

STATE OF MICHIGAN

**CARL D. PERKINS
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR
July 1, 2007 – June 30, 2008**

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

and

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

Executive Summary

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

State Administration (Section 121)

A. Sole State Agency and Governance Structure

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

B. Organization of Vocational and Technical Education Programs

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

The postsecondary institutions offer certificate programs and associate degree programs and courses, including customized training for updating occupational skills and competencies. The Michigan Technical Education Centers (MTECs) offer on-demand customized training for employers.

In an effort to lead major career-related educational initiatives forward, the Department of Education continues to build strategic partnerships based on delivery systems that parallel the Workforce Investment Act's (WIA) Workforce Development Board (WDB) regions. To facilitate strategic planning, it is important that key education programs be similarly aligned geographically and organizationally with job training and workforce development activities. The Office of Career and Technical Education, Michigan Department of Education, and the Community College Services Unit, Department of Energy, Labor & Economic Growth, use a single, unified plan and application process that includes both the Perkins basic grant and Tech Prep grant programs and follows the same regional planning structure used for the WIA.

Secondary and postsecondary long-range plans for 2008-2013, as well as annual local applications for 2008 through 2013, are required to be developed in alignment with WDB planning. Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies. To this end, each of the WDB regions has appointed an Education Advisory Group (EAG), which serves the purpose of coordinating educational programs and needs of the region. Each EAG continues to work with the Workforce Development Boards to implement strategic planning efforts.

Michigan has organized their state approved programs by six (6) Career Pathways, which include all of the sixteen (16) National Career Clusters. The National Career Clusters have been employed as the minimum state standards for CTE programs in Michigan and all programs have been aligned to the appropriate cluster, as well as other national and/or state standards. Michigan has developed resources

that are web-based and include a crosswalk to the Michigan academic standards, Michigan Career and Employability Skills, and Michigan Technology Standards. This project was handled through the efforts of the Office of Career and Technical Education staff and the staff of the Michigan Center for Career and Technical Education. The standards and new resources were identified and reviewed through a web-based process by secondary and postsecondary instructional staff and business and industry.

Michigan's CTE program approval process is conducted once a year for applicants who are either currently operating programs or who want to develop a state approved program before operating. During the 2007-08 year, we did not approve any new state approved CTE programs. It was the department's position that we needed to be able to review all existing programs, as a result of the adoption of the new programs standards, and provide the technical assistance necessary to make sure the programs were delivering the standards or has a plan of improvement to identify what was needed to bring the programs up to the new guidelines. All programs at the secondary level were urged to complete a gap analysis of their current programs and see how they aligned with the new program guidelines.

In 2007-08, 198 Less-Than-Class-Size CTE programs operated in the state for districts or regions that do not have sufficient enrollment to run a full program in the high school setting.

I. Implementation of State Leadership Activities (Section 124)

A. Required Uses of Funds

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

Secondary

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

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

Another means of assessing funded programs is through our onsite monitoring of 20% of the regions in the state. Based on a five year cycle, visits are made every year to recipients of Perkins funds to ensure compliance with state and federal laws in the areas of grant activity, submission of complete and accurate data, financial recordkeeping, and building level instructional program review. During the onsite monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), for 2007-08, five of the 25 Perkins regions were monitored for compliance with Perkins statutes and state law and policy. All non-compliance findings required corrective action as identified in a Compliance Plan submitted to, and approved by, OCTE. In addition to these five visits, we had one additional "targeted visit" based on unresolved findings from a previous on-site visit.

Prior to each onsite visit, OCTE conducted a desk audit to determine "problem areas" for the targeted region, including review of such documents as Core Performance Indicator data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education information regarding districts with CTE programs that did not make adequate yearly progress under *No Child Left Behind* (NCLB). The desk audit also included a review of CTE Program Self-Review Reports and improvement plans, whereby each region reviews a minimum of 20% of their state approved CTE programs annually and submits an annual report and improvement plan of corrective measures. Technical assistance is provided onsite, or in follow up communication, to assist the regions in any weak or noncompliant areas identified by the state or the region staff. OCTE is developing additional *Risk Analysis Factors* to be used in selecting monitoring targets, in addition to the 20% per year. Implementation is planned for 2008-2009.

Michigan continued to monitor participating agencies for compliance with federal nondiscrimination legislation (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Boy Scouts of America Equal Access Act of 2001) to ensure opportunities for all students. During 2007-08, 12 agencies were reviewed, including one community college and 1 correctional institution.

Postsecondary

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

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

Secondary

Rapidly developing technologies are transforming America and the world. High-paying, knowledge-based industries of the future is where current students will find jobs. Michigan implemented a new process for identifying and encouraging local agencies to look to the future in their CTE delivery in 2007-08 and had four new and emerging CTE programs approved. Approved CTE programs in Michigan include the Michigan Technology Education Standards as an integral part of the curriculum to keep all programs infused with technology.

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

Postsecondary

The TRENDS in Occupational Studies Conference continues to provide a means for colleges to learn about the latest technology and innovations in career and technical education. Each year, almost 500 faculty and administrators attend this conference. Vendor participation is a part of this conference, allowing educators the opportunity to see what is new and available. The annual Dean's Inservice and the annual Career Education Conference are two other venues providing career and technical educators the opportunity to enhance and improve their technological skills in the classroom.

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

Secondary

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 inservices, conferences, and other training opportunities in cooperation with state staff.

Comprehensive professional development was provided on an ongoing basis to administrators through the Fall OCTE workshop state meeting, the Winter Data Quality Workshop, and the Spring and Summer OCTE Administrators meetings. Attendance has been consistently strong, despite the difficult economic environment. We provide support and work closely with two of the counselor professional development associations to assure that ongoing professional development is provided to counselors and also work in collaboration with the Michigan Occupational Special Populations Association (MOSPA).

The Revised Michigan Comprehensive Guidance and Counseling Program Book is available to school counselors and can be downloaded from the Michigan Department of Education, Office of Career and Technical Education, website. It is distributed at the OCTE Fall and Spring Updates and the Career Education Conference. In addition, the counselor listserv is a frequently used mechanism to disseminate national, state, and/or local issues as related to counselors. OCTE supported two counselor workshops in coordination with the professional organizations to update counselors on key issues related to CTE.

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

- Locating and evaluating educational research, information, and resources related to high quality CTE curriculum development
- Skill assessment, needs assessment, and evaluation
- CTE program improvement technical assistance
- Disseminating information via a state-of-the art web portal
- Grant writing
- State-of-the-art training capacity, including web casting and video-conferencing

OCTE continued to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2007-2008 school year. Support was provided through attendance at Executive Board meetings and providing technical assistance and resources to this association specifically related to work-based learning for students in state approved career and technical education programs.

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

The Michigan Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors, and business partners. The 2008 conference theme, Relationships for Results, emphasized the shared goal of educators and other stakeholders to help students acquire necessary academic skills, while helping them to understand how and why these skills are relevant for students in their future careers.

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

The Michigan School-to-Registered Apprenticeship (STRA) programs provide formal, long-term education and training commitments. STRA programs are federally recognized with business occupational registered standards and signed Apprenticeship Agreements that outline education and training activities, timelines, and wages. The STRA initiative was formed to assist in addressing specific program barriers with the goal of increasing STRA programs throughout the state. OCTE staff meet with representatives from the statewide apprenticeship group to strengthen communication and linkages.

Postsecondary

The CCSU provides “Fast Track” grants for each college, which subsidize the cost for occupational faculty to participate in activities to ensure they stay current with the needs, expectations, latest technology, and methods of industry, providing for comprehensive, professional development. These grants have been enlarged to include professional development activities on initial teacher preparation and professional development opportunities for career guidance, academic counselors, and occupational administrators.

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

Secondary

Annually, OCTE provides technical assistance and guidance on the National Career Cluster standards being provided to administrators and educators. Teachers and administrators are required to use career cluster standards and include academic standards in order to assess strengths and weaknesses in the local curriculum and develop plans to bring the program of study into alignment. This will ensure quality programs for students with a national standards focus. State curriculum consultants have continued to provide technical assistance to state-approved programs to align curriculum and assist in the career cluster adoption at the local program level. OCTE has also worked closely with many local agencies that have done their own alignment of the new standards to the new high school academic requirements.

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 so that programs are available to more students. OCTE is able to report that more than 60% the secondary CTE programs in Michigan have articulated agreements with the community colleges.

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

The Michigan Merit Curriculum is a result of an extraordinary partnership between the Executive Branch, State Board of Education, Superintendent of Public Instruction, Legislature, and numerous educational associations who worked together to better prepare students for greater success and to secure the economic future of our state. It has transitioned Michigan from a state which had a graduation requirement of only one half credit in civics to the state with the most comprehensive requirements in the nation. The graduation standards took effect with students entering eighth grade in 2006. Yet many school districts are already implementing the Michigan Merit Curriculum as their graduation requirement. The Merit Curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as career and technical education programs. Credits obtained prior to high school will also count. Required credits include:

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

In addition to the credits outlined above, students must take an online course or learning experience OR have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum. Beginning with the class of 2016 (third graders in Fall 2006), students will need to complete two credits of a world language in grades 9-12 OR have an equivalent learning experience in grades K-12.

Postsecondary

The CCSU has continued to foster, along with their secondary partners, the opportunity for dual enrollment in postsecondary institutions in academic, as well as occupational programming. Michigan has continued to provide guidance and assistance with both 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 program availability to more students.

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

Secondary

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. Perkins Nontraditional Program Areas have been identified for the duration of Perkins IV, reflecting current state program Classification of Instructional Program (CIP) codes and labor market changes to replace the prior nontraditional list. OCTE continues to update and make available age-appropriate photos of students in action in program areas to assist LEAs with finding suitable graphics for their promotional brochures.

A lending library of DVDs related to specific nontraditional careers for men and women is available to local agencies for free loan. Promising Practices Tool Kits, "Destination Success," and "Traveling the Road Less Traveled" are available to CTE programs statewide through OCTE. These toolkits 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.

In 2007-08, "ONTO" Michigan (Opportunities for Nontraditional Occupations in Michigan), initiated in 2006, was continued in collaboration with the Illinois Center for Specialized Support. This initiative included two meetings for local teams from secondary and postsecondary agencies, access to the online self study, individualized results, and access to resources was maintained. A culminating conference "ONTO Showcase" facilitated sharing of successful and promising activities by local agencies.

The Michigan Breaking Traditions Award program provides an avenue to recognize and encourage student achievement in nontraditional training and provides role models for other students considering a nontraditional career. This program has been recognized nationally as a recipient of "Programs that Work: Preparing Students for Nontraditional Careers" honorable mention award presented by the Association for Career and Technical Education, National Association of State Directors of Career and Technical Education Consortia, the National Alliance and Partnerships in Equity, and the National Women's Law Center. In 2007-2008, 34 outstanding Michigan secondary and postsecondary students pursuing nontraditional training were recognized. State Board of Education member Elizabeth Bauer addressed the gathering and assisted in distributing the awards.

All secondary career and technical education programs receiving Perkins funding are required to comply with state and federal nondiscrimination laws. Programs are monitored for such compliance through comprehensive Civil Rights compliance reviews, onsite monitoring visits (TRAC), and other visits and desk audit processes conducted by OCTE staff. During our Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students. Our office also collaborates with the Office of Administrative Law and Federal Regulations, to provide Title IX coordinator resources to local education agencies.

Postsecondary

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. The CCSU continued to provide direction and support for the Michigan Developmental Education Conference (MDEC), which provides leadership and opportunities for collaboration for the improvement of student success within the community college system.

- **Support for Partnerships to Enable Students to Achieve State Academic Standards and Career and Technical Skills or Complete Career and Technical Programs of Study**

Secondary

OCTE works closely with many partners to promote the many positive learning opportunities for students. Representatives regularly attend and communicate with the members of postsecondary partners through the Michigan Occupational Deans Advisory Council (MODAC), the Michigan/Educators Apprenticeship and Training Association (MEATA), and the Michigan Apprenticeship Steering Council (MASCI). Other important partnerships include our work with the Automotive Youth Education System (AYES), the Grand Rapids Area Pre-College Engineering Program (GRAPCEP), and the Detroit Area Pre-College Engineering Program (DAPCEP). Staff work in coordination with these programs to assure that students are prepared to achieve State standards and achieve success in these programs of study.

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

On January 23, 2008, over 6,000 students participated in Education Day at the North American International Auto Show at the Cobo Center, in Detroit, Michigan. Presentations were made regarding the many career opportunities available within the auto industry. These opportunities include the entire job spectrum from auto technicians to marketing, accounting, finance, sales, and engineering. Students had time to explore all of the exhibits and learn about career opportunities, as well as view all the concept vehicles. The Auto Show generously provided bus scholarships to support student attendance this year.

The Advisory Committee Tool Kit was developed by a referent group to help provide guidance for CTE Administrators and teachers when working with their program specific Advisory Committees. The information contained within the Tool Kit was put together to help facilitate communication and avoid pitfalls that can occur when working within groups. This publication contains guidelines and recommendations for secondary CTE Program Advisory Committees as they work to improve Career and Technical Education Programs. The Tool Kit contains common definitions, a general process to follow and issues to consider. It specifically addresses:

- What Advisory Committees Do
- Structural features of Advisory Committees
- Recruiting Advisory Committee Members
- Organizing Advisory Committee Meetings
- Evaluating Committee Effectiveness

The Tool Kit is available electronically for educators seeking information on Advisory Committees on the OCTE website. It is disseminated at the Fall and Spring OCTE Updates, Career Education Conference, and the TRAC onsite reviews.

The Office of Career and Technical Education updates and maintains a website for educators to use with their parents. The website provides multiple tools for educators to access to help them increase parent participation. The website includes:

- a template for a powerpoint presentation that all schools can use in local activities and/or events
- a brochures that is adaptable for age appropriate materials
- a newsletter
- an activities/events page
- success stories of parent involvement
- local and national links
- published resources

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

Postsecondary

Members of the CCSU actively attend educational advisory groups addressing the needs for collaborative relationships between the colleges, community members, and local business members. CCSU also continues to support different events that bring together education, business, and the local community such as the Michigan YES! Expo (Youth Engineering and Science), held this past November, at Ford Field in Detroit. Over 20,000 students, along with dozens of businesses, colleges, and universities were present, providing information about education and careers in science and engineering.

CCSU has continued the "Best Practices" series for a fourth year, focusing on innovative and creative ways to bring education, community, and employers together. This year, CCSU highlighted Bay College and their unique means of instructing students in the components of CAD, while building the largest skateboard in the world, achieving a place in the Guinness Book of World Records. This relationship highlights the benefit to students when business, education, and community members work together to help students learn. Southwestern Community College was also highlighted for efforts in working with local business, and the local Michigan Works! office. Southwestern was able to help several hundred displaced workers start retraining for a career with a sustainable living wage, through its unique approach to collaboration with local agencies and employers.

Serving Individuals in State Institutions

The Michigan Department of Human Services was awarded Perkins grant monies to fund support staff in their state approved career and technical education programs. Two staff supplement existing instructional staff and assure necessary Perkins data collection and reporting is done. The goal of the Bureau of Juvenile Justice to improve Maxey Training School's career and technical education programs facilitated high school credit earnings for eleven students during this grant cycle. This is a noticeable increase over the previous year. Because the Bureau did not submit expenditure reports for 2007-2008, these monies were extended for use in 2008-2009.

Michigan's institutional grants also address the needs of state approved career and technical education programs in the Department of Corrections. Corrections emphasized program improvement and professional development for staff during this grant year. Ninety-two training sessions were attended by corrections career and technical instructors for the purpose of facilitating improved instructional services. The requirement of maintaining up-to-date programs which meet current business and industry standards, resulted in significant expenditures for equipment and supplies. Perkins enabled the department to redesign, relocate, and expand an existing horticulture program that is much in demand and presents promising possibilities for parolees' employment prospects. Entrepreneurial curricula emphasized in all programs help to offset obstacles posed by Michigan's high unemployment rate and the fact that workers are in abundance, while jobs are scarce. The skills provided by career and technical education programs in Michigan's correctional institutions introduces self-employment possibilities as a viable option for released prisoners.

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

Secondary

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

To assist districts in serving nontraditional students, state staff participated in professional development workshops for counselors and support staff. As part of these programs, participants were provided with gender equity resource materials. Sessions focusing on single parents were also included in the 2008 MOSPA Statewide Conference and in several of the organization's regional conferences.

The Office of Career and Technical Education (OCTE) continues to support the Michigan Youth Leadership Forum. Staff from OCTE participate on their executive committee and have presented at their annual forum on self-advocacy issues related to transition from secondary to postsecondary. The Michigan Youth Leadership Forum (MYLF) provides high school juniors and seniors with disabilities a unique career development and leadership training opportunity. By serving as delegates from their communities at the five-day event in the state capital, these delegates cultivate leadership, citizenship, advocacy, and social skills. MYLF is an educational and motivational forum. Guest speakers address such topics as advocacy, disability rights laws, innovations in technology, and resources. Delegates spend a day at the State Capitol debating a selected bill with several members of the state legislature. By providing a framework of disability history and an atmosphere of encouragement, MYLF offers people with disabilities common challenges, experiences, and opportunities to learn from one another.

Postsecondary

The CCSU has included the components of high skill, high wage, and high demand as part of the state program approval for occupational programs and as a required component of all program evaluation that occurs at the college level. Special population needs must be addressed with both state program approval and as part of any program evaluation. Additionally, the CCSU provides inservices and technical assistance on high skill, high wage, and high demand programs as they relate to special populations. MOSPA (The Michigan Occupational Special Populations Association) is a group consisting of both secondary and postsecondary educators and counselors who work with special populations. A grant to support this conference, as well as presentations, is provided by the CCSU.

- **Technical Assistance for Eligible Recipients**

Secondary

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

Postsecondary

Technical assistance has been provided on an individual basis, at numerous conferences and inservices held throughout the year (TRENDS in Occupational Studies, Career Education Conference, MOSPA Conference, New Dean's Orientation, Annual Data Workshop, Annual Dean's Inservice), in addition to planned compliance and technical assistance visits.

Permissible Activities (Section 124)

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

Secondary

Efforts are made on an ongoing basis to support career guidance and academic counseling programs. During the year, support is provided by working with the counselors' professional associations, as well as through other events, conferences, and inservices.

Postsecondary

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

- **Articulation Agreements to Provide Postsecondary Education and Training Opportunities for Students**

Secondary

OCTE has continued their efforts to establish the linkages between secondary and postsecondary agencies to benefit the students so that they are well prepared for further training and education, as well as the benefit to not have to repeat or duplicate course content. OCTE has required plans of study for several years as a requirement for an articulated program in our Tech Prep grant.

Postsecondary

CCSU actively supports Tech Prep initiatives, working collaboratively with our secondary partners to promote new articulation development throughout the state.

- **Initiatives to Facilitate the Transition of Sub Baccalaureate Career and Technical Education Students Into Baccalaureate Programs**

Postsecondary

CCSU sponsors and speaks at numerous events that support transition to four-year programs. Some of the most recent were the Michigan YES! Expo (Youth, Engineering and Science) and TRENDS in Occupational Studies. Additionally, Michigan has four public universities that act in the capacity of a community college in their respective communities, who work with all the community colleges on credit articulation and four year degree promotion.

- **Support of Career and Technical Student Organizations**

Secondary

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

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

- **Support for Public Charter Schools Operating Career and Technical Education Programs**

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

- **Support for Career and Technical Education Programs That Offer Experience, and Understanding of, All Aspects of an Industry**

Secondary

Michigan Career and Technical Education programs have expected that all programs will provide students with a strong experience in "all aspects of the industry". We want our students to have a

comprehensive understanding of the industry that they are preparing to enter. Approved career and technical education programs must include the array of occupations and careers that comprises an industry, from the most basic to the most advanced. Curriculum must include principles of technology, labor and community issues, health and safety issues, and environmental issues related to such industry. Students should be able to demonstrate knowledge of the planning, management, finances, technical, and production skills for the industry relating to this program. Programs will incorporate state and/or national level industry-related skill standards.

All instruction must include emphasis on developing problem-solving skills. Academic studies focused on the mathematics, communications skills (reading and writing), and sciences, in the context of the students' career pathway, using an applied or contextual approach.

Students are provided with an understanding of an experience in all aspects of the industry they are exploring or preparing to enter. Curriculum content incorporates community issues related to the industry, environmental issues raised, economic issues, finance, health issues, labor issues, leadership/management, safety, technological skills, marketing, and underlying principles of technology. All aspects of the curriculum are available to all students in approved CTE programs, regardless of their future education and employment plans.

Postsecondary

CCSU actively participates with both the Michigan Educational Apprenticeship Training Association (MEATA) and with the Office of Apprenticeship and Training, helping to educate and support the skilled trades and their internships.

- **Support for Family and Consumer Sciences Programs.**

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

- **Support for Partnerships Between Education and Business, or Business Intermediaries, Including Cooperative Education and Adjunct Faculty Arrangements at the Secondary and Postsecondary Levels**

Secondary

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

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

- **Provide Activities to Support Entrepreneurship Education and Training**

Secondary

We believe that expanding the availability of youth entrepreneurship education resources is a critical part of Career and Technical Education. Since Entrepreneurship programs have a proven track record of keeping children in school, each CTE program was encouraged to promote educational opportunities by using the statewide standards we have adopted for youth Entrepreneurship Education. Entrepreneurship

programs are being monitored for quality by CTE staff. One of the curriculum segments in all Marketing programs, beginning this year, is Entrepreneurship. These standards will be part of our statewide testing initiative in these programs. Business partnerships continue to be stressed through a requirement that each program advisory committee must have a majority of their membership from the appropriate business and industry area.

There is a State Committee on Entrepreneurship that was formed through the Council of Labor and Economic Growth to promote, among other goals, Entrepreneurship education at all educational levels. CTE staff was involved in formulating a presentation for Michigan's Governor on Entrepreneurship in Michigan which will forward proposals to Grow Michigan Entrepreneurs, one of the Governor's statewide initiatives. Michigan is an active member of the National Consortium for Entrepreneurship Education.

- **Develop Valid and Reliable Assessments of Technical Skills**

Secondary

Funds were utilized to provide members of the Assessment and Accountability Advisory group the opportunity to participate in discussions regarding technical skill assessments via web/conference call technology to reduce costs and travel time. Funds were also used to pay for the pilot-test assessments for 12th grade completers.

Postsecondary

CCSU has contracted with a private consulting firm to help identify technical skill assessments for all the state approved occupational programs. Part of this responsibility includes making sure that the assessments are both valid and reliable.

- **Develop or Enhance Data Systems to Collect and Analyze Data on Secondary or Postsecondary Academic and Employment Outcomes**

Secondary

The Michigan Career and Technical Education Information System (CTEIS) was modified during 2007-08 to track student progress toward concentrator status, based on the standards covered in each course in the CTE program sequence. Because Michigan CTE programs vary widely in how instruction is delivered, it was necessary to structure reporting to accurately capture programs toward program completion while still allowing for local flexibility. Also, an automated procedure to verify student Unique Identifier Codes (UICs) was implemented to ensure that student records in CTEIS could be accurately matched with the demographic and academic assessment data collected via other state data systems. Planning meetings were held with the Center for Educational Performance and Information to ensure that data collected for NCLB reporting would be available for Perkins reporting in 08-09.

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

Secondary

Six teacher education improvement grants were awarded to public universities that prepare and recommend high quality pre-service students for vocational certification. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. CTE teacher education institutions that received a Perkins grant were required to conduct activities that focused on the recruitment and retention of career and technical education teachers. These institutions also provided support to practicing teachers through inservices, conferences, and other training opportunities in cooperation with state staff. OCTE is currently collaborating with the Office of Professional and Postsecondary Services in the development of new processes for an alternate route program to teacher certification.

Postsecondary

The manager of the Community College Services Unit attends numerous business advisory groups at the different community colleges. Additionally, the manager is an Advisory Group Committee Member for the

College of Education at one of the public universities in Michigan and has guest lectured on employment opportunities within the community colleges.

II. Progress in Developing and Implementing Technical Skills Assessments

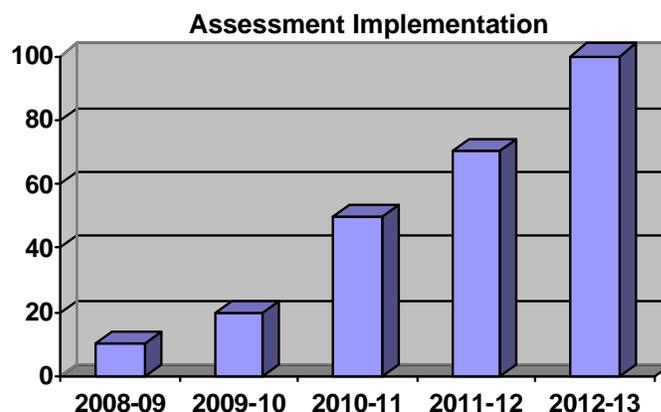
Secondary

Michigan convened an Assessment and Accountability Advisory group composed of personnel from across the state. The group included secondary CTE administrators, district measurement and evaluation personnel, postsecondary CTE and Tech Prep educators, and representatives from state departments including the Center for Educational Performance and Information (coordinates statewide education data collection), Department of Energy, Labor & Economic Growth Community College Services Unit (postsecondary Perkins oversight), and the Office of Assessment and Accountability (statewide academic assessment). The group met four times in 2007-08. The group provided final input on the accountability section of Michigan's State Plan and core performance indicator measures, reviewed and provided input on a proposed process and criteria for selecting technical skill assessments, reviewed two assessments for pilot-testing in Spring 2008, and made recommendations regarding cost-effective strategies for implanting technical skill assessments.

Through an OVAE technical assistance grant, a consultant prepared a blueprint for development and implementation of Michigan's secondary technical skill assessment program. The blueprint included the importance of sound measurement practices, preliminary activities needed to ensure selection or development of assessments that meet the goals of the assessment program, and steps to carry out the selection and development of assessments. Recommendations included collaboration with local and intermediate school districts and other states to develop assessments that align to the technical skill standards adopted by Michigan.

In Spring 2008, Michigan conducted a feasibility pilot-test of assessments for use in programs under the Health Science and Finance Career Clusters. The pilot test included surveys of assessment proctors/coordinators, students, and instructors regarding the ease and usefulness of the assessment. Based on the results of the pilot-test, Michigan will use the NOCTI Advanced Accounting assessment as the technical skill assessment for the Finance Career Cluster and the National Consortium on Health Science & Technology Education (NCHSTE) National Healthcare Foundation Skills Assessment for the Health Science Career Cluster. Michigan will monitor the feasibility and appropriateness of these assessments during the first year or two of implementation through review of assessment results and continued use of the feedback surveys from proctors/coordinators, instructors, and students. Since limited reliability and validity information was available for assessments in these Career Cluster areas, the assessments selected will also be reviewed as reliability and validity data become available.

During 2007-08, Michigan also identified assessments to be reviewed for pilot-testing in 2008-09 for implementation in 2009-10. The assessments will be reviewed by Career Cluster Assessment advisory groups consisting of secondary and postsecondary CTE instructors and representatives from business and industry in the occupational areas under each Career Cluster. The advisory groups will also include a representative of the Assessment and Accountability advisory group.

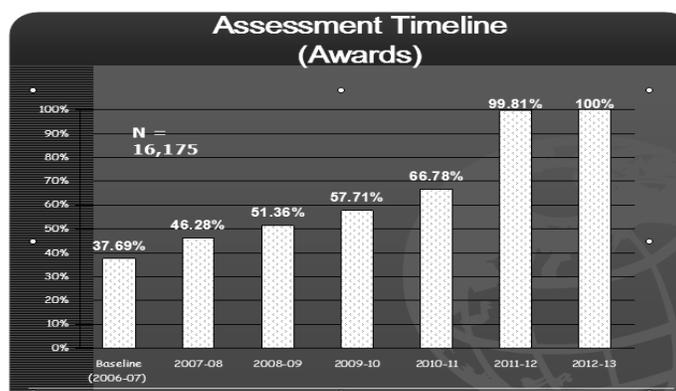


Postsecondary

In conjunction with the Michigan Community College Data and Evaluation Committee (MCCDEC), a grant was issued to a consulting firm to identify existing third party certifications, assessments, licensures, or other credentials. This information includes the name of the granting agency and necessary variables (e.g. credentialing entity, credential type, test schedule, contact information) required by Michigan community colleges to gather and report on these data for 1P1: Technical Skill Attainment.

Colleges submitted data on those programs for which assessments were readily available (and if they were able to get the appropriate data) for 2007-08. The following CIP Code programs were selected: Corrections, Criminal Justice/Law Enforcement Administration, Criminal Justice/Police Science, Fire Services Administration, Fire Science, Dental Assistant, Dental Hygiene, Medical Assistant, Occupational Therapy Assistant, Pharmacy Technician, Emergency Medical Technology, Respiratory Therapist, Medical Radiological Technology, Surgical Technology, and Radiological Technology Clinical/Medical Laboratory Technician.

Approximately, 38% of the students who received awards in 2006-07 were covered by the programs selected for 2007-08. Awards were used as the identifying criteria since students receiving an award were construed as more likely to take a credentialing exam. The plan builds each year by adding additional programs. The graph below illustrates Michigan's plan. Michigan will modify their plan as more information is gathered on assessments. The consulting firm will continue to collect data on programs to be assessed from 2008-09 through 2010-2013. Faculty at many of the community colleges are simultaneously getting together to determine how best to test and/or develop tests to accommodate this indicator. The goal is to have assessments for all possible occupational programs prior to the end of the present authorization.



III. Implementation of State Program Improvement Plans

Secondary

Michigan failed to meet 90% of the 2007-08 ALPs for:

- 1S1 - Attainment of Academic Skills - Reading/Language Arts
- 1S2 - Attainment of Academic Skills – Mathematics

The state aggregate for 1S1 was 73.7% of the ALP (61.0%) and the aggregate for 1S2 was 77.2% of the ALP (55.00%). Major reasons for the failure to meet 2007-08 ALPs are the significant target increases under NCLB from 2006-07. Targets were increased by 15% to 20% in one year.

The following section shows the negotiated performance levels (third column of each chart) for the three required core indicators for the 2007-08 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 2007-08 | Performance Results for 2007-08 |
|---|---|----------------------------|---------------------------------|
| 1S1 Academic Attainment – Reading/Language Arts | The percent of CTE program concentrators who left school, attained an endorsement status of Advanced (Level 1) or Proficient (Level 2) the MME Reading Language Arts assessment, and were included in the State's computation of adequate yearly progress (AYP). Numerator: The number of CTE program concentrators who, left school, were included in the State's computation of adequate yearly progress (AYP), and attained an endorsement status of at least a level 2 (proficient) on the Reading/Language Arts assessment. Denominator: The number of CTE program concentrators who took the MME Reading Language Arts assessment, left school, and were included in the State's computation of adequate yearly progress (AYP). | 61.0% | 45.0% |
| 1S2 Academic Attainment – Mathematics | The percent of CTE program concentrators who left school, attained an endorsement status of Advanced (Level 1) or Proficient (Level 2) the MME Mathematics assessment, and were included in the State's computation of adequate yearly progress (AYP). Numerator: The number of CTE program concentrators who, left school, were included in the State's computation of adequate yearly progress (AYP), and attained an endorsement status of at least a level 2 (proficient) on the Mathematics assessment. Denominator: The number of CTE program concentrators who took the MME Mathematics assessment, left school, and were included in the State's computation of adequate yearly progress (AYP). | 55.0% | 42.5% |
| 4S1 Student Graduation Rates | The percent of CTE program concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Numerator: Number of CTE program concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate. Denominator: Number of CTE program concentrators who, in the reporting year, were NOT included as graduated in the State's computation of its graduation rate. | 80.0% | 78.4% |

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

For the purposes of calculation for the 2007-08 transition year, Michigan used the following definitions. For the 2008-09 school year, and for the duration of Perkins IV, the definitions included in the State Plan will be used as noted below.

For calculation purposes for the 2008 CAR during the 2007-08 transition year, definitions which were in place for the Perkins III legislation:

Participant – A secondary student who has enrolled in any career and technical education (CTE) program area.

Concentrator – A secondary student who has completed a minimum of 60% of state approved standards in a single program area.

2008-09 school year and for the remainder of the Perkins IV legislation:

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

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

State's Performance on Required Indicators for 2007-2008

1S1-Academic Attainment Reading/Language Arts:

1S2-Academic Attainment Mathematics:

The performance level for 1S1 was 45.0% and for 1S2 it was 45.5%. Neither indicator meets the states adjusted level of performance of 61.0% and 55% which are based on Michigan's required performance levels for NCLB. There are several potential reasons why Michigan did not meet these indicators:

- This was the first year that the new MME state assessment was used for calculating Perkins indicators
- the required level of performance on the assessment to meet these indicators was changed to level 1 or 2 (previously included level 3)
- and the NCLB targets for MI increased greatly (15% - 20%) between the 2006-07 school year and the 2007-08 year.

In addition, CTE programs have not been held accountable to Michigan's NCLB targets in prior years and are entering the NCLB progression of performance mid-cycle.

The performance level for 1S1 was approximately 7% lower than if the indicator was computed using all general education students and 5% lower for 1S2. Since these assessments are administered the spring of a student's junior year of high school, many of our CTE students have not begun their CTE programs. If the assessments were administered after CTE education has taken place, the performance level likely would be in line with the overall state level especially with integration of academics in CTE programs.

4S1-Student Graduation Rates:

The performance level for this indicator was 78.4%, which is slightly lower than the state adjusted level of performance of 80%. However, it is within the required 90% range. This data is computed using data from the 2006-07 school year; Michigan has begun reporting this indicator based on data one-year behind to align with the state's reporting for NCLB. Michigan has begun calculating graduation based on a four-year cohort method of tracking. This makes it more challenging for a student to graduate, in accordance with NCLB. As the new Michigan Merit Curriculum continues to increase students' opportunities to succeed, and more academics get integrated into CTE, Michigan expects that this performance level will increase. The new Michigan Merit curriculum requirements will impact the graduating class of 2011.

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

1S1-Academic Attainment Reading/Language Arts:

Students in the special population categories of Disability Status, Economically Disadvantaged, Single Parents, and Migrants all achieved at a much lower level than the entire CTE population. The challenges that many of these special populations face often make it difficult to achieve success on academic assessments.

Tech Prep students achieved a performance level of 47%, which is slightly higher than the rest of the population.

1S2-Academic Attainment Mathematics:

Students in the special population categories of Disability Status, Economically Disadvantaged, Single Parents, and Migrants all achieved this indicator at a lower level than the entire CTE population for Michigan. However, the challenges that many of these special populations face often make it difficult to achieve success on academic assessments.

Tech Prep students achieved a performance level of 44%, which is slightly higher than the rest of the population.

4S1: - Student Graduation

Students in the special population categories of Disability Status, Economically Disadvantaged, and Single Parents performed at a slightly lower rate than the general CTE population from Michigan.

Tech Prep students had a higher graduation rate than the general CTE population, which is encouraging as these students are bound for postsecondary education. An interesting finding is that Limited English Proficient (LEP) students achieved a higher graduation rate than the general CTE population.

Summary of Disparities:

Special Populations Students

Disabled students, economically disadvantaged students, and single parents all performed at a lower rate than the general CTE population; with the students with disability status only performing at about a 10-percent rate, much lower than the state as a whole. Non-traditional students performed consistently with the general CTE population.

The special population categories of displaced homemaker, limited English proficient, and migrant did not have a large enough population to make a statistical impact on these indicators.

Tech Prep Students

Tech Prep students performed consistently with the general CTE population. Some minority students performed about 20 percentage points lower than the general population, which could mirror what traditionally occurs in academic testing situations.

Improvement Plan

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

The Office of Career and Technical Education reviews local recipient grant applications/final reports and provides technical assistance on the basis of a team structure. Four Career Initiative (CI) Teams comprised of OCTE staff each service six to seven regions of the state for both CTE and Tech Prep grants. In addition, a Career Initiative Leadership Team comprised of representatives from each CI Team meets regularly to determine and recommend policy and procedures relating to CTE and Tech Prep.

| Action Steps | Implementation | Staff |
|--|-------------------------------|---------------------------|
| (1) Review and analyze data reflecting the disparities in performance by disaggregated categories as compared to all CTE students and any other information which may identify areas of the state, student populations, etc. indicating gaps in performance as compared to that of the whole state | Winter 09 | CI Teams |
| (2) Determine, provide and require funding-application research based activities proven to positively affect student performance especially for those students at high risk | Winter 09 | CI Teams |
| (3) Develop statewide and regional technical assistance events/activities addressing those gaps in performance, specific regional needs, new mandates (assessments) based upon assessed needs and recommendations from grantees | Winter/Spring 09 | CI Teams CI Leadership |
| (4) Provide technical assistance events/activities as developed and amend as needed | Fall 09 Winter/Spring 2010 | All OCTE |
| (5) Continuously monitor for changes in assistance needs by monitoring subgrantees via desk audit and/or onsite visit, utilizing relevant Advisory Groups, conducting frequent communication to all clientele and data analysis | Fall 09 Winter/Spring 2010 | All OCTE |

No later than **July 1, 2009**, a complete schedule of technical assistance activities will be finalized for implementation in the 2009-2010 grant year. Events and activities will focus on directly impacting the number of CTE students who have failed to score a level 1 or 2 on either (or both) of the NCLB academic tests.

IV. Implementation of Local Program Improvement Plans

Secondary

Michigan has 25 regional eligible recipients for CTE funds. Based upon 2007-08 data, the 1S1, 1S2, and 4S1 ALP performance summary is:

| | |
|---|----|
| No Improvement Plan Required | 4 |
| 1S1,1S2 Improvement Plan Required | 19 |
| 1S1, 1S2, 4S1 Improvement Plan Required | 2 |

21 (76%) of the 25 regions failed to make 90% of at least two indicator ALPs. A trends evaluation cannot be made at this time due to recent changes in Michigan academic tests and NCLB targets. A determination of disaggregated categories of students for whom there were disparities or gaps in performance compared to all CTE students will be made in January 2009 to assist regions in the development of their Improvement Plans.

All 21 regions will be required to develop Improvement Plans with action steps, timelines, and staff responsible no later than April 1, 2009. Applications for funding for 2009-2010 are due April 1, 2009 and Improvement Plans must be consistent with the activities selected as part of these applications.

Postsecondary

The Community College Services Unit, working in collaboration with Michigan State University (MSU), continued to implement additional enhancements to the online grant management website, admin.michiganops.net. This site houses the annual Perkins grant applications used by the community colleges and has the functionality to summarize grant data for year-end reporting purposes. This website houses archive data from past grant reporting cycles, allowing either the educational consultants or the community colleges to review and reflect back on past performance. Identification of what worked, what has not, and what extraneous variables impacted the results can be compared with their present year outcomes and with past results.

This past year, colleges have been working in concert with the Michigan Community College Data and Evaluation Committee, to improve data collection, data reporting, and the development of reliable baseline data. They are developing their plans with the present performance factors in mind, continuously attempting to improve their student success results.

While we do not have to report on performance factors this year, we have been asked to report on concentrators and participants. Following, are the definitions that we are using for a concentrator and a participant, along with our estimated numbers.

CTE Concentrator – A postsecondary/adult student who:

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

At the present reporting time, we have 44,040 concentrators.

CTE Participant – A postsecondary/adult student who has 1 or more credits in any CTE program area. At the present reporting time, we have 140,474 participants.

V. Tech Prep Grant Award Information

Michigan used a combination of formula and base grant to award Tech Prep funding to Tech Prep consortia with an approved grant application. A total of \$3,633,527 was disseminated to 25 regional consortia based on participating high schools' 11th and 12th grade enrollments and a per student rate of \$10 for urban districts and \$18 for rural districts. Funds remaining after the formula is computed are divided evenly and added to each consortia's funding. The fiscal agencies for each of the consortia and the funding amounts were as follows. (ISD=Intermediate School District, RESA=Regional Education Service Area, C.C.= Community College, ESA=Educational Service Area)

| Tech Prep Fiscal Agency | Tech Prep Allocation | Tech Prep Fiscal Agency | Tech Prep Allocation |
|-------------------------|----------------------|------------------------------|----------------------|
| Gogebic-Ontonagon ISD | \$67,367 | Lansing C.C. | \$171,367 |
| Marquette-Alger RESA | \$100,533 | Genesee ISD | \$192,325 |
| Eastern U.P. ISD | \$ 52,597 | Macomb C.C. | \$280,683 |
| Alpena Public Schools | \$ 82,343 | Livingston ESA | \$ 90,421 |
| Trav. Bay Area ISD | \$149,303 | Oakland C.C. | \$330,487 |
| COOR ISD | \$100,941 | Berrien ISD | \$127,297 |
| Ferris State University | \$ 99,141 | St. Joseph ISD | \$106,781 |
| Delta College | \$160,689 | Calhoun ISD | \$108,049 |
| Muskegon Area ISD | \$100,745 | Hillsdale ISD | \$150,891 |
| Montcalm Area ISD | \$120,877 | Washtenaw ISD | \$116,437 |
| Tuscola ISD | \$133,613 | Detroit City School District | \$159,871 |
| Ottawa Area ISD | \$118,437 | Monroe Co. ISD | \$297,359 |
| Grand Rapids C.C. | \$214,973 | TOTAL | \$3,633,527 |

A total of 590 public high schools participated in Tech Prep in 07-08 by collaborating with 30 postsecondary public educational institutions to provide articulated credits through career and technical programs of study. The Office of Career and Technical Education (OCTE) requires grant recipients to annually update their articulation agreements to provide continuous improvement and further linkages to state standards. We collect data yearly on articulation agreements between state-approved secondary CTE programs and state-approved postsecondary occupational programs. In 2006-07, there were 799 agreements reported, compared to 2007-08 in which there were 828 agreements reported, an increase of 29. Momentum is building as there were 852 agreements reported in 2008-09. Regional and statewide articulation agreements are being explored for the future.

Michigan opted for using 2007-08 as a Perkins IV transition year. Tech Prep Section 203 accountability data will be reported in the 2009 CAR.

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