

STATE OF MICHIGAN

**CARL D. PERKINS
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR
July 1, 2008 – June 30, 2009**

**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 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 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. The office 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 the Community College Services Unit (CCSU) which implements, oversees, and monitors Perkins grants to the community colleges within the state. The two offices (OCTE and CCSU) 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 Office of Career and Technical Education, Michigan Department of Education, uses 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 the WIA. The Community College Services Unit, Department of Energy, Labor & Economic Growth, 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 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 workforce boards and agencies as demonstrated through the recent success of Michigan's No Worker Left Behind (NWLB) Initiatives that served over 100,000 WIA eligible recipients in the first 20 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. 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 secondary state approved programs by six (6) Career Pathways, which include all of the sixteen (16) National Career Clusters. 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 other national and/or state standards. Michigan has developed resources that are web-based and include a crosswalk to the Michigan academic standards, Michigan Career and Employability Skills, and Michigan Technology Standards. This project was handled through the efforts of the Office of Career and Technical Education staff and the

staff of the Michigan Center for Career and Technical Education. The standards and new resources were identified and reviewed through a web-based process by secondary and postsecondary instructional staff and business and industry.

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 2008-09 school year, OCTE approved twice the number of programs as normal (approximately 140) due to a moratorium placed on new CTE programs during 2007-08.

In 2008-09, 60 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 2008-09, the Community College Services Unit approved 14 new programs in eight community colleges. These new programs met the state criteria for high skilled, high wage, high demand occupations, as well as employment demand and demonstrated student interest.

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 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 performance 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, 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 by OCTE 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 recordkeeping, and building level instructional program review. During the onsite monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), for 2008-09, 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 2008-09, ten agencies were reviewed, including one community college and one correctional institution.

Postsecondary

Each year, the Community College Services Unit (CCSU) 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 five year cycle.

The Community College Services Unit 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 the CCSU 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 America and the world. High-paying, knowledge-based industries of the future is where current students will find jobs. Michigan implemented a new process for identifying and encouraging local agencies to look to the future in delivering CTE in 2008-09 and approved 11 new and emerging CTE programs. Approved CTE programs in Michigan 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. Recent standards approved by the State Board of Education require Michigan teacher education institutions to focus on technology in the teacher preparation programs. Michigan state curriculum consultants work continuously with the Office of Professional Preparation to update teacher preparation standards in several 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. CCSU staff actively participates in the routinely scheduled meetings of nine community college administrative organizations as regular guests and presenters.

- **Providing 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

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 or 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. This year, grant requirements included the recipients' presentations of outcomes and information at the Michigan Career Education Conference or a related program conference and at a one-day collaboration with Michigan Department of Education, Office of Professional Preparation and Certification and Office of Career and Technical Education staff. 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 the Fall OCTE workshop state meeting, the Winter Data Quality Workshop, and the Spring and Summer OCTE Administrators meetings. Attendance has been consistently strong, despite the difficult economic environment. OCTE staff provides support and works closely with two of the counselor professional development associations to assure that ongoing professional development is provided to school guidance counselors and also work in collaboration with the Michigan Occupational Special Populations Association (MOSPA).

During 2008-09, OCTE coordinated a Counselor Conference for high school counselors to share important information about the high school graduation requirements, educational development plans, and the personal curriculum (a documented process that modifies certain requirements of the Michigan Merit Curriculum).

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 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 2008-2009 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*, 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. It is continuously updated to reflect current initiatives, policies, and procedures.

The Michigan Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors, and business partners. The 2009 conference theme, *Career and Technical Education: Mapping to College and Careers*, 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 pathways, 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.

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. OCTE staff meet with representatives from the statewide apprenticeship group to strengthen communication and linkages.

Postsecondary

In addition to the technical assistance described in the above section, the CCSU provides "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. 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, special populations coordinators and advisors through the postsecondary education participants in the Michigan Occupational Special Populations Association (MOSPA) annual and special meetings, and, for developmental educators and tutors 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 technical assistance and guidance on the National Career Cluster standards to administrators and educators. To remain state-approved, local programs must use the career cluster standards as well as identify the academic standards embedded within the CTE 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.

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

The Michigan Merit Curriculum 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 graduation standards took effect with students entering eighth grade in 2006. 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

The CCSU 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, CCSU 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 is being piloted at nine additional community colleges in 16 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 for the duration of Perkins IV, reflecting current state program Classification of Instructional Program (CIP) codes and labor market changes to replace the prior nontraditional list. OCTE continues to update and make available age-appropriate photos of students in action in nontraditional program areas to assist LEAs with finding suitable graphics for promotional brochures.

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

Michigan local educational agencies 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.

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 2008-2009, 24 outstanding Michigan secondary and postsecondary students pursuing nontraditional training were recognized. Sherrill Freeborough, a local Saturn Automobile Dealer and nontraditional role model, addressed the gathering and assisted in presenting the awards.

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.

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. The CCSU 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 Automotive Youth Education System (AYES), 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.

The Michigan YES! Expo, held November 6, 2008, at Ford Field in Detroit, was attended by more than 15,000 middle and high school students from throughout Michigan. In its mission to educate youth about science, engineering, and technology-based careers, the YES! Expo provided an entire stadium full of hands-on exhibits for students eager to participate and learn. More than 40 corporations and organizations participated in the event. Representatives from companies such as the Kellogg Corporation spoke with students about career possibilities in science, research, marketing, and technology. Over 25 Michigan and Canadian colleges and universities exhibited at the event.

On January 26, 2009, over 5,000 students participated in Education Day at the North American International Auto Show at the Cobo Center, in Detroit, Michigan. The event featured attractions by exhibitor participants. These included American Red Cross SE Michigan Chapter, BMW, Chrysler, General Motors, DENSO, Ferris State University, Macomb Community College, Michigan Secretary of State, Northwood University, Society of Automotive Engineers International, A World in Motion (AWIM), Southeast Michigan Council of Governments, State Farm Insurance, and Walsh College. Students had time to explore all of the exhibits and learn about career opportunities, as well as view all the concept vehicles.

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 Career and Technical Education 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.

The Office of Career and Technical Education 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 continually adds 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 the CCSU actively attend educational advisory groups addressing the needs for collaborative relationships between the colleges, community members, and local business members. The CCSU, 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.

The CCSU 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 juveniles through the Department of Human Services. The Bureau of Juvenile Justice was awarded a Perkins grant to fund staff, including paraprofessionals, in career and technical education opportunities. The goal of the Bureau of Juvenile Justice is to improve CTE courses at the Maxey Training School, which will help students earn high school credit. Michigan also awarded Perkins grant funds to the Michigan Department of Corrections (MDOC). MDOC used the funds to emphasize program improvement by buying current textbooks, equipment, and supplies for CTE programs, as well as professional development for staff during the grant year.

- **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 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 2009 MOSPA statewide conference and in several of the organization’s regional conferences.

OCTE continues to support the Michigan Youth Leadership Forum (MYLF). Staff from OCTE participate on the executive committee and have presented at the annual forum on self-advocacy issues related to transition from secondary to postsecondary. MYLF provides high school juniors and seniors with disabilities a unique career development and leadership training opportunity. By serving as delegates from their communities at the five-day event in the state capitol, these delegates cultivate leadership, citizenship, advocacy, and social skills. 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 CCSU 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, the CCSU 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 CCSU task forces and advisory committees as the state agency and local community colleges plan for expanded exemplary services and programs. The CCSU 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 United States Department of Labor sponsored workforce programs.

- **Providing 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.

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, Annual Dean's Inservice), 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.

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 the counselors' professional associations, as well as through other events, conferences, and inservices. This year, considerable time was spent to develop a technical assistance document concerning Educational Development Plans. This will be disseminated in the next fiscal year to all counselors statewide. In addition, a new section was added to the MDE website to specifically address the needs of counselors.

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.

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). The CCSU 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

The CCSU 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 pace 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 career and technical education 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 in the CTE Perkins and Tech Prep grants the requirement 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 CTE programs 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 have expected that all programs will 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 career and technical education 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. Programs will 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 pathway, using an applied or contextual approach.

Students are provided with an understanding of an experience in all aspects of the industry they are exploring or preparing to enter. 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 curriculum are available to all students in approved CTE programs, regardless of future education and employment plans.

Postsecondary

The CCSU 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, the CCSU 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, Child Care is in the Human Services 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. Business, Management and Administration, Finance, and Marketing have a segment of the program 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 Career and Technical Student Organizations. 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. Entrepreneurship education at all levels is considered a key component of achieving this goal. OCTE staff was active in the development of the report, "Bold Voices, Bold Choices – Making Michigan *the place* to start, grow, and retain a business." K-12 entrepreneurship education is considered a key component in achieving this goal. Michigan is also 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. What funding OCTE was able to find has been utilized to provide the opportunity for members of the Assessment and Accountability Advisory Group and the four cluster advisory groups working on assessment selection/development 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 the pilot test of the National Occupational Competency Testing Institute Advanced Accounting assessment for analysis and to pay a half-time graduate student assistant to coordinate implementation of the Health Science and Finance cluster assessments, develop coordination materials for instructors and CTE administrators, and analyze evaluation survey results. OCTE has serious concerns regarding the ability to move any faster than selecting one assessment per year.

Postsecondary

The CCSU, through the MCCDEC, is identifying skill certifications and technical skill assessments for state approved 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, CCSU has an approval process whereby individual community colleges can submit proposed skill certifications and technical skill assessments for review. The skill assessments for CPI 1P1 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

Four 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 Office of Professional Preparation in the development of new processes for an alternate route to teacher certification. This year, grant requirements included the recipients' presentations of outcomes and information at the Michigan Career Education Conference or a related program conference and at a one-day collaboration with Michigan Department of Education, Office of Professional Preparation and Office of Career and Technical Education staff. Evaluations generated by these activities were excellent.

Postsecondary

The manager of the Community College Services Unit 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 State Board of Education approved the National Foundation Skills Assessment developed by the National Consortium for Health Science Education as the technical skill assessment for all programs in the Health Science cluster and approved use of the national cut score for Michigan programs. The cluster-level end-of-program assessment was administered to 5,646 concentrators in four programs under the federal Health Science cluster during the 2008-2009 school year. The NOCTI Advanced Accounting assessment was pilot-tested with 703 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.

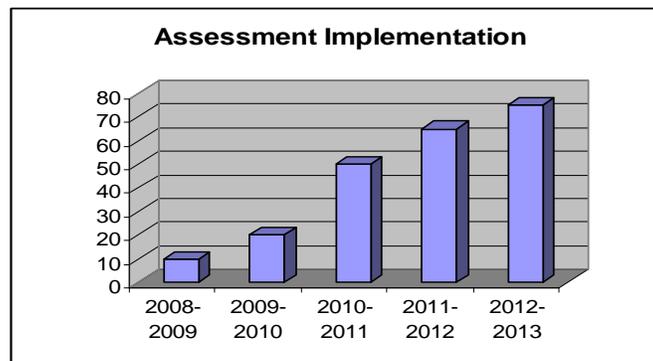
The Marketing, Sales and Service cluster advisory group reviewed the NOCTI Retail Trades assessment, the Oklahoma Department of Education Manager Trainee assessment, and the A*S*K Institute certification examination for alignment. The group determined that none of the existing available assessments met the required criteria, primarily due to lack of alignment to the state secondary standards. The group recommended the development of a Michigan-specific cluster-level assessment.

The Education and Training cluster advisory group reviewed the pilot version of the NOCTI Education and Training cluster assessment and the Oklahoma Master Teacher assessment. Neither assessment met the required criteria. The group is participating in the development of a cluster-level assessment by the national Education and Training career cluster group.

The Agriculture, Food and Natural Resources cluster advisory group found no existing cluster-level assessments aligned to Michigan secondary standards. The group recommended the development of a Michigan-specific cluster-level assessment.

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 with the Michigan Department of State to develop a Memorandum of Understanding to obtain licensing exam scores. Issues still need to be resolved as to which of several exams students will take. The aviation subgroup has recommended that FAA test items be compiled into a state assessment. Software will be used to select items that align to the secondary content standards to place into an item-bank that can be used to develop state-specific exams for each aviation-related program.

In 2009-10, these cluster advisory groups will continue to meet to monitor the development or selection of assessments for programs within the four clusters. Project teams will be identified to begin development of cluster-level assessments for the Marketing, Sales and Service cluster and the Agriculture, Food and Natural Resources cluster with the intent to conduct a feasibility pilot test in Spring 2010 and implement assessments in at least three of these four clusters in 2010-11. The timeline has been modified as shown:



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 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 1P1: Technical Skill Attainment. While the national search was conducted, there are still many programs without certifications and/or assessments. As more certification 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 for 2007-08: 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 22.4%. The ALP is 58.15%.

The following section shows the negotiated performance levels (third column of each chart) for all core indicators for the 2008-09 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	Performance Levels 2008-09	Performance Results for 2008-09
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). Numerator: 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. Denominator: 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%	49.4%
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). Numerator: 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. Denominator: 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).	45.00%	44.1%
2S1 Technical Skill Attainment	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year. Denominator: Number of CTE concentrators who took assessments during the reporting year.	35.00%	35.5%
3S1 School Completion	Numerator: 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. Denominator: Number of CTE concentrators who left secondary education during the reporting year.	89.00%	82.5%
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. Numerator: Number of CTE program concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate. Denominator: Number of CTE program concentrators who, in the reporting year, were NOT included as graduated in the State's computation of its graduation rate.	80.00%	80.8%
5S1 Placement	Numerator: 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. Denominator: The number of 11th and 12th grade CTE completers who left secondary education during the reporting year.	94.79%	93.3%

Core Indicator	Measurement	Performance Levels 2008-09	Performance Results for 2008-09
6S1 Nontraditional Participation	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	20.25%	20.7%
6S2 Nontraditional Completion	Numerator: 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. Denominator: 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.	58.15%	22.4%

A. State's Performance on Required Indicators for 2008-2009

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 2008-09 the performance level for this indicator was 49.4%, an increase of almost 5% from the previous year. This performance level meets Michigan's adjusted level of performance. This 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. Many CTE students have not begun their CTE programs, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

1S2 – Academic Attainment Mathematics:

For 2008-09 the performance level for this indicator was 44.1%, an increase of almost 2% from 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. Many CTE students have not begun their CTE programs, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

2S1 – Technical Skill Attainment:

For 2008-09 the performance level for this indicator was 35.5%. This performance level exceeds Michigan's adjusted level of performance. This is the first year Michigan has offered an assessment to measure Technical Skill Attainment in any of its programs. For this first year, Michigan offered an assessment for its accounting students. Michigan is selecting or developing more assessments every year to create a robust CTE assessment program in the future.

3S1 – School Completion:

For 2008-09 the performance level for this indicator was 82.5%, which is below Michigan's adjusted level of performance, but comes within 90% of the target. This data are computed using data from the 2007-08 school year. Michigan has begun reporting this indicator based on data one year behind to align with the state's reporting for NCLB. OCTE have also implemented a change to begin calculating graduation and school completion using a four-year cohort method of tracking. This makes it more challenging for a student to graduate or complete high school in Michigan, in accordance with NCLB. This indicator differs from 4S1 as students who graduate within five years, as well as other high school completers (e.g., special education certificate of completion), are counted in the numerator.

4S1 – Student Graduation Rates:

For 2008-09 the performance level for this indicator was 80.8%, an increase from the previous year, which exceeds Michigan's adjusted level of performance of 80%. This data are computed using data from the 2007-08 school year. Michigan has begun reporting this indicator based on data one year behind to align with the state's reporting for NCLB and OCTE are using a four-year cohort method of tracking. This makes it more challenging for a student to graduate, in Michigan, in accordance with NCLB.

5S1 – Placement:

For 2008-09 the performance level for this indicator was 93.3%, 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, that the state's placement rate still remains consistent from previous years. With a continued response rate of 88% 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 2008-09 the performance level for this indicator was 20.7%, which exceeds Michigan's adjusted level of performance. This is the first year this indicator is reported under Perkins IV. 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 2008-09 the performance level for this indicator was 22.4%, which is well below Michigan's adjusted level of performance. This is the first year this indicator is reported under Perkins IV. Michigan is in the first year of transition into a new, more accurate, method of identifying CTE concentrators and completers. Students who are in two-year programs cannot be eligible to be completers until this new system has been in place for two years. Thus, since this indicator is directly tied to program completion, there are significantly fewer completers to count in the numerator. This indicator will increase dramatically when students who are in two-year CTE programs can be counted as completers next year.

B. State's Performance Results for Special Populations

1S1 – Academic Attainment Reading/Language Arts:

For this indicator, students in the special population categories of Disability Status, Economically Disadvantaged, Single Parents, and Migrants 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.

It should be noted that Tech Prep students achieved a performance level of 51.59%, which is slightly higher than the rest of the population.

1S2 – Academic Attainment Mathematics:

For this indicator, students in the special population categories of Disability Status, Economically Disadvantaged, Single Parents, and Migrants 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.

It should be noted that Tech Prep students achieved a performance level of 45.96%, which is slightly higher than the rest of the population.

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 36.57%, 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 LEP performed at a lower rate than the general CTE population from Michigan. 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.

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

4S1 – Student Graduation

For this indicator, students in the special population categories of Economically Disadvantaged 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, Single Parents, and Migrant Students performed at a lower rate than the general CTE population in Michigan. It should be noted that students in the Economically Disadvantaged category were placed at a rate similar to the general population. This is encouraging in Michigan's current economic climate. 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, 1S2, and 2S1 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 slightly 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 data collection methodology. Michigan expects to meet at least 90% of 6S2 ALP for the 2009-10 CAR, due in December 2010. However, 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.

Action Steps	Implementation	Staff
(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 2010	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 2010	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 2010	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, 2010**, a complete schedule of technical assistance activities will be finalized for implementation in the 2010-2011 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 all expected levels for performance for each of the core indicators.

Indicator and Citation	Measurement Definition	Expected Level for 2008-09	Actual Level 2008-09
1P1 Technical Skill Attainment	Numerator: 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). Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year (which can be identified).	L: 85.25% A:	L: 93.45% A:
2P1 Credential, Certificate, or Degree	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	L: 28.25% A:	L: 28.54% A:
3P1 Student Retention or Transfer	Numerator: 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. Denominator: 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.	L: 60.25% A:	L: 73.14% A:
4P1 Student Placement	Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd 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). Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	L: 43.25% A:	L: 77.34% A:
5P1 Nontraditional Participation	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	L: 16.75% A:	L: 23.67% A:

5P2 Nontraditional Completion	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	L: 13.25% A:	L: 20.72% A:
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1P1 – Technical Skill Attainment:

Michigan community colleges exceeded the expected performance level of 85.25%. During 2008-09, five of the special populations groups, with the exception of LEP students, exceeded the expected level of performance (Individuals with Disabilities-94.61%, Economically Disadvantaged-89.88%, Single Parents-92.45%, Displaced Homemakers-90%, LEP-70.37%, and Nontraditional-85.29%). Tech Prep students also exceeded the expected level of performance by achieving a performance level of 95.00%.

2P1 – Credential, Certificate, or Degree:

Michigan community colleges exceeded the expected level of performance by achieving 28.54% Individuals with Disabilities (42.10%), Economically Disadvantaged (37.75%), Single Parents (44.44%), Displaced Homemakers (92.65%), LEP (31.47%), and Nontraditional (40.11%) all exceeded the expected level of performance. Tech Prep students, however, fell short by achieving a performance level of 26.06%. 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 have either 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. Tech Prep students did exceed the expected level, having achieved a performance level of 22.078%, tending to confirm that Tech Prep students who continue their program are more likely to finish within a three-year time period.

3P1 – Student Retention or Transfer:

Michigan's expected performance level for 2008-09 was 60.25%. Community colleges exceeded it by achieving a 73.14%. All Special Populations, as well as Tech Prep students, exceeded the expected performance level (Individuals with Disabilities-78.61%, Economically Disadvantaged-75.96%, Single Parents-78.22%, Displaced Homemakers-86.44%, LEP-81.51%, Nontraditional-74.31%, and Tech Prep-81.51%). 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 43.25% by achieving an actual performance level of 77.34%. All special populations groups, along with Tech Prep, exceeded the expected performance level for 2008-09.

5P1 – Nontraditional Participation:

Michigan community colleges exceeded the expected state performance level of 16.75% by achieving an actual performance of 23.67%. Individuals with Disabilities (23.90%), Economically Disadvantaged (26.63%), Limited English Proficient (28.03%), Single Parents (24.82%), Displaced Homemakers (19.05%), and Tech Prep students (19.60%) exceeded the expected level of performance.

5P2 – Nontraditional Completion:

Michigan community colleges exceeded the expected state performance level of 13.25% by achieving an actual performance of 20.727%. Individuals with Disabilities (21.39%), Economically Disadvantaged (23.19%), Limited English Proficient (61.17%), and Single Parents (23.80%) exceeded the expected performance level. Displaced Homemakers (8.00%), however, did not, but Tech Prep students did exceed the expected level of performance with a 60.63% performance level.

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	6	4S1	1
1S2	7	5S1	0
2S1	12	6S1	7
3S1	4	6S2	23

Eighteen (18) (72%) of the 25 regions failed to make 90% of at least two indicator ALPs. This is down 4% from the previous year. 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 2010 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, 2010. Applications for funding for 2010-2011 are due April 1, 2010 and improvement plans must be consistent with the activities selected as part of these applications.

Postsecondary

This past year, colleges have been working 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 48,054 concentrators as having been enrolled during 2008-09.

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

There were 121,276 CTE and 2,689 Tech Prep participants enrolled in Michigan community colleges during 2008-09.

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 \$3,616,446 was disseminated to 25 regional consortia based on the 11th and 12th 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 is computed are 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)

Tech Prep Fiscal Agency	Tech Prep Allocation	Tech Prep Fiscal Agency	Tech Prep Allocation
Gogebic-Ontonagon ISD	\$65,374	Lansing C.C.	\$171,722
Marquette-Alger RESA	\$99,334	Genesee ISD	\$195,000
Eastern U.P. ISD	\$50,954	Macomb C.C.	\$288,444
Alpena Public Schools	\$80,622	Livingston ESA	\$90,456
Traverse Bay Area ISD	\$148,414	Oakland C.C.	\$345,784
COOR ISD	\$100,098	Berrien ISD	\$124,908
Ferris State University	\$97,168	St. Joseph ISD	\$104,596
Delta College	\$160,424	Calhoun ISD	\$105,638
Muskegon Area ISD	\$97,954	Hillsdale ISD	\$152,834
Montcalm Area ISD	\$107,556	Washtenaw ISD	\$115,288
Tuscola ISD	\$136,510	Detroit City School District	\$134,638
Ottawa Area ISD	\$117,660	Monroe County ISD	\$304,286
Grand Rapids C.C.	\$220,784	TOTAL	\$3,616,446

A total of 578 public high schools participated in Tech Prep in 2008-09 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 2007-08, 828 agreements were reported, compared to 2008-09 in which 900 agreements were reported, an increase of 72. Regional and statewide articulation agreements are being explored for the future.

Program Effectiveness

Michigan's Tech Prep indicator baseline data was collected in Fall 2009 for CTE students enrolled/graduated in the 2007-08 academic year. Performance target negotiations with the 25 Tech Prep grantees will be completed by Spring 2010. Tech Prep effectiveness data will be provided in the Perkins Consolidated Annual Report due December 2010.

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