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**STATE OF MICHIGAN
CARL D. PERKINS
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR
July 1, 2004 – June 30, 2005**

**Michigan Department of Labor &
Economic Growth**

**Office of Career and Technical Preparation
(Secondary)**

and

**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 Administrative Board serves as the State Board for Vocational Education. The membership includes the Governor, the Superintendent of Public Instruction, the Attorney General, the Secretary of State, and the Director of Management and Budget. The Michigan Department of Labor & Economic Growth (DLEG) is the eligible agency for administration of Carl D. Perkins funds in Michigan. The Bureau Director of Career Education Programs is responsible for the Office of Career and Technical Preparation, the Office of Postsecondary Services, the Office of Adult Education and Spanish Speaking Affairs and the administration of the Michigan Technical Education Centers (M-TEC). The Director of the Office of Career and Technical Preparation (OCTP) serves as Perkins State Director and provides oversight and coordination of all Perkins activities. The office also implements and monitors the Perkins grants and provides technical assistance to secondary career and technical education programs. The Community College Services Unit (CCSU) in the Office of Postsecondary Services distributes Perkins grants to the community colleges within the state. These two offices work cooperatively to deliver services and state leadership activities to secondary and postsecondary educators. The Office of Financial Services, DLEG, prepares and submits the interim and final Financial Status Reports. See Attachments A-1 and A-2 for an organizational chart of 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, associate degree programs, and courses, including customized training, for updating occupational skills and competencies and Michigan Technical Education Centers (M-TECs) offer accelerated customized training for employers.

In an effort to lead major career-related educational initiatives forward, the Department of Labor & Economic Growth 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 Preparation uses a single, unified plan and application process that includes both the Perkins Basic Grant and Tech Prep grant programs and follows the same 25 regional planning structure used for WIA. Secondary and postsecondary long-range plans for 2000-2004 and extended for 2006, as well as annual local applications for 2000-01 through 2005-06, 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 educational needs of the region. Each EAG continues to work with the Workforce Development Boards to implement strategic planning efforts.

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 and, where available, other national standards are also included. All CTE state-approved programs are now aligned with the appropriate career cluster and state academic standards, as well as Michigan Career and Employability Skills Standards and Technology Standards. This was accomplished through the development of Career Cluster Mastery Level Grids. All programs must use this format to demonstrate curriculum alignment with the cluster. Michigan has a statewide career cluster advisory committee consisting of teachers, administrators, and other stakeholders to help guide this statewide initiative. With input from this committee, and information gained from the National Career Cluster Conference attended by OCTP staff, a five-year plan to produce cluster resource guides for all of the clusters in Michigan was designed.

Michigan has developed a CTE program approval process that 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 Completer Information (confirming local agency process for identifying that a local program completer 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.

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) collects information 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 within each of the core performance indicators, as well as within specific career and technical education programs. This program-specific information enables OCTP 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.

Another means of assessing funded programs is through our onsite monitoring of 25% of the regions in the state. Based on a five year-cycle, visits are made every year to recipients of Perkins to ensure compliance with federal law 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 2004-05, five of the 25 Perkins regions were monitored for compliance with Perkins and state law and policy.

OCTP staff reviewed grant, financial, data, and CTE program compliances with state and federal law and policy. Any non-compliance required corrective action as identified in a Compliance Plan submitted to and approved by OCTP. Prior to the visit, OCTP 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.

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. Lake Michigan College has created an Emerging Technologies Education and Training Center which houses a Class 100 Clean Room to use for training in some of the most critical cutting edge technologies including nanotechnology and biotechnology. A small grant was given to the local intermediate school district to align the secondary and community college curriculum to enable high school graduates to enter the emerging technologies field with requisite skills. The curriculum, which was developed jointly by secondary and community college faculty, was infused into the secondary programs, enabling students to start earning college credit while still in high school. The college has developed a one-year certificate program as well as an associate degree in applied science in nanotechnology and biotechnology that aligns with the secondary programs in Engineering, Manufacturing, Industrial Technology and Health Sciences.

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.

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 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 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 has also been a leader in the national cluster initiative through the development of the Education and Training Career Clusters. As the lead state for this cluster, OCTP staff focused on a product that harnessed the existing resources available nationally by attracting a diverse advisory committee from 19 states in multiple careers with an education focus.

Current CTE state/national curriculum has also been crosswalked to the academic standards of the Michigan Curriculum Framework. The curriculum framework is the state guideline for standards in math, science, reading/language arts, and social studies. The Michigan Education Assessment Program (MEAP) tests are based on these standards. New CTE program applications are now required to produce curriculum crosswalks to these academic content standards prior to program approval. This ensures a rigorous academic content in new CTE programs.

Michigan has also worked closely with the National Center for Career and Technical Education Math in CTE project for our Allied Health program.

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.

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

Six 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 in-services, 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 ongoing implementation of statewide professional development and customized instructional development packages, data/research services, and houses curriculum resource materials to loan or purchase. These resources are available to teachers statewide through the MCCTE clearinghouse.

OCTP continues to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2004-2005 school year. Support is provided through attendance at 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 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, and is continuously updated to reflect current initiatives, policies, and procedures.

A secondary/postsecondary “Perkins III Implementation Policies and Procedures” document details many common grant processes and also includes the recently revised procedures for completing the Perkins Financial Status Reports that are completed by the Department’s Office of Financial Services.

The Michigan Comprehensive Guidance and Counseling Program (MCGCP) has been revised to incorporate the National Standards for School Counseling Programs (1997) developed by the American School Counselor Association (ASCA). The MCGCP aligns with the ASCA National Model, “A Framework for School Counseling Programs 2003.” The national standards have replaced the former benchmarks and competencies of the Michigan program. The revision places an emphasis on the development of a three-prong accountability system involving the collection of data to measure program results, effectiveness of guidance and counseling personnel, and program impact on student learning.

Today's educational programs are expected to be data driven. Federal and state legislation requires that school programs demonstrate their impact on student learning. The revised 2005 "Michigan Comprehensive Guidance and Counseling Program" is downloadable at: www.michigan.gov/mdcd.

During the 2004-05 grant year, State Leadership funds were used to revise and update Perkins Title I and Title II (Tech Prep) web-based local applications on the Michigan Electronic Grants System (MEGS) and to improve the performance of the system. During the January 2005 Grant Dissemination meetings, Perkins grant administrators and others were provided an update on application revisions and MEGS changes and enhancements. Additional training for MEGS users is also provided by the Michigan Department of Education.

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

Today, more than ever, Michigan appreciates the powerful and important role education at all levels plays in the success of its citizens and its economy. Governor Jennifer M. Granholm has set a goal to double the number of people in Michigan who receive postsecondary degrees or credentials of value over the next ten years. Governor Granholm commissioned her Lt. Governor, John Cherry, to find ways to reach that goal. The Lt. Governor's Commission for Higher Education and Economic Growth, (Cherry Commission) published a report with 19 recommendations in December 2004. Michigan is now among leading states in embracing a commitment to enhance the rigor and relevance of our 4,003 schools and 1,688,432 students K-12, while aggressively connecting 482,979 high school students in 962 high schools with next steps in postsecondary education.

At the 2005 National Governors Association National Education Summit, Governor Granholm joined 12 other states in the American Diploma Project, a multi-state coalition to spearhead a national movement to align standards, assessments, curriculum, and accountability with the demands of postsecondary education and work. The governor has further reinforced her commitment to high school redesign by serving as a board member for Achieve.

Michigan is an active participant in the U.S. Department of Education's High School Initiative. A team of educators and policymakers from Michigan attended regional and national summits and conferences sponsored by the Office of Vocational and Adult Education's Preparing America's Future: High School Initiative team. MDE has remained active through monthly meetings with the Council of Chief State School Officers, and has received a \$15,000 grant from the Office of Vocational and Adult Education to use for high school improvement efforts.

Michigan is the recipient of a National Governor's Association Honors States grant and will focus on creating high school content standards that are aligned to postsecondary education and training and increasing early college-level learning opportunities in high school. Michigan is currently developing a high school assessment that will double as a college entrance exam. The Superintendent of Public Instruction has recently made recommendations to the State Board of Education for a mandatory high school curriculum that reflects competencies necessary for postsecondary success. The requirements include four years of math, four years of English/language arts, three years of science, three years of social studies, one credit of physical education and fine arts, and a 21st century skills requirement that includes workplace, career, and employability competencies. New high school content standards have been developed and the CTE community will partner with academic instructors to develop curriculum guides and activities to provide high-level academics in CTE and relevance in academics.

The Office of Career and Technical Preparation is located in the Department of Labor & Economic Growth, but maintains close communication with the Department of Education. The DLEG Director is a member of the High School Reform Leadership Team, which includes the President of the State Board of Education, the Governor's Education Advisor, the state Superintendent, the MDE Chief Academic

Officer, and representatives from the Chamber of Commerce, Michigan Association of Secondary School Principals, public universities, community colleges, and the Michigan Education Association.

The Advisory Committee Tool Kit was developed in 2003-04 by a referent group to help provide guidance for CTE administrators and teachers when working with their program-specific Advisory Committees. During the 2004-05 year, considerable effort was made to disseminate this toolkit to CTE educators. Presentations and roundtables were made at regional, state, and national conferences. 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. The Tool Kit specifically addresses: what advisory committees do; structural features of advisory committees; recruiting advisory committee members; organizing advisory committee meetings; and evaluating committee effectiveness. For educators seeking information on Advisory Committees, the Tool Kit is available electronically on the OCTP website.

During 2003-04, OCTP worked with a "Parents as Partners" Referent Group to seek ways to increase parent involvement in our schools. The Referent Group developed a website that is accessible from the OCTP website. This website, www.michigan.gov/parentsaspartners, provides multiple options for educators to access information by: utilizing a template for a PowerPoint presentation that all schools can use in local activities and/or events; providing a template for brochures adaptable for age appropriate materials; a newsletter; an activities/events page; success stories of parent involvement; local and national links; and published resources. The focus during the 2004-05 year was to widely disseminate this information to teachers, counselors, and administrators. Presentations were made at several state and national conferences, which received very positive feedback.

OCTP established Employers as Partners referent group to develop a tool to assist schools and CTE programs with the process of engaging employers for CTE Advisory Committee members. The referent group met from October to June 2005 to develop this tool. The final product will be available on the OCTP website by January 2006.

The Michigan YES!, (Youth Engineering and Science) Expo was held on Saturday, November 6, 2004, at Crisler Arena in Ann Arbor, Michigan. Approximately 61 companies and universities from throughout Michigan came together to excite over 19,000 youth in grades 8-12 about education and careers in science and engineering. OCTP partnered with Michigan Technological University to host the YES! Expo. Students entered the arena to see a floor full of exciting engineering and science exhibits and spoke with real engineers and scientists. Universities displayed unique and dynamic educational pathways that lead to these careers. The YES! Expo was held in conjunction with the "Bash at the Big House" football game between Michigan Tech and Grand Valley State University at the University of Michigan Stadium on the U of M Campus. The sponsors purchased blocks of Expo/football tickets, so that the event would be of no charge to the school systems. Some of the major sponsors were DLEG, the Herbert and Grace Dow Foundation, and the Ann Arbor Community Foundation. This was the first Michigan YES! Expo held, but due to an enormous sponsorship and support, the event was scheduled for its second year in October 2005.

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 the 2004-05 year, a team of representatives met to update STRA materials and guidelines. Work continues on this project. It is anticipated that the toolkit will be available in 2006. Professional development opportunities were provided through the Apprenticeship Conference and the Career Education Conference.

The Governor's Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors, and business partners. The 2005 conference theme, "Rigor, Relevance and Reform," emphasized the skills needed by educators and the collaborative partnerships needed with employers to successfully prepare students for the future workforce. The conference received positive evaluations from approximately 650 attendees.

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 the free loan program at MCCTE. 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. OCTP 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.

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.

Michigan served as the host state for USDOE Office for Civil Rights MOA coordinators meeting for the Eastern region. Seventeen states participated in the weeklong technical assistance meeting for secondary and postsecondary state department staff featuring USDOE staff. Sessions were designed to assist states to implement civil rights monitoring programs to assure compliance with the "Vocational Education Programs Guidelines for the Elimination of Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap."

In collaboration with the Michigan Department of Education, the Office of Career and Technical Preparation provided a one-day training for Title IX coordinators from local educational agencies and intermediate school districts. This well-attended training provided information and many resources to assist coordinators to be proactive in assuring their district's compliance with Title IX, as well as handle complaints relative to gender discrimination.

In June, CISCO systems organized a "Women in IT" event in southeastern Michigan. Young women from surrounding counties spent the day exploring how technology has impacted the world. After the initial introductory session, the girls were divided into teams with a volunteer facilitator to participate in a "mission." Real world situations were presented to the girls and they brainstormed technological solutions to the problems. After presenting each team's solutions, participants were told how technology was actually used. The girls had lunch with IT professionals and then heard a panel discussion from female IT executives.

Serving Individuals in State Institutions

In 2004-05, state leadership funds were awarded to the Michigan Department of Corrections (adult offenders) and the Michigan Department of Human Services (juvenile offenders). The funds awarded to DHS (\$19,542) were used to provide instruction to 23 juvenile offenders in Building Maintenance and 16 juvenile offenders in Graphics Communication. An administrator also attended the Career Education Conference using the DHS funds. OCTP program staff met with institute program instructors to provide them an assessment of their current program, technical assistance for improving their program curricula

and suggestions for future programs that could be offered through their institution to better prepare their clients for future employment.

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

Special populations programs continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association sponsored workshops and seminars for student support personnel within local programs. Through Michigan's Comprehensive Guidance and Counseling Program and the career preparation 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 to foster the greatest improvement.

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; 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 to better serve 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 2005 Michigan Occupational Special Populations Association (MOSPA) Statewide Conference and in several of the organization's regional conferences.

For the last four years in the spring, "Breaking Traditions" awards have been presented to outstanding students pursuing nontraditional training, who had been nominated by their instructors as students who have developed outstanding academic and technical skills. Career and technical student organizations in Michigan are required to address nontraditional training issues within their student membership events.

OCTP has worked with the Office of Disability Concerns to support the Michigan Youth Leadership Forum. The Michigan Youth Leadership Forum (MYLF) is for students with disabilities and provides a unique career leadership training program for high school juniors and seniors. By serving as delegates from their communities at the five-day event, these students cultivate leadership, citizenship, and social skills. MYLF is an educational and motivational forum. Guest speakers address such topics as 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 students with disabilities common challenges, experiences, and opportunities to learn from one another.

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 OCTP staff. During our Office for Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students

Postsecondary

During the past year, the Community College Services Unit, working in collaboration with Michigan State University (MSU), implemented enhancements to the online grants management website, www.michiganOPS.net. The site now houses all of the Perkins grant applications used by the community colleges and has the functionality to summarize grant data for year-end reporting purposes. The online

system has increased the accuracy and timeliness of data collected and its mechanism to communicate with college staff online is proving to be a valuable tool for auditing grant activity. The CCSU and MSU have worked with the colleges since the site's implementation; many of their recommendations have been incorporated into the site.

Funding was continued to support 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 examined special populations data and data management, quality and reliability issues. Members reviewed alternate methods of program evaluation for compliance with state and federal requirements. The Committee also began preliminary planning for a joint data quality workshop with the Office of Career and Technical Preparation to be offered in Winter 2006.

Support for the Working Connections IT Faculty Institute was continued. The Institute provided a critical base of high tech training for Michigan's community college faculty in the following tracks: UNIX/Linux, Computer Forensics, Wireless Technology, Adobe Photoshop, Network+, and Data Connectivity and Its Use in e-Commerce. Knowledge gained by faculty at the Institute was applied to new and existing high-tech programs on their campuses.

Professional development was provided to community college faculty through the annual Trends in Occupational Studies Conference, which typically draws 500 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 technical achievement, 1P1. 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 Michigan Occupational Special Populations Association held its annual conference for secondary and postsecondary special populations service providers. The conference keynote was Jeanne Kincaid, a national expert on the Americans with Disabilities Act, a portion of which she wrote. Ms. Kincaid provided information on recent court decisions and the evolving legal requirements of the Americans with Disabilities Act (ADA) of 1990 and advised on strategies and techniques to develop appropriate institutional policies to promote student success and improve core indicators.

Perkins state leadership dollars also supported the annual inservice for community college occupational deans, grant administrators, and special populations program coordinators. New features of the online grant management system were demonstrated and hands-on time and technical assistance were provided. The "Best Practices" segment focused on three community colleges. Grand Rapids Community College implemented a program to prepare and help community members to transition into programs at the main college campus by assisting them in successfully passing their GED and providing them with positive learning experiences and a supportive learning environment. Schoolcraft College used an innovative approach to teach the requisite skills of welding that greatly increased their nontraditional headcounts, offered entrepreneurial opportunities to the students, and prepared students for high-wage, high-skill occupations. Wayne County Community College District, in collaboration with local homeland security, fire, law enforcement, EMS and industrial emergency response personnel, created a state-of-the-art

Emergency Training Complex, which is expected to attract national interest in emergency preparedness and response training.

Implications for Next Fiscal Year/State Plan

State leadership activities will continue to focus on improvement in the core performance indicators. 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 2004-05, local regions were required to amend their approved activities so as to address those core performance indicators that did not show required improvement. Through the use of data and the recently implemented Technical Assistance, Review and Compliance (TRAC) process, OCTP staff will provide regions and CIP programs technical assistance and monitor progress toward the improvement of local and state performance measures.

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 adapt. 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 OCTP in implementing a joint data quality workshop for secondary and postsecondary data coordinators, program personnel, and special populations coordinators. In addition, CCSU staff meets with the occupational deans every other month at MODAC, the Michigan Occupational Deans' Administrative Council, where core performance indicator issues are discussed.

High school reform is in full swing in Michigan. The high school course content standards (Michigan Curriculum Framework) have been reviewed and revised so that the courses have the rigor generally accepted as that of college preparation. It is anticipated that when this new, more rigorous curriculum is implemented, that the performance of CTE students in the academic achievement indicator will be lower until the high school curriculum becomes aligned to the new requirement.

In addition, for the first time, the State Board of Education has recommended a mandatory high school curriculum that goes beyond the current requirement of a credit in civics. The new curriculum includes 18 credits, which will severely limit the ability of students to enroll in CTE courses unless they plan carefully from grade nine and providing they successfully pass the required coursework. Although the State Board has made this recommendation to the Governor, the legislature must pass a law for it to go into effect. Should that occur, these new requirements will cause CTE administrators to look closely at the academics taught in CTE programs and find strategies for students to receive credit or fulfill academic competencies through CTE courses. It is anticipated that there will be changes within the academic core performance indicators through a focused emphasis on academics in CTE.

Another change is that the Michigan legislature recently passed a bill that changes the exit test for high schools students from our state-developed Michigan Educational Assessment Program (MEAP) to the ACT. This change is part of a high school reform movement that will help to align our high school curriculum to readiness for college. If Perkins is reauthorized before the new test is required, our new state plan will include the change. However, if the test is being used before a new state plan is written, we anticipate negotiating a new measurement and baseline that reflects the new requirement of the ACT.

The state economy has impacted the populations at Michigan community colleges, especially nontraditional student enrollments. When performance levels for 2004-05 were negotiated, some of those levels were left unchanged. Finally, community colleges were required to amend their approved activities

so as to address those core performance indicators that did not show required improvement based upon 2003-2004 data.

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 OCTP work closely with six Career and Technical Student Organizations (CTSOs) for designated program areas. OCTP provides the leadership through grants funding and technical assistance to the organizations. Semi-annual meetings with all directors and additional meetings with appropriate pathway consultants are conducted, as well as assistance to program teachers and administrators to help ensure that all students in state-approved career and technical education programs have the opportunity to develop strong leadership skills. All CTSO Directors shared their individual organization's efforts to work successfully with special populations within the CTE state approved programs. 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. Academic and career cluster foundation crosswalks are available in each of the Michigan organizations to enable teachers to make the CTSO an intra-curricular experience.

OCTP publishes a quarterly electronic newsletter entitled "Spotlight on CTE" for educators, administrators, and students in career and technical education (CTE), highlighting our students in leadership activities supported by OCTP. This newsletter focuses on outstanding student leadership activities and accomplishments in Michigan Career and Technical Student Organizations (CTSOs), such as Business Professionals of America (program areas: Business and Management), Michigan DECA (program area: Marketing), Michigan FFA (program area: Agriscience), Family, Career and Community Leaders of America (program area: Family and Consumer Science), Health Occupation Students of America (program area: Health Science), SkillsUSA (program areas: technical, skilled, and service occupations, including health occupations), and other groups and programs such as the Automotive Youth Educational Systems (AYES), FIRST (For Inspiration in Recognition of Science and Technology) Robotics, LEGO League, DAPCEP (Detroit Area Pre-Engineering Education Program), and GRAPCEP (Grand Rapids Area Pre-Engineering Education Program). State CTSO directors submit newsletter items and articles to OCTP on behalf of their student members.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)

Secondary

Michigan distributes both Title I and Title II funding on a regional/consortia level. The state is composed of 25 planning regions paralleling the Workforce Development Board structure. Each funding source has a designated fiscal agent for each of the two grants. In some cases, the same fiscal agency in a given region is designated for both grants.

Secondary eligible recipients: 380 comprehensive high schools
60 career and technical education centers

Postsecondary

Postsecondary eligible recipients: 28 public community colleges
4 public universities
1 tribal college

See Attachments B-1, B-2 and B-3 for samples of secondary and postsecondary applications. Please note that application submission is completely web based. Contact Saundra Carter at 517.335.0372 for access to the secondary website and Ron Harkness at 517.373.3396 for postsecondary web site access.

IV. Accountability (Section 113)

A. State's Overall Performance Results and Program Improvement Strategies

Secondary

The following section shows the negotiated performance levels (third column of each chart) for all six of the core indicators for the 2004-05 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 2004-05	Performance Results for 2004-05
1S1 Academic Achievement	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. Numerator: The number of 10 th through 12 th 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. Denominator: The number of 10 th through 12 th grade CTE program concentrators who took at least four MEAP tests and left school.	61.01%	64.44%
1S2 Technical Achievement	The percent of CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better in their CTE program. Numerator: Number of 11 th and 12 th grade CTE program concentrators who left school and obtained a GPA of 2.0 or better. Denominator: Number of 11 th and 12 th grade CTE program concentrators who left school.	86.65%	87.82%
2S1 High School Completion	The percent of CTE program concentrators who received a secondary school diploma or its recognized state equivalent. Numerator: Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent Denominator: Number of CTE program concentrators who left secondary education.	98.12%	99.38%
3S1 Placement	The percent of CTE program completers who are in postsecondary education or advanced training, employment, and/or military service. Numerator: The number of 12 th grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment and/or military service. Denominator: The number of 12 th grade program completers who graduated from school the previous year.	94.50%	95.02%

Core Indicator	Measurement	Performance Levels 2004-05	Performance Results for 2004-05
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>Numerator: 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>Denominator: The number of grade 9 and above students enrolled in an occupational program determined to be nontraditional.</p>	31.85%	35.49%
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>Numerator: The number of grade 9 and above female and male students completed a CTE program determined to be nontraditional for their gender.</p> <p>Denominator: The number of grade 9 and above students who completed an occupational program determined to be nontraditional.</p>	28.55%	31.19%

1S1-Academic Achievement: The academic achievement baseline includes all student concentrators, grade 10 and above, who 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 2004-05, this performance level was again exceeded, though it decreased by almost 4% compared to 2003-04. The decrease mirrors a slight decrease in performance levels statewide, compared to a 10% increase in performance the previous year. 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 has been met for five years, increasing slightly over last year. The steady increase over time is likely attributable both to the state's continuing emphasis on appropriate student placement in programs and to an ongoing emphasis on student skill attainment.

2S1-High School Completion: The required performance level was exceeded for the sixth consecutive year, increasing slightly over last year. 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. Note that the statewide high school graduation rate across all students was 88.7% in 2003-04 (the most current year available), which was exceeded by over 10% among CTE students.

3S1-Placement: This year, despite the state's continuing high unemployment rate (7.0% in April 2005, compared to 3.5% 1999 and 5.2% nationwide), the CTE placement rate returned to the levels reported in 2001-2002, exceeding the negotiated required performance levels. The slightly improved rate is likely due to continuing improvement in data quality. In 2005, the survey response rate reached 82.7%, the highest rate in over six years. Higher survey response rates contribute to increasing reported placement rates because greater numbers of employed students are included in the data. The 2005 Non-Respondent Study found a placement rate of 98.4% among those not reached in the original survey compared to

94.6% of all respondents ($Z=-8.81$, $p<.01$). One hundred percent of non-respondents reported employment compared to 99.4% of those originally surveyed ($Z=-11.30$, $p<.01$).

4S1-Nontraditional Enrollment: Michigan again met the required performance level in this category, increasing slightly compared to last year. The consistent improvement in this indicator is likely due to the state’s ongoing emphasis on nontraditional enrollment and completion. Michigan has held a number of state-level workshops to assist districts in improving this indicator and has purchased the two Nontraditional toolkits available through the Multistate Academic and Vocational Curriculum Consortium for districts. Michigan also participates with the National Women’s Law Center.

4S2-Nontraditional Completion: Michigan again exceeded the required performance level. The overall achievement on this indicator is likely due to the professional development and resources provided throughout the state, as described above.

Postsecondary

Core Indicator	Measurement	Expected Performance Levels 2004-05	Actual Performance Results for 2004-05
1P1 Academic Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in academic courses (excluding developmental courses) during the reporting year. Numerator: # of occupational concentrators that received a 2.0 or better in academic courses Denominator: Total # of occupational concentrators enrolled in academic courses	79.22%	80.02% 45134/56402
1P2 Technical Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in occupational specialty courses during the reporting year. Numerator: # of occupational concentrators that received a 2.0 or better in occupational specialty courses Denominator: Total # of occupational concentrators enrolled in occupational specialty courses	85.60%	84.31% 51792/61429
2P1 Awards Completion	Percent of first-time, full-time occupational students that entered Fall 2000 and received an award within 150% time. Numerator: # of First-Time, full-time occupational students who entered Fall 2002 (minus exceptions) who received an award by August 2005. Denominator: Total # First-Time, full-time occupational students who entered Fall 2002	18.05%	17.07% 1238/7252

Core Indicator	Measurement	Expected Performance Levels 2004-05	Actual Performance Results for 2004-05
3P1 Placement	Percent of occupational students who received an award during 2000-2001 and were employed, entered military service, or continued their education within 180 days of graduation. Numerator: # of occupational students who received an award in 2003-04 and were employed, continuing their educational, or entered military service during 04-05 Denominator: Total # of occupational students who received an award	91.01%	94.16% 5421/5757
3P2 Employment Retention	Percent of occupational students that reported being employed in 3P1 and were still employed 3 months later. Numerator: Number of occupational students who reported being employed within 180 days of graduation during 03-04 and were still employed 3 months later Denominator: Number of occupational students who reported being employed within 180 days of graduation during 03-04	88.73%	94.07% 3170/3370
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. Numerator: # of occupational participants (enrollees) who were enrolled in programs considered non-traditional for their gender Denominator: Total # of occupational participants enrolled in non-traditional programs	18.99%	17.97% 18146/100982
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. Numerator: # of occupational participants (enrollees) who received an award in a program considered non-traditional for their gender Denominator: Total # of occupational participants who received awards in non-traditional programs	14.25%	15.59% 1823/11692

1P1-Academic Achievement: Michigan community colleges exceeded the expected performance level of 79.22% by achieving an overall performance level of 80.02%. Displaced Homemakers, Limited English Proficient students and Nontraditional Enrollees exceeded the state performance level with 82.19%, 80.36% and 81.77% respectively. Single Parents came close to meeting the state performance level with 79.15%. The performance of Economically Disadvantaged students (77.77%) was consistent with their performance last year (77.86%). Enrollees who were Academically Disadvantaged (70.22%) or Individuals With Disabilities (76.77%) did not meet the state performance level. Tech Prep students also met the state level (80.12%).

1P2-Work Skill Attainment: Michigan came close to meeting the expected level of performance of 85.60% for 2004-05 with a performance level of 84.31%. This exceeded last year's performance of 83.27% and continues the progress from the previous year. Displaced Homemakers (85.45%), Single Parents (84.55%) and Nontraditional Enrollees (84.06%) made significant progress and came extremely close to meeting the state performance level. Individuals with Disabilities went from approximately 78% to 81.55%. The Economically Disadvantaged performance level remained stable at 83.30%. LEP students were the only students to show a decrease in performance level. Tech Prep students were very close to meeting the expected level, achieving a success rate of 84.84%.

This year, Michigan negotiated changes to the proposed levels of performance for program year 7 (FY 2005-2006). Changes in the economic climate of Michigan, coupled with one of the highest unemployment rates nationwide, caused us to revisit projected improvements to core performance levels that were identified in 2000. When comparing our 2004-2005 results for 1P2 (84.31%-Skill Attainment), Michigan surpassed our adjusted level for 2005-2006 (83.45%).

2P1-Completion Rate: Although Michigan community colleges did not meet the expected performance level (18.05%), five of the six Special Populations subgroups exceeded the state performance level. The one subgroup that did not meet or exceed the state performance level, Limited English Proficient (15.00%), comprises such a small population that performance statistics vary dramatically with minor variations in the number of students. The decrease in performance is largely due to community colleges getting a better idea of what students are actually trying to get an award. In the past, students were included in the population that did not intend to receive an award. Also, students are leaving earlier than in the past to go on to universities since some universities have started admitting students before they receive an actual award.

3P1-Placement: Michigan's expected performance level for 2004-05 was 91.01% and the community colleges exceeded it by achieving a 94.16% placement rate. While it was anticipated that colleges would be able to use the Wage Record system this coming year, discussions are still occurring. All Special Populations students, except LEP, exceeded the expected performance level. It should be noted that nontraditional students made significant progress by exceeding the expected level by approximately 2%. Last year they were not able to meet the state level. Tech Prep students also exceeded the expected state performance level, achieving a level of 94.7%

3P2-Employment Retention: Michigan community colleges also exceeded the expected performance level (88.73%) for this indicator by achieving a 94.07% success rate. LEP, Academically Disadvantaged, Single Parent, and nontraditional students all exceeded the expected level of performance. The Displaced Homemakers group was the only group not to meet the state level. This can largely be contributed to the fact that the population is so small that any minor shift in enrollment would affect these figures. Tech Prep students, at 95.02%, also exceeded the state level.

4P1-Nontraditional Enrollment: Michigan community colleges did not meet the expected state performance level of 18.99%, but did achieve a 17.97% success rate. Colleges are still refining the crosswalk between the CIP Codes 2000 and their programs. Additionally, the identification of programs that are nontraditional continues to evolve. The number of students enrolled in programs considered nontraditional for their gender increased from 17,108 to 18,146. Total enrollment in these programs also increased. Individuals with Disabilities, the Academically Disadvantaged, LEP, and nontraditional enrollees all exceeded the expected performance level for 2004-05. Tech Prep students (15.27%) did not meet their expected level. Getting students to enroll in programs considered nontraditional for their gender, as well as the definition and identification of a Tech Prep student at the postsecondary level, remains a challenge that we continue to try to rectify. In January 2006, Postsecondary Services and the Office of Career and Technical Preparation will hold a joint Data Quality Workshop where representatives will address these issues. Postsecondary Services will also offer gender equity grants to community colleges during 2005-06 in an effort to increase nontraditional enrollments.

This year, Michigan negotiated changes to the proposed levels of performance for program year 7 (FY 2005-2006). Changes in the economic climate of Michigan, coupled with one of the highest unemployment rates nationwide, caused us to revisit projected improvements to core performance levels that were identified in 2000. When comparing our 2004-2005 results for 4P1 (17.97%-Participation), Michigan surpassed our adjusted level for 2005-2006 (17.93%).

4P2-Nontraditional Completion: Michigan community colleges exceeded the expected level of performance (14.25%) by achieving a level of 15.59%. It seems that once students enroll in nontraditional programs they complete those programs. The Economically Disadvantaged, Displaced Homemakers, LEP, and nontraditional students all exceeded the 2004-05 expected level of performance. It should be noted that Displaced Homemakers made significant progress over last year's figures. Tech Prep students also exceeded the 14.25% level by achieving a level of 16.79%.

B. State's Performance Results for Special Populations and Program Improvement Strategies

1S1-Academic Achievement: For the sixth year, students enrolled in CTE programs and identified as nontraditional to their gender scored higher than the overall CTE performance level for academic achievement (71.14%). Although Tech Prep students met the required performance level on this indicator, they were slightly below the state average. No other Special Populations category met the required level of performance. The performance of nontraditional students is likely due to the emphasis placed on supporting this population through state workshops and resources. The decrease in the Tech Prep performance level this year, compared to last year, is probably due primarily to more stringent criteria for identifying Tech Prep students, resulting in a much smaller number of students identified as Tech Prep students. This change improved the accuracy of the data but revealed lower achievement rates than found previously. 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: Although Special Populations students scored, on average, 16 percentage points below the state average in Academic Achievement, their scores on Technical Achievement were much closer to the state average (ranging from .72 percentage points from the state average for Tech Prep students to 15.55 percentage points from the state average for Academically Disadvantaged students) indicating a continuing need to focus resources on these groups, but also demonstrating their strengths in Technical Skills. Academically Disadvantaged students 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 exceeded the required state performance level and were within one half of a percentage point of the state average in all categories except Academically Disadvantaged and Juvenile Offender. 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 among these students, who are at greatest risk.

3S1-Placement: Special Populations students continued to have lower placement rates than the state average, with only nontraditional and Tech Prep students meeting the required performance levels. Placement rates among Special Populations students decreased slightly among all other student categories. 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: Except for Disabled Students and Juvenile Offenders, all Special Populations groups met or exceeded the required performance level. The consistent improvement in this

indicator, even among Special Populations groups is likely due to the state's ongoing emphasis on nontraditional enrollment and completion.

4S2-Nontraditional Completion: Limited English Proficient and Tech Prep students exceeded the required performance level. Economically Disadvantaged Students, Disabled Students, Academically Disadvantaged Students, and Juvenile Offenders did not meet the required performance level. The lower rates of completion among Special Populations students (most decreased slightly compared to last year) may be due to increased requirements for program completion due to the implementation of the onsite review process and emphasis on academic achievement over the past two years.

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. The state has convened a Task Force to address the core curriculum in three clusters (Health and Human Services, Construction Trades, and Arts & Communications), which are expected to support improved achievement levels of Special Populations students by integrating academics into the CTE curricula. 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 2004-05, 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 608 high schools, 24 community colleges, 2 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 Preparation (OCTP). The regional team leaders provide technical assistance to consortia members and plan statewide activities to strengthen postsecondary linkages.

For the past five years, OCTP has annually awarded "The Governor's Excellence in Practice Award" to educational organizations that have been nominated by their Career Initiative regions as being exemplary in preparing Michigan's students for careers. This award recognizes successful, sustained Career Preparation and state-approved Career and Technical Education and Tech Prep Programs that demonstrate outstanding outcomes, producing measurable results for students, and meets the challenge of high

academic rigor. Nominees can be either secondary programs and/or postsecondary training programs that demonstrate highly effective proven teaching and learning strategies incorporating authentic instruction. The 2005 awards were presented during the opening session of the 2005 Governor's Conference on Career Education on February 14, 2005 at the Marriott Detroit Renaissance Center.

C. Definitions

Vocational Participant

Secondary: A CTE student is a secondary student enrolled in a state-approved CTE program.

Postsecondary: Any student who has formally enrolled in a occupational program as identified by CIP code or an occupational specialty course and as defined in the Act, or (2) any student who has declared an intent or commitment through a career assessment to formally enroll in an occupational program as identified by CIP code, or (3) a student who has 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 will 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.

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 11th or 12th grade student (or 13th 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.

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. The CIP codes of these programs are crosswalked with secondary state-approved career and technical education programs. The students participating in these programs are considered to be potential Tech Prep students. The secondary Tech Prep dataset is a subset of the total population of career and technical education students included in the core performance indicator measures.

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: 2004-05 -- 4483 Fall and Spring program/Course Enrollment (duplicated) linked to 2004-05 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
1S2	Vocational Course Completion	2004-05 -- 4483 Fall and Spring -- Program/Course Enrollment (duplicated), linked to 2004-05 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
2S1	State/Local Administrative Data	2004--05 -- 4483 Fall and Spring -- Program/Course Enrollment, linked to 2004-05 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
3S1	State Developed and Locally Administered Survey	2005 Follow-Up Survey of Students Completing CTE Programs in 2003-04.
4S1	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2004-05 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
4S2	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2004-05 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).

Postsecondary

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1P1	Academic GPA	June 1, 2003 – July 30, 2004 (unduplicated)
1P2	Occupational Course GPA	June 1, 2003 – July 30, 2004 (unduplicated)

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
2P1	Local Administrative Data	Number of first-time, full time occupational students who entered Fall 2001 and received an award within 150% normal time
3P1	Locally Administered Survey	2003 Follow-Up Survey of students who received an occupational award in 2002-2003
3P2	Locally Administered Survey	2003 Follow-Up Survey of students who said they were still employed after 3 months
4P1	State/Local Administrative Data	BLS data and some state programs linked to year-end program enrollments by CIP code (2000) for 2003-2004
4P2	State/Local Administrative Data	BLS data and some state programs linked to number of students that received at least one occupational award by CIP code (2000) for 2003-2004

Michigan continues to work on getting approval for the use of wage record data in order to strengthen our abilities to report on Placement (3P1) and Retention (3P2). Confidentiality remains an issue to address.

Students eligible for Perkins assistance must be enrolled in programs that are approved by the state of Michigan. The program approval process ensures that students are enrolling in programs with a strong occupational content and a strong prospect for employment.

Data verification reports, such as comparison of year-to-year data and graduation rates compared to awards conferred, have been developed to quickly identify data-related issues. Reports showing historical trends have been developed to help identify errors in data reporting. Graphics have been utilized to ‘show a picture’ of the data. The Storybook, which was developed in 2002, was updated to better reflect changes in the core indicators. Coordinators for both data and Special Populations are more involved with issue resolution. Additionally, more individualized inservices and technical assistance were provided this past year.

Several workshops were held throughout the year providing the opportunity for individualized training and technical assistance. At the Deans’ Inservice, colleges had the opportunity for hands-on training on any Perkins-related issues, including data. Members of the Community College Services Unit also provided onsite technical assistance. While colleges understood the data requirements better than last year, a few of the colleges were implementing new computer systems, which were not easily adaptable to extracting the required data.

A manual and instructions, with definitions and specific examples that responded to the interpretation and disparity in the use of definitions, were distributed. Special Populations coordinators were especially diligent during the 2004-05 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, rather than at the college level, as had been done in a previous year. This more 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; 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 targeted to increasing the college performance level. An increased emphasis on the implications of the core indicators 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 utilized to explain the meaning of the indicators to college presidents, trustees, and faculty.

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 four years. Colleges are asked to view these spreadsheets upon the completion of the data collection cycles in order to see how well they meet 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.

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. OCTP 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 2004-05 data reports will be distributed to regional staff at our Perkins grant dissemination meeting on January 26, 2006, as was done in two meetings in January 2005.

For each of the next five years, five more task forces will develop curriculum resource guides in each cluster. The initial three clusters already developed will continue for approximately six months additionally to work with statewide assessments and professional development of the materials developed by the task forces. Cluster task force for three clusters were formed and met in the fall of 2005. Each task force is composed of academic educators, state academic consultants, employers, counselors, CTE content educators, administrators, and OCTP staff. These task force committees were charged to develop lesson plans and curriculum resources for the career cluster knowledge and skills using a seven-step lesson plan process developed by the national CTE research center during the match and CTE research project.

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

Beginning in the Fall of 2006, the CTE data collection submission will be web based. A vendor has been contracted to complete this task. The system will maintain all of the customized report options, edits/edit

reports and error checking features currently provided but will then allow for educational agencies to immediately verify their data submission accuracy. Training for CTEIS users will be provided throughout the year.

CTE data is part of a Michigan Pre- K-20 Data Design Project kicked off on October 21, 2005 and is expected to be completed in five years. The primary project purposes are:

- To identify the data collection systems that will feed data to a state decision support system (DSS)
- To capture the necessary information about these data collection systems and their data to build a DSS solution set

The benefits of the DSS will be:

- A tool set that will enable more extensive data-driven decision making within Michigan schools and education/training programs
- A comprehensive, statewide view and responsibility for educational/training data management
- A centralized/integrated/authoritative service for the collection, analysis, and dissemination of system-wide educational/training data
- A process that will enable and assist source system data providers in the clean-up of their own operational data
- A mechanism for statewide compliance with state and federal programs and/or mandates, including the NCLB Act of 2001
- Improve data quality and reduce data redundancy

Unique identifier codes (UICs) have been phased in for all education student data collection, but 2005-2006 will be the first year it will be mandatory of **all** CTE students reported with **valid** UICs. OCTP will no longer accept temporary codes. This will ensure that student information collected in CTEIS can be linked/matched with Center for Educational Performance and Information (CEPI) educational student data. This is particularly important when reporting on CPIs requiring CEPI data for the core performance calculations. CEPI assigns the UICs and operates a resolution service any time an educational agency has duplicated UICs or needs to obtain a new UIC.

Eventually CTEIS will cease to collect core student demographics data, but will link via UICs to CEPI student demographics. CTEIS non-demographics data would only be collected directly by OCTP.

Each region will continue to be required to address Core Performance Indicator deficiencies and review their current state plan in their Perkins applications. In addition, regions will continue to be required to fund special populations activities when any CPI target is not met for two years.

OCTP 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 OCTP staff is conducting a Data Quality Workshop in January 2006. This workshop will be a joint workshop with postsecondary Perkins recipients. Specific data concerns for each will be discussed and both groups will discuss Tech Prep data quality concerns, such as how to track Tech Prep students from secondary through postsecondary.

The Technical Review, Assistance and Compliance (TRAC) monitoring system fully implemented two years ago has been a primary source 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 audit. Michigan has combined monitoring for compliance with technical assistance. OCTP 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).

A determination by the state legislature to cease using the Michigan Educational Assessment Program (MEAP) for assessing student academic achievement in 2007 will impact the quality of data used for calculation of CPI 1S1. It is anticipated that switching to the Michigan Merit Exam will improve data quality. The Merit Exam will include ACT and WorkKeys plus Science and Social Studies assessments.

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 are verified and colleges are able to compare their results for 2004-05 with data for 2003-04, they are asked to review their Four-Year Plans. If need be, they are encouraged to update their plans to focus on those areas requiring improvement. All data are compiled via a web-based data collection system, which allows for rapid processing of state data. 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 Indicators are required to become part of their local evaluations. Colleges must explain how the Core 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 2004-05 grant closeout requirements.

In an effort to improve our core indicator performance for 1P2 (Technical Achievement), 2P1 (Completion), and 4P1 (Nontraditional Enrollment), our projected improvement plan is as follows:

Best Practice Website - The Community College Services Unit 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.

Professional Development - The community colleges will be asked to focus their Perkins dollars toward professional development for the faculty who teach in programs that did not meet the state level of performance for technical achievement.

Critical Thinking - A conference will be held for the community colleges designed to assist faculty in developing critical thinking skills.

Summer Data Workshop - A summer data workshop will be planned. This workshop will include information on core performance indicators, including Technical Achievement (1P2), Completion (2P1), and Nontraditional Enrollment (4P1). The intent is to improve or maintain the outcomes for all core performance indicators. Specific sections will address the needs of Special Populations and share best practices in teaching and learning.

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.

Technical Assistance - Throughout the year, the staff of the Community College Services Unit will provide technical assistance on the core performance indicators – specifically, technical achievement and

nontraditional participation – during their scheduled onsite monitoring visits and Office for Civil Rights reviews.

Mandatory Follow-Up

Non-Applicable

VI. Workforce Investment Act (WIA Incentive Grant Award Results

Due to the changing nature of our economy, there are fewer and fewer employment and career opportunities with large corporations. Jennifer Granholm, Governor of the state of Michigan, has been encouraging a greater focus on entrepreneurship as a way of growing the economy in the state. During 2004-05, Tech Prep regions had the opportunity to apply for \$1.1 million in federal WIA incentive grant funds to develop Entrepreneurship curricula. The grants required a partnership between secondary and postsecondary partners, development of aligned and articulated coursework, and professional development for regional staff. Of the 25 regions statewide, 15 regional applications were approved and awarded funds for this activity. Regions were very successful in completing their objectives and in implementing strategies to incorporate entrepreneurship education into existing curricula. Several consortia developed new curricula and programs culminating in certificates and associates degrees. Statewide, a total of 266 new articulation agreements were developed. In September 2005, a follow-up conference was held. Each of the 15 regional consortia had the opportunity to present an overview of their new curricula and outcomes. The conference received outstanding evaluations from attendees.