number of grade 9 and above students who completed an occupational program determined to be nontraditional.</p>	31.55%	13.62%

## Optional Perkins IV Student Outcome Indicators

Core Indicator	Measurement	Performance Levels 2006-07	Performance Results for 2006-07
ZS1 Academic Achievement Reading/ Language Arts	The percent of CTE program concentrators* who left school, attained an endorsement status of Level 1 or 2 on the English/Language Arts assessment, and were counted in Michigan's computation of adequate yearly progress (AYP) <b>Numerator:</b> The number of 10 <sup>th</sup> - 12 <sup>th</sup> CTE program concentrators who, left school, were counted for AYP, and attained an endorsement status of at least a level 2 (proficient) on the English/Language Arts assessment. <b>Denominator:</b> The number of 10 <sup>th</sup> - 12 <sup>th</sup> CTE program concentrators who left school and were counted for AYP.	52.00%	46.04%
ZS2 Academic Achievement Mathematics	The percent of CTE program concentrators* who left school, attained an endorsement status of Level 1 or 2 on the Mathematics assessment, and were counted in Michigan's computation of adequate yearly progress (AYP) <b>Numerator:</b> The number of 10 <sup>th</sup> - 12 <sup>th</sup> CTE program concentrators who, left school, were counted for AYP, and attained an endorsement status of at least a level 2 (proficient) on the Mathematics assessment. <b>Denominator:</b> The number of 10 <sup>th</sup> - 12 <sup>th</sup> CTE program concentrators who, left school, and were counted for AYP.	44.00%	42.11%
ZS3 Student Graduation	<b>Numerator:</b> Unable to provide at this time. <b>Denominator:</b>		

\* The Perkins III definition of concentrator was used for all indicators.

**1S1-Academic Achievement:** The academic achievement baseline includes all student concentrators, grade 10 and above who left school, took four or more Michigan Educational Assessment Program (MEAP) tests, and received a MEAP rating of at least Level Three on each test. The MEAP rating of Level Three is comparable to the basic high school achievement endorsements measure used by other states. For 2006-07, this performance level was again exceeded, increasing by over 8% compared to 2005-06. However this was the last year of the current state assessment. It has been replaced by a new test which may result in a significant decrease in scores next year as schools align instruction with the new test. CTE programs continue to integrate academic content into CTE courses and the state has mandated that all state-approved programs must align their core content with the 16 Career Clusters using the Career Cluster Grid, beginning with the Academic Foundations.

**1S2-Technical Achievement:** The performance level for technical achievement was again met with the performance level remaining approximately the same as in 2005-06. It is anticipated that performance on this indicator will begin to fluctuate considerably from year-to-year as Michigan implements a technical skill assessment program over the course of Perkins IV.

**2S1-High School Completion:** The required performance level was exceeded for the eighth consecutive year, remaining approximately the same as 2005-06. The high rates of high school completion among Michigan CTE students is attributable to the increased emphasis on and attainment of academic achievement and the unique role that CTE plays in preventing students from dropping out of high school.

**3S1-Placement:** For 2006-07 the state missed the required performance level for placement by 4-tenths of a percent. This could possibly be due to the state's continuing high unemployment rate during the time these students were seeking employment in 2006 (6.9% in October 2006, compared to 3.5% 1999 and 5.1 % nationwide).

**4S1-Nontraditional Enrollment:** Michigan again did not meet the required performance level in this category. The target for this indicator is inflated due to how Michigan's programs were categorized in past. Michigan did, however, show an increase from the previous year. Michigan continues to work on this indicator through the Breaking Traditions award program and a yearly workshop addressing strategies for improving nontraditional enrollment.

**4S2-Nontraditional Completion:** Michigan also did not meet the required performance level for this indicator, but did show an increase compared to 2005-06. With the revised alignment of programs to the nontraditional crosswalk for Perkins IV, Michigan's targets should be more appropriate. The strategies identified above for improvement also apply to this indicator.

**Optional Perkins IV Indicators:**

Michigan has an individual student record system that allows identification of each student included in the state's NCLB computation of AYP. By matching on student unique identifier, Michigan was able to calculate these two indicators for students identified as CTE concentrators. However, Michigan was not able to utilize the proposed PIV methodology to identify concentrators. The PIV concentrator definition is based on date on the percent of program standards students have completed, which Michigan did not collect in 2006-07. Therefore, the indicators were computed based on concentrators identified using the PIII methodology. As such, these two indicators are reflective of the 1S2 indicator as it will be calculated for PIV, following the transition year.

**ZS1-Academic Achievement Reading/Language Arts:** Michigan had 46.04% of CTE concentrators meet this indicator which is new for Perkins IV. Student achievement on this indicator was lower than for 1S1 (Perkins III). The Perkins IV indicator requires a level 1 or level 2 achievement level for proficiency whereas the Perkins III indicator included levels 1, 2, and 3. This indicator is focused specifically on reading/language arts, whereas the Perkins III measure was based on all 5 academic assessments (Reading, Writing, Math, Science, Social Studies). As districts focus more narrowly on improving reading/language arts it is anticipated this indicator will improve. CTE programs continue to work on improving academic achievement through integration of academics into CTE. During Perkins IV Michigan's high school academic assessment will be different than it was during Perkins III. This new assessment will be used for calculation of academic achievement indicators beginning in 2007-08. This change may also affect the performance levels of Michigan CTE students as secondary schools work to align curricula with the new assessment program.

**ZS2-Academic Achievement Mathematics:** Michigan had 42.11% of CTE concentrators meet this indicator which is new for Perkins IV. Similarly to ZS1 the ZS2 indicator is lower than for Perkins III 1S1. See explanation for ZS1. Michigan is identifying academic content standards met by CTE programs. It is anticipated that this indicator will improve as districts emphasize mathematics in CTE.

**ZS3-Student Graduation:** Michigan was unable to obtain the NCLB graduation status for CTE students because Michigan's NCLB measure of graduation rate is calculated in the aggregate and cannot be disaggregated to the student level to identify individual student status. Additionally, the graduation rate reported for NCLB is calculated based on the previous year students so the graduation status for the 2006-07 CTE concentrators has not yet been computed for NCLB. Michigan was not able to utilize the proposed PIV methodology to identify concentrators since it is based on data on the percent of program standards students have completed, which Michigan did not collect in 2006-07. These problems will be resolved in time for reporting for the Perkins IV transition year.

**Postsecondary**

Core Indicator	Measurement	Expected Performance Levels 2006-07	Actual Performance Results 2006-07
1P1 Academic Achievement	Percent of occupational concentrators who earned a GPA of 2.0 or better in academic courses (excluding developmental courses) during the reporting year. <b>Numerator:</b> # of occupational concentrators who received a 2.0 or better in academic courses <b>Denominator:</b> Total # of occupational concentrators enrolled in academic courses	79.44%	80.72%
1P2 Technical Achievement	Percent of occupational concentrators who earned a GPA of 2.0 or better in occupational specialty courses during the reporting year. <b>Numerator:</b> # of occupational concentrators who received a 2.0 or better in occupational specialty courses <b>Denominator:</b> Total # of occupational concentrators enrolled in occupational specialty courses.	83.57%	85.97%

<b>Core Indicator</b>	<b>Measurement</b>	<b>Expected Performance Levels 2006-07</b>	<b>Actual Performance Results 2006-07</b>
2P1 Awards Completion	Percent of first-time, full-time occupational students who entered Fall 2004 and received an award within 150% time. <b>Numerator:</b> # of First-Time, full-time occupational students who entered Fall 2004 (minus exceptions) who received an award by August 2007. <b>Denominator:</b> Total # First-Time, full-time occupational students who entered Fall 2004	18.51%	17.76%
3P1 Placement	Percent of occupational students who received an award during 2005-2006 and were employed, entered military service, or continued their education within 180 days of graduation. <b>Numerator:</b> # of occupational students who received an award in 2005-06 and were employed, continuing their educational, or entered military service and followed-up on during 2006-07 <b>Denominator:</b> Total # of occupational students who received an award	93.00%	94.43%
3P2 Employment Retention	Percent of occupational students who reported being employed in 3P1 and were still employed 3 months later. <b>Numerator:</b> Number of occupational students who reported being employed within 180 days of graduation during 05-06 and were still employed 3 months later <b>Denominator:</b> Number of occupational students who reported being employed within 180 days of graduation during 05-06	93.00%	97.48%
4P1 Nontraditional Enrollment	Percent of occupational men and women enrolled in occupational programs considered nontraditional for his/her gender divided by total enrollment in nontraditional programs. <b>Numerator:</b> # of occupational participants (enrollees) who were enrolled in programs considered nontraditional for their gender <b>Denominator:</b> Total # of occupational participants enrolled in nontraditional programs	17.23%	18.35%
4P2 Nontraditional Completion	Percent of occupational men and women who received an award in occupational programs considered nontraditional for his/her gender divided by total number of students that received awards in nontraditional programs. <b>Numerator:</b> # of occupational participants (enrollees) who received an award in a program considered nontraditional for their gender <b>Denominator:</b> Total # of occupational participants who received awards in nontraditional programs	14.50%	15.55%

**1P1-Academic Achievement:** Michigan community colleges exceeded the expected performance level of 79.44%, as well as last year's actual performance by achieving an overall performance level of 80.72%. During 2006-07, six of the seven Special populations exceeded the expected level of performance whereas last year four of the seven sectors exceeded the expected level. Individuals with Disabilities, Economically Disadvantaged, Displaced Homemakers, LEP students, students with other educational barriers, and nontraditional enrollees achieved levels of 81.49%, 79.91%, 89.02%, 85.50%, 79.72% and 81.11%, respectively. Single Parents, while not achieving the expected level of performance for this indicator, did come close by achieving a success rate of 79.08%.

Academic attainment for Tech Prep students also increased, having achieved a performance level of 79.70%. This not only exceeded the state expected level but the actual level reported in 2005-06.

**1P2-Work Skill Attainment:** While our expected level of performance for 2006-2007 was 83.57%, Michigan surpassed this by achieving an 85.97% success rate. Economically Disadvantaged (85.74%), Displaced Homemaker (88.22%), Students with Other Barriers (84.37%), Limited English Proficient (87.79%) and Nontraditional (86.19%) made significant progress and not only exceeded their 2005-06 performance levels, but also exceeded the expected state performance level for this year. Although Individuals with Disabilities (82.64%) fell short in meeting the expected performance level, they continued to exceed their 2005-06 performance level (82.56%). Over the last three years, Individuals with Disabilities continuously improved their performance. Single Parents and Tech Prep students, however, feel short in meeting the state adjusted level of performance by achieving a success rate of 81.68% and 82.46%, respectively.

**2P1-Completion Rate:** Michigan community colleges feel short by less than 1% in meeting the expected performance level of 18.51%. Economically Disadvantaged (22.41%), Single Parents (18.84%), Limited English Proficient (20.00%) and Nontraditional students (25.29%) exceeded the expected level of performance. Individuals with Disabilities (18.12%), Displaced Homemakers (16.22%), and individuals with other educational barriers (14.69%) failed to achieve the state-adjusted level of performance. 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 family households, reducing available funds to pay for additional classes. Additionally, many businesses have either cut back or eliminated tuition reimbursements for employees.

Finally, 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. Tech Prep students did exceed the expected level, having achieved a performance level of 22.078%, tending to confirm that Tech Prep students that continue their program, are more likely to actually finish within a three-year time period.

**3P1-Placement:** Michigan's expected performance level for 2006-07 was 93.00% and the community colleges exceeded it by achieving a 94.43% placement rate. Displaced Homemakers and Economically Disadvantaged came within ½ % of meeting the state level while Single Parents (96.69%), Individuals with Disabilities (96.69%), and individuals with other educational barriers (93.60%) all exceeded the expected performance level. Nontraditional Enrollees and LEP students, however, did not meet the expected level. Tech Prep students achieved a success rate of 67.74% not meeting the expected state level although they did surpass last year's success rate (67.24%). 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.

**3P2-Employment Retention:** Michigan community colleges also exceeded the expected performance level (93.00%) for this indicator by achieving a 97.48% success rate. Single Parents were the only Special Population group to exceed this level. Individuals with Disabilities, Economically Disadvantaged, Displaced Homemakers, nontraditional enrollees, and students with other educational barriers all exceeded the 2005-06 performance level. However, they failed to meet the increased benchmark set for 2006-07. There is a possibility that Michigan's economy impacted these indicators causing students to focus more on a job than on school. Tech Prep students did not meet the state level. It again bears mentioning that the Tech Prep figures tend to be very small, so any analysis of such data should be coupled with a look at extraneous variables.

**4P1-Nontraditional Enrollment:** Michigan community colleges exceeded the expected state performance level of 17.23% by achieving an actual performance level of 18.35%. The number of students enrolled in programs considered nontraditional for their gender continued to increase, going from 18,830 to 18,881. Individuals with Disabilities, Economically Disadvantaged, Limited English Proficient, and Nontraditional Enrollees all exceeded the expected performance level for 2006-07. Tech Prep students (8.47%) did not meet the expected level. Economically Disadvantaged and Students with Other Educational Barriers did not meet the state expected level of performance.

**4P2-Nontraditional Completion:** Michigan community colleges continued to exceed the expected state performance level of 14.50% by achieving an actual performance of 15.55%. The number of students who received at least one award in a program considered nontraditional for their gender increased from 1,823 to 1,891. The total number of students who received an award in these programs continued to increase from 11,692 (2005) to 12,127 (2006) to 12,770 (2007). Individuals with Disabilities, Limited English Proficient, Single Parents, Displaced Homemakers and Students with Other Educational Barriers did not meet or exceed the expected performance level for 2006-07. Non-Traditional students did, however, exceed the adjusted level. Tech Prep students did not meet the expected level, reporting a completion rate of 8.77%.

## **B. State's Performance Results for Special populations and Program Improvement Strategies**

**1S1-Academic Achievement:** As in previous years, students enrolled in CTE programs and identified as nontraditional for their gender scored higher than the overall CTE performance level for academic achievement (77.94%). Tech Prep students met the required performance level on this indicator, and exceeded the state average. No other Special populations category met the required level of performance. The below state average performance of the other special population student groups is due to the continuing challenges faced by these students and indicate a continual need for academic support, assistance, and resources for CTE students who are members of Special populations groups.

**1S2-Technical Achievement:** As they did last year, on average, students enrolled in programs nontraditional for their gender exceeded the state average in technical achievement this year (91.64% compared to state average of 89.38%). However, they declined very slightly compared to 2005-06. Students enrolled in Tech Prep programs also met the required level of performance and exceeded the state average (90.16% compared to the state average of 89.38%). Academically Disadvantaged students again performed the most poorly on this indicator, suggesting that supportive services were not adequate to meet their needs.

**2S1-High School Completion:** Special populations students in all categories, except Juvenile Offenders, exceeded the required state performance level. Students enrolled in nontraditional programs also exceeded the state average. High rates of high school completion among Special populations students is attributable to the unique role that CTE plays in preventing students from dropping out of high school, especially those who are at greatest risk.

**3S1-Placement:** Special populations students continued to have lower placement rates than the state average, with only Tech Prep students meeting the required performance levels. Placement rates among special populations students increased slightly among all other student categories this year, however. The real and ongoing lower placement rate among Special populations students is likely due to Michigan's unemployment rate, which results in increased competition for available jobs. Recent layoffs in the automotive and other key Michigan industries force entry-level workers to compete with more experienced workers for jobs.

**4S1-Nontraditional Enrollment:** All special populations students failed to meet the required levels of performance, consistent with the overall state average due to the changes in how Michigan programs were categorized. Economically disadvantaged students exceeded the state average, however.

**4S2-Nontraditional Completion:** All special populations students failed to meet the required levels of performance. Economically disadvantaged students, limited English proficient students, and Tech Prep students exceeded the state average however.

### **Program Improvement Strategies Targeting Special populations Students**

#### **Secondary**

The state continues to require that regions with deficient CPI performance levels include at least one activity addressing the deficiency and targeting Special populations students in their annual application. Additionally, the state will be conducting professional development workshops for paraprofessionals and school counselors designed to provide technical assistance to improve the achievement of Special populations students. As the new state standards for each program area are implemented, OCTE will be working with administrators, teachers, and instructional support to provide strategies to assist students that are identified as special populations to succeed. The annual Michigan Occupational Special populations Association (MOSPA) Statewide Conference will again provide strategies and resources for supporting Special populations students and the "Breaking Traditions" awards competition will again be utilized to recognize outstanding students pursuing nontraditional training.

#### **Tech Prep**

In Michigan, Tech Prep Associate Degree programs are community-wide partnerships among local school districts, career and technical education centers, community colleges, and business/labor developed to prepare youth and adults for entry into career fields, especially those which are high earning, high growth, and high learning. In 2006-07, twenty-five (25) consortia applied for and received federal funding to continue their efforts to develop and implement Tech Prep programs. Each of these consortia represents a distinct geographic and employment region consistent with the 25 Workforce Development Board regions of the state.

The 25 consortia include 603 high schools, 25 community colleges, 3 universities, and 1 tribal college. Businesses continue to be an important partner and have an important role in helping to prepare students for successful work experiences. Tech Prep programs are developed according to the resources and unique economic and employment needs of the area. Program articulation is based upon aligned curriculum with the specific course work identified at the secondary and postsecondary levels. During regional technical assistance meetings with grant recipients, state staff have worked closely to update, enhance, and develop more articulation agreements for career and technical education state-approved programs. Tech Prep grant recipients have been required to annually update their articulation agreements to provide continuous improvement and further linkages to national standards. As a result, this allows Michigan to have two dual enrollment options for students.

The state provides services to the 25 consortia through regional team leaders in the Office of Career and Technical Education (OCTE). The regional team leaders provide technical assistance to consortia members and plan statewide activities to strengthen postsecondary linkages.

Two Career and Technical Education (CTE) programs were awarded the *Excellence in Practice Awards* at the 2007 Conference on Career Education. Each award winner was nominated by their Career Initiative Region Coordinator and chosen through a rigorous application process. These statewide awards are presented annually at the conference to recognize exemplary Tech Prep and state approved CTE programs that prepare students for careers aligned and articulated with postsecondary education, professional and technical careers, and employment, while demonstrating outstanding student outcomes and high academic rigor.

### **Postsecondary**

This final year for the collection of these core performance indicators (CPIs) provided colleges with a starting point with which to develop the new CPIs. The manual and instructions, with definitions and specific examples that responded to the interpretation and disparity in the use of definitions, were analyzed. Special populations coordinators were especially diligent during the 2006-07 year, meeting several times in subcommittees to review and standardize definitions and methodologies for collecting and compiling data. All data were collected at the six-digit CIP Code level to allow colleges to incorporate the core indicators into their own program assessments. Detailed data collection, along with up-to-date program descriptions, provided the state with better data, especially with nontraditional student enrollment and completion.

Data quality activities included more technical assistance with additional data workshops and onsite visitations. Data was reviewed and discussed to ensure that colleges were calculating them properly and pulling the correct populations. More involvement by the Michigan Community College Association; further development of data reports, guides, and edit reports; more communication via e-mail and websites, and using data to review the college four-year plans and activities all aided in the state's attempt to increase college performance level. An increased emphasis on the implications of the CPIs and how those relate to student success was the topic at MODAC, as well as the Deans' Inservice. More subcommittee meetings were held throughout the year where key special populations coordinators reviewed the data and offered suggestions on how to 'make it better.'

A document referred to as the "Core Indicators Storybook" was also updated to include the most current data and distributed throughout the state. College personnel modified this document according to their individual needs in order to explain what the indicators really meant to their college. This document was used to explain the meaning of the indicators to college presidents, trustees, and faculty. Finally, several joint workshops to help the colleges improve their core performance indicators were held with the Office of Career and Technical Education. The workshops focused on data and technical education.

Individual college spreadsheets were also posted on the website. An automatically generated graph provides a quick visual of how well the college has done over the last five years. Colleges are asked to view these spreadsheets upon the completion of the data collection cycles in order to see how well they met the state performance level and to determine if changes are required in their plan. The community colleges were encouraged to update their plan when developing their annual application.

Strategies for the four sub-indicators (Academic Attainment-1P1, Occupational Work Skill Attainment-1P2, Degree Completion-2P1, and Completion of Nontraditional Programs-4P2) primarily involved the provision of student support services. Colleges enhanced and/or developed support services for all students but specifically targeted special populations who typically are at a higher risk of earning less than a 2.0 course grade in both academic and occupational courses and of not completing a certificate or degree program.

Additional strategies included using “early alert” systems (students red-flagged by instructors or via progress reports), identifying students who are not attending or performing well early in the semester. Once identified, students are contacted for assistance. A related activity is the “tracking” of students, especially special populations students, who must be included in performance indicator reports.

### **C. Definitions**

#### ***Vocational Participant***

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

**Postsecondary:** Any student who has: 1) formally enrolled in an occupational program as identified by CIP code or an occupational specialty course and as defined in the Act, or 2) declared an intent or commitment through a career assessment to formally enroll in an occupational program as identified by CIP code, or 3) enrolled in a general occupational course or apprenticeship-related instruction for the purpose of job training.

A nontraditional training and employment participant is an individual enrolled in an occupational program that is considered nontraditional for his/her gender as determined by National Labor Statistics and State Year-End Program enrollment data. Colleges report on the number of occupational students (participants) who were enrolled in programs considered nontraditional for their gender.

#### ***Vocational Concentrator***

**Secondary:** A concentrator is a student who is enrolled in a state approved career and technical education program and who has completed at least 60% of the required program coursework. This definition was applied for all indicators, including the optional Perkins IV indicators.

**Postsecondary:** A concentrator is defined as an occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) towards the completion of an award as of the beginning of the reporting year.

#### ***Vocational Completer***

**Secondary:** A “completer” is an 11<sup>th</sup> or 12<sup>th</sup> grade student (or 13<sup>th</sup> if the district has adults) who is enrolled in a state approved career and technical education program and has completed a designated instructional program as determined by the local school district. Using state guidelines, the district concurs with the following:

1. The student completed a sequence of courses or equivalent instructional units in a recognized CTE program.
2. The student’s GPA for this sequence of courses/instructional units equals a 2.0 or better.
3. The student is ready to be successful in further training or postsecondary course work related to the student’s CTE sequence of courses/instructional units OR the student is ready to be successfully employed based on the student’s CTE sequence of courses/instructional units.

If the program requires two years of training for a student to meet the requirements of an entry-level job, the student may be counted as a “completer” ONLY at the end of the second year.

**Postsecondary: Completer** – Unduplicated headcount of all students who have finished their intended program regardless of whether they received either a formal or non-formal award. The student must have met all the requirements of the institution for program completion, whether or not the individual graduated from the institution.

**Postsecondary: Program Completer** – A student who has completed an organized program of study at the postsecondary level and has formally received a certificate, degree, or other Board of Trustees-recognized award.

#### ***Tech Prep Student***

Tech Prep applications for funding must include a specific list of articulated Tech Prep programs at each participating community college. In prior years, the CIP codes of these programs (as maintained by the Office of Career and Technical Education) were crosswalked with community college data. All students participating in these

programs were considered to be potential Tech Prep students. This year, community colleges began to collect data and report on Tech Prep students.

Under individual plans developed by Tech Prep Consortia, the secondary sector was to provide community colleges with a listing of all students who graduated in a Tech Prep articulated program specific to the community college. The community college would use these lists to determine whether or not the student enrolled at the community college and whether or not the student stayed enrolled in the articulated or a related articulated program. If the student changed programs, that student was not to be considered Tech Prep. Those community colleges that were provided with these lists were able to provide data. The others are still working on receiving names from their secondary partners and will be continuing to work on this throughout the 2006-07 year.

**Secondary career and technical education (CTE) Concentrator (as per Perkins IV State Plan):**

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 the additional standards.

**D. Measurement Approaches**

The following charts list the types of measurements and the methods used to calculate the data for each core performance indicator.

**Secondary**

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1S1	State Academic Assessment System	MEAP test results linked to individual CTE student data collected in: 2006-07 – 4483 Fall and Spring program/Course Enrollment (duplicated) linked to 2006-07 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
1S2	Vocational Course Completion	2006-07 – 4483 Fall and Spring – Program/Course Enrollment (duplicated), linked to 2006-07 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
2S1	State/Local Administrative Data	2006-07 – 4483 Fall and Spring – Program/Course Enrollment, linked to 2006-07 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
3S1	State Developed and Locally Administered Survey	2007 Follow-Up Survey of Students Completing CTE Programs in 2005-06.
4S1	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2006-07 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
4S2	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2006-07 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).

**Postsecondary**

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1P1	Academic GPA	June 1, 2006 – July 30, 2007 (unduplicated) academic course GPA of occupational students enrolled during 2006-07.
1P2	Occupational Course GPA	June 1, 2006 – July 30, 2007 (unduplicated) occupational specialty course GPA of occupational students enrolled during 2006-07.
2P1	Local Administrative Data	Number of first-time, full time occupational students who entered Fall 2004 and received an award within 150% normal time (by August 31, 2007).
3P1	Locally Administered Survey	2007 Follow-Up Survey of students who received an occupational award in 2005-2006.
3P2	Locally Administered	2007 Follow-Up Survey of students who said they were still employed after

<b>Core Indicator</b>	<b>Measurement Approach</b>	<b>Method and Years for Estimating Levels</b>
	Survey	3 months.
4P1	State/Local Administrative Data	BLS data linked to year-end program enrollments by CIP code (2000) for 2006-2007 (unduplicated).
4P2	State/Local Administrative Data	BLS data linked to number of students that received at least one occupational award by CIP code (2000) during 2006-2007 (unduplicated).

## **E. Improvement Strategies**

### **Secondary**

Several reports have been developed, including three-year comparative reports that outline by core performance indicator regions, local educational agencies, or CIP programs that show a need for improvement. OCTE staff and regional administrators are able to review several levels by region, CEPD, district, and building of data that describe overall student performance and special population performance by core performance indicator. The reports are used by state staff and local educational agencies for analysis and identification of program areas in need of improvement. Grant year 2006-07 data reports will be distributed to regional staff at the annual CTE Data Quality Workshop on January 24, 2008.

Michigan has continued its efforts to implement and develop materials that support the National Career Cluster project and its implementation in Michigan high schools and career centers (see earlier information in Section B).

In January of 2006, using competitive grant funds, postsecondary institutions worked with secondary partners to use career cluster knowledge and skills. The purpose was to improve and enhance postsecondary transition from secondary education. The expected outcome is an increase in students' articulating credits and completing occupational goals.

The web-based CTEIS maintains all of the customized report options and edits/edit reports. Error checking/warning feature enhancements and educational agencies' immediate verification for submission accuracy have improved data quality. The program vendor provides training for CTEIS users for all required reports. There is a CTEIS help desk e-mail address, a CTEIS listserve, and a toll-free number for troubleshooting and technical assistance.

OCTE staff continue to be active members of the DMWG (Data Managers Work Group). This allows OCTE to collaborate and coordinate data collection with other MDE offices and state agencies.

OCTE is also involved in the Data for Student Success (D4SS) project that is a collaboration between the Michigan Department of Education (MDE) and the Center for Education Performance Information (CEPI). D4SS is an online data reporting system which combines data from multiple education agencies in Michigan to allow districts and schools in the state to view online dynamic inquiries and reports based on students in their area. The system is being piloted in three Michigan school districts in 2007 with more to be added each year.

Valid unique identifier codes (UICs) are mandatory for all CTE student data collection. UICs enable student information collected in CTEIS to be linked/matched with other education data not collected in CTEIS. This reduces data collection duplication across state departments and increase data accuracy. This is particularly important when calculating core performance indicators, which requires data not directly collected by OCTE.

OCTE will continue to provide technical assistance to the regions, including those that have and have not met their core performance indicator targets. In addition to ongoing phone/e-mail/mail assistance, OCTE staff has been conducting an annual Data Quality Workshops since 2005. One is planned for January 2008. This workshop will target changes in accountability requirements under Perkins IV. Data challenges have resulted in a national standardization of key definitions, additional Tech Prep indicator requirements, technical skills assessment requirements and definitions for identification of concentrators.

The Technical Review, Assistance and Compliance (TRAC) monitoring system visits have been primary sources of data quality assistance to the regions. The TRAC process provides regions individualized assistance with specific grant, fiscal, data, and CIP programmatic problems identified during the data verification and desk audit. OCTE will continue to visit 20% of the regions annually and will continue to require local self-assessment of state-approved programs (CIP Self-Review, whereby 20% of a region's state approved CIP programs must be reviewed annually). The new Risk Assessment Factors will be implemented in 2008. The result will be special targeted

monitoring (in addition to the 20%) of those educational institutions which are at high risk financially or programmatically. The replacement of the Michigan Educational Assessment Program for assessing student academic achievement (1S1 & 1S2) with the Michigan Merit Exam will impact data beginning with the 2008 CAR.

### **Postsecondary**

Edit checks and preliminary data reports by community colleges were generated for each of the indicators. Four comparative reports and the number of awards conferred in nontraditional programs compared to the number of students having received awards in nontraditional programs are two examples. Once the data were verified and colleges were able to compare their results for 2006-07 with data for 2005-06, they were asked to review their five-year plans. If need be, they were encouraged to update their plans to focus on those areas requiring improvement. All data were compiled via a web-based data collection system. This allowed for rapid processing of state data and new authorization. Colleges will continue to look at ways to gather better and more complete placement data during the coming years. Michigan community colleges are required to evaluate one-fifth of their programs every five years. The core performance indicators are required to become part of their local evaluations. Colleges must explain how the core performance indicators will affect program improvement for their specific programs.

Enhancements have been made to the online grant management process. This online format allows for a better, more continuous tracking mechanism for core indicator data and provides a vehicle for technical assistance. All colleges used the online grant application system to complete the 2006-07 grant closeout requirements.

This year, Michigan has successfully met 6 of the 7 core performance indicators and came within .75% of meeting 2P1. In an effort to continue improvement and maintain the achievements made, our plan is as follows:

**Best Practice Website** – The Community College Services Unit (CCSU) will continue enhancements to the existing website to include various resources for educators statewide. The intent is to display best practices that may serve as models for other community colleges to improve their core indicator performance. This fourth year will include revisits to past best practices and to new uses of Perkins funds improving success in high-tech manufacturing. Additionally, workshops will be held to guide the community college special populations coordinators and other administrators in the transition from the old Perkins guidelines to the new guidelines.

**Summer Data Workshop** – A summer data workshop is planned to orient the community colleges to the changes required with the new Perkins legislation. Efforts will be made to assist the colleges in better planning using historical data and improvements in plan development. Part of this transition includes more of a focus on data-driven expectations and results.

**Special populations Support** – Community colleges that did not meet the state level of performance for nontraditional participation will be requested to focus Perkins dollars toward special populations services for nontraditional students and will receive increased technical assistance to explore different means to improve their results. The goal is to provide the colleges with additional knowledge and skills needed to help recruit and retrain learners preparing for nontraditional occupations.

**Technical Assistance** – Throughout the year, the staff of the CCSU will continue to provide technical assistance on all of the core performance indicators. Increased focus on solid program evaluation and how this should drive their annual plan will be emphasized.

### **Monitoring Follow-Up**

Not Applicable

### **VI. Workforce Investment Act (WIA Incentive Grant Award Results)**

Not applicable. Michigan did not receive a new initiative award in 2006-2007.