

State of Michigan

**Carl D. Perkins  
Consolidated Annual Report**

Program Year  
July 1, 2010 – June 30, 2011

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

and

Workforce Development Agency, State of Michigan  
Education and Career Success  
Community College Services  
(Postsecondary)

## **Executive Summary**

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

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

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

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

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

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

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

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

Secondary and Tech Prep long-range plans for 2008-2013, as well as annual local applications for 2008 through 2013, are required to be developed in alignment with WDB planning. The postsecondary institutions work collaboratively with their local advisory boards and agencies, as demonstrated through the recent success of Michigan's No Worker Left Behind (NWL) Initiatives that served over 50,000 eligible recipients during the period of October 1, 2010 to September 30, 2011. In the NWLB, students are advised and placed by the WDB into approved postsecondary education programs that capstone with a board issued certificate or associate degree. Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies.

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

Michigan's secondary new CTE program approval process takes place annually. During the 2010-11 school year, OCTE approved approximately 40 new CTE programs, including several programs in the Science, Technology, Engineering, and Mathematics (STEM) occupational areas.

In 2010-11, 24 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. These are programs delivered through contracted instruction with business and industry.

In 2010-11, CCS approved nine new programs in seven community colleges. These new programs met the state criteria for high skill, high wage, high demand occupations, as well as employment demand and demonstrated student interest. Approximately 43% of occupational programs are state approved.

## **1. 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), is a web application server driven database and hosts an individual student record system. The CTEIS is used to collect data on students in CTE programs and includes statewide, regional, and district-level performance outcomes. The CTEIS also has secure collaborative applications that allow sharing of data, information, and ideas between OCTE and districts, industry partners, and vendors. The collaborative tools are currently used for assessment specific tasks such as sharing student assessment data with district invitees to validate, change, or update specific student identification information. The CTEIS collected data allows the OCTE to systematically process state data to report measures for each special population group and to evaluate outcomes on each of the core performance indicators, as well as within specific CTE clusters, pathways, Classification of Instructional Program (CIP) codes, and programs.

Cluster, pathway, CIPs, and program specific information enables OCTE to target and focus technical assistance efforts at the regional, CEPD, and district level. In addition, local educational agencies (LEA) maintain CTEIS data specific to the programs they operate. This enables them to specifically analyze data to the teacher, course, and student level to provide appropriate interventions for students, including those who are members of special population subgroups, who may be performing below the state standards. Individual student data provided to the state by each LEA is reported at the aggregate level to and for each district, fiscal agency, CEPD, region, and the state (including by special population categories) to aid in data analysis and evaluate performance at the local levels.

Another means of assessing funded programs is through the onsite monitoring of 20% of the regions each year. Based on a five year cycle, visits are made every year to recipients of Perkins funds to ensure compliance with state and federal laws in the areas of grant activity, submission of complete and accurate data, financial recordkeeping, and building level instructional program review. During the Technical Review, Assistance and Compliance (TRAC) process, for 2010-11, five of the 25 Perkins regions were monitored for compliance with Perkins statutes and state law and policy. All non-compliance findings required corrective action as identified in a Compliance Plan submitted to, and approved by, OCTE.

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

Michigan continued to monitor participating agencies for compliance with federal nondiscrimination legislation (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Boy Scouts of America Equal Access Act of 2001) to ensure opportunities for all students. During 2010-2011, ten agencies were reviewed, including one community college.

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

##### *Postsecondary*

Each year, CCS schedules eight compliance and technical assistance visits with the community colleges. During these visits, CCS discusses with the college the methods used for the evaluation of its occupational programs. The outcomes from the evaluations are reviewed by CCS staff for impact on the core performance indicators, and the effectiveness and impact on student

success. Additionally, each program evaluation includes feedback from students, faculty, administrators, and advisory groups. While eight colleges are reviewed on an annual basis, all colleges need to keep their online Program Evaluation Inventory current, indicating when programs are slated for evaluation during a four year cycle.

Data is collected via a web-based system (MCCNET) and is used to collect the core indicator data by individual program within each community college, three universities, and one tribal college. CCS uses these data to measure each special population group and assess outcomes on each of the core performance indicators. This program-specific information allows CCS to focus technical assistance efforts at the program level based upon analyses of the data. Colleges are provided information on whether or not they have met the 90% threshold and are asked to modify their plans, accordingly; to better focus on those programs that did not meet or exceed the expected levels of performance. Data is aggregated to the state level (including by special population categories) and reported back to the colleges to aid data analysis and assess performance.

CCS upholds the support of its Michigan Community College Data and Evaluation Committee (MCCDEC). The MCCDEC meets four times a year. The primary function of the MCCDEC is to advise CCS in all matters pertaining to data collection, reporting, and analysis, including local and statewide evaluation. All data collected and reported is analyzed by MCCDEC in order to provide insight for the state into why certain core indicators may, or may, not be attained and provide recommendations to improve them. The committee also provides information regarding best practices for program and service improvement.

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

### *Secondary*

Rapidly developing technologies are transforming the world. High-paying, knowledge-based industries of the future are where current students will find jobs. Michigan has a process for encouraging local agencies to look to the future in delivering CTE. In 2010-11, three new and emerging CTE programs were approved in the area of Mechatronics, Engineering Technology, and Mechanical Drafting, which fall in the Science, Technology, Engineering, and Mathematics Career Cluster. All CTE programs in Michigan must include the Michigan Technology Education Standards as an integral part of the curriculum to keep all programs infused with technology.

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

### *Postsecondary*

The TRENDS in Occupational Studies Conference continues to provide a means for colleges to learn about the latest research, technology and innovations in career and technical education. The 2010 TRENDS conference was held in Grand Rapids, Michigan. More than 450 faculty, administrators, and counselors participated in the conference, with nearly 108 separate workshops. Keynote speakers addressed “Global Competitiveness and its impact on Teaching and Technology-How Community Colleges Can Lead the Way”, and “Are We Up for the Challenge? The Increasing Role of the Community Colleges in American Post-Secondary Landscape”. Both presentations focused on the increasing role that community colleges will play in the development of the American workforce and how the community colleges must keep pace with a world that is being transformed by globalization and digital technology. Participation by vendors at the conference allowed educators to see and experience new and available opportunities in the field of technology.

Community College Services staff, as well as faculty and administrators on community college campuses, attend the annual Career Education Conference and a variety of specialized workshops on current trends and practices to enhance and improve their knowledge and technological skills in the classroom. CCS staff also actively participates in the routinely scheduled meetings of nine community college administrative organizations as regular guests and presenters to update members on current federal and state policies and procedures which govern the administration and implementation of occupational programs.

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

### *Secondary*

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

Comprehensive professional development was provided on an ongoing basis to administrators through OCTE state meetings, the Winter Perkins Grant Dissemination workshop, and the Spring OCTE Update meeting. Attendance has been consistently strong

and reflected collaborative efforts between secondary and postsecondary partners. OCTE staff provides support and works closely with counselor professional development associations to assure that ongoing professional development is provided to school guidance counselors. During 2010-11, OCTE worked with the counselor professional associations to support their Fall and Spring conferences, including issues related to earning academic credit in CTE program, the Michigan College Access Network, and the pilot of the electronic transcript system. Staff also works in collaboration with the Michigan Occupational Special Populations Association (MOSPA).

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

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

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

OCTE continued to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2010-11 school year. Support was provided through attendance at MCPA Executive Board meetings and providing technical assistance and resources to this association specifically related to work-based learning for students in state approved career and technical education programs.

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

The Michigan Conference on Career Education continues to provide a statewide forum for over 700 educators, administrators, counselors, and business partners. The 2011 conference theme, *Career and Technical Education: Teaching and Learning for College and Careers*, emphasized the shared goals of educators and other stakeholders to help students acquire necessary academic and technical skills, while helping them to understand how and why these skills are relevant for students in their future careers.

Professional development is a continuous effort involving all staff in the OCTE. On an annual basis, professional development is provided to new and current CTE administrators, new CTE teachers, teachers of specific career clusters, tech prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. OCTE promotes professional development through career and technical student organizations and professional associations affiliated with each career pathway.

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

### ***Postsecondary***

In addition to the technical assistance described in the above section, CCS provides Curriculum, Assessment & Evaluation, and Professional Development (CAP) Leadership Grants. These grants subsidize the cost for occupational faculty, career guidance, academic counselors, and occupational administrators to participate in activities that allow them to stay current with the needs, expectations, latest technology, and methods of industry. In addition, special professional development services are provided through consortium projects for Michigan apprenticeship instructors and coordinators through the Michigan Educator's Apprenticeship and Training Association (MEATA) annual meeting and special population coordinators and advisors through the postsecondary education participants in the Michigan Occupational Special Populations Association (MOSPA) annual and special meetings. Developmental educators and tutors receive professional development services through the Michigan Developmental Education Consortium (MDEC) annual and special meetings.

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

### ***Secondary***

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

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

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

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

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

Michigan is implementing the Common Core State Standards and participating in the SMARTER-BALANCED Consortium and recently, the Michigan Legislature passed teacher tenure reform laws and a teacher/administrator annual evaluation based in part on a student growth model.

New and emerging high school programs such as mechatronics, pre-engineering, alternative energy, and other STEM areas have begun to expand. School districts continue to be interested in starting Early/Middle Colleges. These schools are unique in that they are five year programs that require a three-way partnership between secondary, postsecondary, and business and industry. Students earn a high school diploma and an associate degree or certificate upon completion. Eighteen new early/middle colleges have started in Michigan since 2006.

### ***Postsecondary***

CCS continues to support and market early college opportunities through the various programs that support articulated credit, dual enrollment, and direct credit in postsecondary institutions in academic and occupational course offerings. In support of this effort, CCS developed and piloted the Michigan Community College Programs of Study (POS). CCS developed POS in 2009 to support the student success initiatives at the college. The program provides colleges the opportunities to assess and align the required technical and academic competencies and assessments between secondary and postsecondary institutions. A ten step process was developed by CCS to assist colleges in developing their program's content specialty for the POS. The outcome of the POS will result in the college identifying the prerequisite academic skills, knowledge and courses necessary for students to enter and succeed in a postsecondary program. The results of the study will also include a sequence of content and learner outcomes and courses that assist students to achieve a certificate, associate degree, and/or transfer to a four-year institution. In 2010-11, six community colleges participated in 15 POS.

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

### ***Secondary***

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

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

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

The Michigan Breaking Traditions Award program provides an avenue to recognize and encourage student achievement in nontraditional training and provides role models for other students considering a nontraditional career. In 2010-2011, 23 outstanding Michigan secondary students pursuing nontraditional training were recognized. Parents, teachers, counselors, and students joined with the OCTE staff to recognize the unique achievements of these students.

### *Postsecondary*

Support was continued for preparation of students for nontraditional training and employment and for programs leading to high-skill, high-wage, or high-demand careers. This has become criteria for state approval of occupational programs. The CAP grant allowed community colleges to undertake activities, beyond those under the basic grant that would increase non-traditional enrollment and completion. Special population coordinators reviewed assessment procedures and examined strategies for enrolling and retaining special populations students in nontraditional career areas. CCS continued to provide direction and support for the Michigan Developmental Education Consortium (MDEC), which provides leadership and opportunities for collaboration for the improvement of student success within the community college system.

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

### *Secondary*

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

OCTE's *Green Initiatives and CTE* website has been updated to include a variety of STEM grant funding opportunities, resources leading to renewal energy careers, and community colleges' role in preparing students for the "Green Workforce". The OCTE Director and STEM consultant continue to serve on the State Green Partnership Team to locate various opportunities, industry trends, and workforce development programs in the Green and Energy Efficient Industries.

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

OCTE contributes to the MDE website and provides multiple tools for educators to access to help them increase parent participation. The website includes: a template for a PowerPoint presentation that all schools can use in local activities and/or events, a brochure that is adaptable for age appropriate materials, a newsletter, an activities/events page, success stories of parent involvement, local and national links, and published resources. The website is updated with new information and links from national and state agencies. This information is disseminated on an annual basis at the OCTE Fall and Spring Update conferences, Career Education Conference, and during the TRAC onsite reviews.

### *Postsecondary*

Members of CCS actively attend educational advisory groups addressing the needs for collaborative relationships between the colleges, community members, and local business members. CCS, through its relationships with its sister administrative agencies in other state departments, also continues to support different events that bring together education, business, and local communities such as the Governor's Education Summit and the Michigan Breaking Through Learning Network. CCS continues to showcase "Best Practices" that focus on innovative and creative ways to bring education, community, and employers together through exemplary programs especially sponsored or supported through the Perkins Act initiatives and practices. Some of these "Best Practices" can be found on the MCCNET website.

## **Serving Individuals in State Institutions**

Michigan serves incarcerated youth through the Department of Human Services' Bureau of Child Welfare Funding, Contracting and Juvenile Justice Programs. The Perkins grant funded one staff position that assisted students enrolled in career and technical education programs in Maxey Training School. Michigan also awarded Perkins funds to the Department of Corrections to serve

incarcerated adults. The Perkins grant funded a portion of a CTE teacher and enabled the Department to emphasize program improvement by supporting curriculum redesign efforts, buying textbooks, equipment, and supplies at various correctional facilities, and by providing professional development opportunities for CTE staff.

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

### *Secondary*

Special populations continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association (MOSPA) sponsored workshops and seminars for student support personnel within local programs. Through Michigan's Comprehensive Guidance and Counseling Program, students received assistance in career assessment, career exploration, preparation of an education development plan, work-based learning opportunities, cooperative education, and academic support services. The ability to disaggregate core performance indicator data by special population category enables local districts to focus student support activities and, thereby, improve services. To assist districts in serving nontraditional students, state staff supported professional development and technical assistance for counselors and special population coordinators at the Career Education Conference and the MOSPA Conference. In addition, information and materials are continuously disseminated throughout the year via a counselor listserve.

### *Postsecondary*

CCS has included the components of high skill, high wage, and high demand as part of state program approval for occupational programs and as a required component of all program evaluation that occurs at the college level. Special population needs must be addressed with both state program approval and as part of any program evaluation. Additionally, CCS provides inservices and technical assistance on high skill, high wage, and high demand programs as they relate to special populations with individual community colleges and through the postsecondary unit of the MOSPA and Michigan Postsecondary Special Populations Council (MPSPC). Workshop sessions at the MOSPA 2010 Annual Conference provided information and strategies to assist occupational faculty ensure that the needs of special population students are well served at the postsecondary levels and are prepared for high skill, high wage, and high demand occupations.

Special population's personnel are represented on each of the CCS task forces and advisory committees as the state agency and local community colleges plan for expanded exemplary services and programs. Their representation ensures that the needs of special population students will be identified and that appropriate programs and services will be developed and/or enhanced. Although CCS is uniquely placed within the Workforce Development Agency, Education and Career Success unit, its physical location provides opportunities to partner and/or coordinate services with other programs in and out of WDA. The placement of CCS allows for state and local coordination of services with the Office of Adult Learning, Commission for the Blind, Michigan Rehabilitation Services, and all U.S. Department of Labor sponsored workforce programs. CCS was instrumental in assisting Special Populations coordinators create a community college specific administrative organization titled the Michigan Postsecondary Special Populations Council to help coordinate supportive services across community college campuses.

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

### *Secondary*

Technical assistance is a continuous effort involving all staff in the OCTE. Technical assistance is provided on an annual basis to new and current CTE administrators, new CTE teachers, teachers of specific career cluster areas, tech prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. OCTE also supports technical assistance through CTSOs and professional associations and through the TRAC process, as an integral part of the onsite monitoring.

### *Postsecondary*

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

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

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

#### *Secondary*

Efforts are made, on an ongoing basis, to support career guidance and academic counseling programs. During the year, support is provided by working with regions on selected activities within their grant applications. In addition, OCTE staff works with the

counselor professional associations, as well as through other events, conferences, and inservices. A web page solely addressing the needs of school counselors has been created on the MDE website.

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

### ***Postsecondary***

Numerous inservices are held with different employees at the colleges who support career guidance and academic counseling programs, including the TRENDS in Occupational Studies Conference, and the Michigan Developmental Education Conference. CAP grant eligibility included counselors and academic advisers so they could participate in professional development activities. All occupational special population students require an EDP.

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

### ***Secondary***

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

Michigan continues to support schools interested in designing and developing Early/Middle College (E/MC) schools. The goal is to design an E/MC program that will increase student achievement by providing opportunities to study and participate in learning activities with hospital or STEM employers and higher education institutions. Once implemented, the initiative will provide students the opportunity to graduate from the E/MC with training in a marketable occupation, a high school diploma, and a certificate or degree from a community college or state public university. Michigan has 18 Early/Middle Colleges and several more districts interested in planning for the future. Three new STEM Early Middle Colleges were established in the Ingham, Mason-Lake, and Saginaw school districts.

### ***Postsecondary***

Michigan is known for its innovations in early college opportunities as demonstrated through special initiatives, such as the *Gaining Early Awareness and Readiness Undergraduate Programs* (GEAR UP). CCS supports this initiative and works collaboratively with GEAR UP to inform secondary students of the opportunities available to them at community colleges across Michigan. As part of Perkins requirements, community colleges throughout the state continue to establish articulation agreements with secondary schools to implement Programs of Study. These agreements afford secondary students the opportunity to enter into an occupational program, take classes while in high school, receive dual enrollment credit, and upon graduation from high school, enter college and work towards certification, an Associate's Degree, or transfer to a four-year institution.

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

### ***Postsecondary***

Each of Michigan's 28 public community colleges has one or more campus based university extension programs on their campuses. Some even have separate facilities that house four year university programs so that students can dual enroll in two-year and four-year Programs of Study. Middle colleges are gaining in popularity. Four Public Universities, Ferris State University, Northern Michigan University, Lake Superior State University, and Michigan Technological University act in the capacity of a community college in their respective communities and afford students the opportunity to transition and continue their program of study at the community college to receive a baccalaureate degree.

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

### ***Secondary***

OCTE supports six Career and Technical Student Organizations (CTSOs) and provides leadership to them through grant funding and technical assistance. Semi-annual meetings with all directors and ongoing communication with the respective pathway consultants, as well as assistance to field instructors and administrators, helps ensure that all students in state-approved CTE

programs have the opportunity to develop strong leadership skills. A CTSO Director's Council has been established to provide each CTSO Director with a CTE administrator representative for ongoing leadership support. The organizations vigorously recruit new members, strongly support academic excellence, and give special attention to students with unique needs. These priorities are hallmarks of the CTSO. Various types of support are explored and provided, as are "accommodations," when appropriate.

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

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

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

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

#### *Secondary*

Michigan CTE programs must provide students with a strong experience in all aspects of the industry. Students need to have a comprehensive understanding of the industry that they are preparing to enter. Approved CTE programs must include the array of occupations and careers that comprises an industry, from the most basic to the most advanced. Curriculum must include principles of technology, labor and community issues, health and safety issues, and environmental issues related to such industry. Students should be able to demonstrate knowledge of the planning, management, finances, technical, and production skills for the industry relating to this program. All programs incorporate state and/or national level industry-related skill standards.

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

#### *Postsecondary*

CCS actively provides support to the Michigan Educator's Apprenticeship and Training Association and to the Office of Apprenticeship and Training. Both organizations help educate and support students in the skilled trades and during their internships. Within the Workforce Development Agency, CCS is also an active partner in each of the work-based initiatives whereby student internship and work related opportunities are sponsored and promoted.

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

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

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

#### *Secondary*

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

Michigan has enacted The Postsecondary Enrollment Options Act [1996 PA 160] and the Career and Technical Preparation Act [2000 PA 258], that require school districts to support dual enrollment for pupils in grades 11 and 12, if certain requirements are met. Additionally, the Department of Education encourages seamless transitions between secondary and postsecondary

education by promoting dual enrollment and supporting middle and early college initiatives, as well as encouraging direct credit, articulated credit, and virtual learning for Michigan's students.

### ***Postsecondary***

Institutions receiving Perkins funds develop partnerships with business and industry in order to establish cooperative career education, work study, internships, externships, on-the-job training, and apprenticeships with an emphasis on work-based learning. Additionally, individuals from business and industry participate on Advisory Boards to assist institutions in identifying skills and adopt strategies that enable students to overcome barriers faced for employment in high-skilled, high-wage and high-demand occupations that lead to self-sufficiency. Institutions also recruit individuals from business and industry as Adjunct Faculty for occupational programs. The partnership between business, industry, and educational institutions is essential to promote access to and success in occupational programs.

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

### ***Secondary***

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

OCTE is working with the Michigan Economic Development Corporation on joint activities to encourage Entrepreneurship and entrepreneurial thinking in K-12 education. Michigan continues to be a member of the National Consortium for Entrepreneurship Education.

### ***Postsecondary***

Many of the institutions receiving Perkins funds have strengthened efforts to increase Entrepreneurship on their campuses. The Entrepreneurial Center for Innovation and Development was developed as a strategy to accomplish this workforce development goal. Through the School of Continuing Education and Workforce Development, partnerships with business and industry in support of developing entrepreneurial opportunities have increased. Other institutions have developed entrepreneurial programs to encourage students to establish small business initiatives.

Michigan's Workforce Development Agency also promotes partnerships between education, business, and business intermediaries through funding alliances with WIA statewide dollars that promote entrepreneurship. Two examples are the Business Training Alliance (BTA) and the Agriculture and Food System Sector Alliance (AFSSA). The BTA coordinates with business and educators to offer Community Classes for entrepreneurs in Wexford and Missaukee counties. The classes cover foundational business skills entrepreneurs need to succeed. More information can be found at their website, <http://www.nwm.org/bta.asp>. The AFSSA convenes local and regional farmers, educators, businesses, government officials, and others to engage in a collaborative process to support and create jobs and enterprises throughout the regional farm and food system, and to shape training and educational programs that support farm and food entrepreneurs and workers. More information on the AFSSA can be found at their website, <http://www.nwm.org/ag.asp>.

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

### ***Secondary***

The selection, adoption, or targeting of assessments for the development of Technical Skills Assessments (TSA) for CTE is a huge challenge for Michigan. Progress has been slowed considerably due to the lack of additional funding and few staff available to work in a multitask process on this endeavor. Efforts have been focused on collaborative partnerships of members from the Assessment and Accountability Referent Group (AARG), the Technical Skill Assessment Work Group, and Cluster Referent Groups (CRG) to select target TSAs for adoption or development processes.

Additionally, OCTE staff participated in three meetings and activities for the State Collaborative on Assessment and Student Standards (SCASS) through the Council of Chief State School Officers (CCSSO) on CTE Assessments. Out of the SCASS relationships, a group was formed that kindled an interstate Cluster Pathway Assessment Collaborative (CPAC) partnership, with Kansas as the lead state. The goals of the CPAC is to jointly develop TSAs, which will meet the Smarter Balanced Assessment Consortium's web-based assessment platform. Currently, the member states are all Smarter Balanced oriented and include Kansas, Colorado, Michigan, Nebraska, and Mississippi. Membership requires contributing the development of an assessment through the collaborative process. Contributing members can use other states' contributed assessments for a nominal charge. Nine cluster pathway areas have been identified for development: General Agriculture, Animal Systems, Plant Systems, Production, Maintenance, General Business, Finance, Marketing, and Education. Development processes will take place using multiple processes, including in-person and web/ conference call technology to reduce costs and travel time.

Funds were also utilized to purchase data files containing assessment data from four field tests including the Agriculture and Natural Resources cluster foundation assessment developed at Cornell University and administered through Youth Outcomes, two automotive tests, the state of Michigan automotive certification TSA and the National Automotive Student Skills Standards Assessment (NA3SA) TSA this year. The Michigan Basic Skills test (required of all teacher candidates) was also field-tested with a subgroup of students in Education and Training programs.. OCTE continues to struggle to match student assessment scores to individual student records using the state Unique Identifier Code (UIC). To increase the accuracy of the UICs, student directory files with UICs of student information were created for each assessment implemented. The files were either made available for district download through CTEIS or are supplied to the NOCTI vendor through purchase. The option for each student's UIC to be supplied during the assessment administration remains necessarily open due to full enrollment in CTEIS not occurring until near the end of year data collection deadline. This process has improved the accuracy of the data. Assessment data that still had issues went through UIC resolution process with districts through the OCTE Moodle application on the CTEIS.

### *Postsecondary*

CCS, through the MCCDEC, has continued to identify skill certifications and technical skill assessments for occupational programs. A study was conducted this year that matched outcomes of 1P1: Technical Skill Attainment with available assessments. These were cross-referenced to the various programs offered at the community colleges in order to provide information on available third-party assessments and which assessments were actually being used by community colleges to report on technical skill attainment. Data was also reviewed for 2P1: Certification, Credential, and Degree to see if credentials received as a result of passing an assessment were being counted as an outcome for 2P1. MCCDEC and state staff also reviewed the validity and reliability of the data. These data were shared with the Special Populations coordinators. In addition, CCS has an approval process whereby individual community colleges can submit proposed skill certifications and technical skill assessments for review. Faculty, as curriculum experts in their field, verify the validity and reliability of the assessments. A database of these assessments is maintained on the MCCNET website. The skill assessments for 1P1 are proposed for the duration of the state plan.

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

### *Secondary*

OCTE has developed a set of queries for local districts so that they can access and analyze the student data collected within the Career and Technical Education Information System. OCTE has expanded the collaboration, communication, and sharing of data by including collaborative web based applications in CTEIS. The CTEIS Collaborative Project application enables secure communicating, sharing, and collecting of data through project room specific forums, direct sharing of files, presentations, questionnaires, etc. with invited district, industry, vendor, and other personnel. In addition, collaboration with the Center for Educational Performance and Information resulted in alignment of CTE data with the Educational Entity Master and accurate matching of CTE data to student demographic records for identification of special populations characteristics to ensure alignment to NCLB reporting categories. OCTE also supports a survey center to assist local districts to complete a follow-up of all CTE students after graduation so that information is available on job placement and enrollment in postsecondary education.

### *Postsecondary*

CCS provides community colleges with detailed instructions and guidelines to use to measure the validity and reliability of the data submitted to the state. Edit checks are performed and year-to-year comparisons by community college are made to uncover any possible unreliable data. Colleges are contacted if data does not meet the criteria set forth in the instructions. MCCDEC reviews these data and offers recommendations to improve reliability and validity. In addition, community colleges have been very active in providing input, as well, as data into the development of the K-20 Longitudinal Data System.

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

### *Secondary*

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

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

## *Postsecondary*

Annually, the postsecondary institutions that receive Perkins funds must include in their annual application, a plan that addresses the methods the college will use to improve, recruit, and retain CTE teachers, faculty and career guidance and academic counselors, including groups underrepresented in the teaching profession. The college's methods must also include a plan that addresses how individuals from business and industry will be supported through the transition to teaching. A few of the methods used by community colleges to advertise and recruit qualified applicants are through: newspapers (local, regional, state and national), mailing lists (hard copy and electronic), professional journals, national publications and at recruitment conferences. In order to retain qualified faculty from business and industry in making the transition to teaching, colleges have held new faculty orientations, developed faculty development curriculums, provide mentoring by pairing new faculty with experienced faculty, and provided professional development opportunities at conferences, meetings and other relevant workshops.

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

### *Secondary*

The National Foundation Skills Assessment developed by the National Consortium for Health Science Education was again used as the technical skill assessment for all programs in the Health Science cluster. The cluster-level end-of-program assessment was administered to 5,770 concentrators in four programs under the federal Health Science cluster during the 2010-2011 school year. The NOCTI Advanced Accounting assessment was administered with 2,466 concentrators in the Finance cluster. The NOCTI General Management assessment was administered with 2,985 concentrators in the Business Management cluster.

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

The Agriculture, Food and Natural Resources (AFNR) CRG recommended that the Youth Outcomes AFNR Foundation skills assessment needed improvement. It was agreed that an independent review of the assessment items could lead to an improvement on the quality. OCTE led a core group of CRG members as evaluators for an independent review and evaluation of the AFNR assessment. The processes included both checks and feedback for:

1. Analysis of the accuracy in terminology and grammar with an initial confirming bias review.
2. Analysis of the content alignment to skills standards.
3. Analysis of categorical content congruence to skills standards.
4. Analysis of depth of knowledge congruence to skills standards.

Feedback and suggestions from the review and evaluation process was provided to Youth Outcomes, who agreed to implement the feedback and suggestions. The improved AFNR foundation skills assessment was field tested with 139 secondary AFNR students in April 2011 with a follow up questionnaire for students, teachers, and proctors. The survey results indicated that students and teachers considered the foundation skill level assessment focused on skills that were too general and seemed both trivial and irrelevant to the specific skills required. For this reason, OCTE has continued the search and selection process with a focus on the cluster pathway level of AFNR.

The Transportation, Distribution and Logistics cluster advisory group determined that a cluster-level assessment is not feasible for this cluster due to the diversity of programs within the cluster. The automotive technology subgroup recommended that the state utilize the Michigan automotive licensing exams as the technical skill assessment for automotive technology programs. However, the Michigan Department of State could not administer an online version of the licensing TSA in 2011. Therefore, OCTE began field testing both the state of Michigan certification TSA and the NA3SA TSA. In May 2011, 279 secondary automotive students were administered the NA3SA TSA with 187 students also taking the state of Michigan certification TSA. Again, a follow up study of teachers and proctors was collected. Although, both assessments were rated as being both relevant and with benefits, it was decided by OCTE to prioritize the state of Michigan certification TSA test, pending a content review. Alternatively, the NA3SA TSA would be used if the state of Michigan certification TSA did not meet criteria.

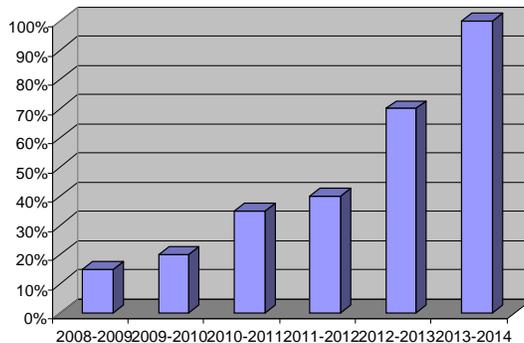
The aviation subgroup has field tested select items from the ASA Prepware School software in the spring of 2010. The field test revealed a flaw in the web-based assessment administration program invalidating the results of the field test. ASA Prepware reports that the software flaw has been corrected. However, the format of the assessment items lead to questions related to reliability and validity of the assessment using those items. In following up with the FAA Psychometrician, it was revealed that they do not use the test with that particular format as a certification test and also shared statistical analysis confirming that there are reliability issues. Instead, the FAA uses a process involving performance rating on authentic tasks on a one on one basis. Therefore, a plan was devised to supplement and improve the ASA Prepware items to include a fourth detractor. However, the plan requires selecting items for improvement based on content and depth of knowledge to the skill standards, which are scheduled for review and revision during the 2011-2012 school year. Therefore, the assessment improvement plan was put on hold until spring of 2012.

The Education and Training CRG selected and field tested the Michigan Test for Teacher Certification (MTTC) Basic Skills Test in April 2011 to 44 secondary students in Education and Training programs. Again, a follow up study of students, teachers, and

proctors was collected. Results of the survey were positive. Therefore, the MTTC has been adopted by the state as the TSA for this cluster pathway, with implementation beginning in 2011-2012 school year.

The following areas are now beginning to go through the Assessment and Selection process: Arts, AV, and Communication; Information Technology; and the Law, Public Safety, and Security Cluster pathways. Additionally, the interstate Cluster Pathway Assessment Collaborative (CPAC) has been actively pursued as a contributing member. OCTE is currently reviewing cluster pathways to select one pathway as a target for the development process through CPAC.

**Assessment Implementation**



**Postsecondary**

The Michigan Community College Data and Evaluation Committee (MCCDEC) conducted a two year review of third party certifications, assessments, licensures, and other credentials. The results are posted on the Michigan Community College Network (MCCNet) website: <http://www.michigancc.net> This information includes the name of the granting agency and necessary variables (e.g. credentialing entity, credential type, test schedule, contact information) required by Michigan community colleges to gather and report on these data for IP1: Technical Skill Attainment. A study was conducted this year that matched outcomes of IP1: Technical Skill Attainment with available assessments. These were cross-referenced to the various programs offered at the community colleges in order to provide information on available third-party assessments and which assessments were actually being used by community colleges to report on technical skill attainment. Through this process, other assessments were discovered and included in the master database for technical skill assessments. There are still many programs, however, without certifications and/or assessments. As more certifications and/or assessments become available or known, they will be added to this list of state recognized certifications and assessments.

Colleges continued to submit data on those programs with assessments. These CIP Code programs were added to those already in existence: Communications Technology/Technician, Radio and Television Broadcasting Technology/Technician, Foodservice Systems Administration/Management, Parks, Recreation and Leisure Facilities Management, Kinesiology and Exercise Science, Forensic Science and Technology, Security and Loss Prevention Services, Juvenile Corrections, Criminalistics and Criminal Science, Corrections Administration, Clinical/Medical Laboratory Assistant, Physical Therapist Assistant, Veterinary/Animal Health Technology/Technician, Emergency Care Attendant (EMT Ambulance), Respiratory Therapy Technician/Assistant, Electrocardiograph Technology/Technician, Phlebotomy/Phlebotomist, Diagnostic Medical Sonography/Sonographer and Ultrasound, and Banking and Financial Support Services.

**3. Implementation of State Program Improvement Plans**

Michigan exceeded the targeted levels for six CPIs (1S1, 1S2, 2S1, 3S1, 4S1, 6S2) and met 90% of the adjusted levels of performance for two CPIs (5S1, 6S1). This represents an overall improvement in state performance for 2010-2011 compared to 2009-2010 where 6S2 targets were not met.

The following section shows the negotiated performance levels (third column of each chart) for all core indicators for the 2010-11 grant year. The actual performance of the state is shown in the last column. Following each chart is a summary for each indicator.

Core Indicator	Measurement	Negotiated Targeted Levels 2010-11	Actual Results for 2010-11
1S1 Academic Attainment – Reading/ Language Arts	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>	48.00%	66.33%

Core Indicator	Measurement	Negotiated Targeted Levels 2010-11	Actual Results for 2010-11
1S2 Academic Attainment – Mathematics	<b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.	46.00%	51.00%
2S1 Technical Skill Attainment	<b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year. <b>Denominator:</b> Number of CTE concentrators who took assessments during the reporting year.	35.05%	54.35%
3S1 School Completion	<b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or earned a State-recognized equivalent, during the reporting year. <b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its five-year graduation rate.	83.00%	94.39%
4S1 Student Graduation Rates	The percent of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <b>Numerator:</b> Number of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate. <b>Denominator:</b> Number of CTE program concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	80.00%	94.29%
5S1 Placement	<b>Numerator:</b> Number of 11th and 12th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the third quarter following the program year in which they left secondary education. <b>Denominator:</b> The number of 11th and 12th grade CTE completers who left secondary education during the reporting year.	95.04%	94.36%
6S1 Nontraditional Participation	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	25.00%	23.50%
6S2 Nontraditional Completion	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups, who completed a program that leads to employment in nontraditional fields prior to leaving secondary education and who left school in the reporting year. <b>Denominator:</b> Number of CTE participants from underrepresented gender groups, who had participated in a program that leads to employment in nontraditional fields and who left school in the reporting year.	21.20%	28.35%

**A. State’s Performance on Required Indicators for 2010-2011**

**Definitions:**

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

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

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

For 2010-11 the performance level for this indicator was 66.33%, an increase of 18.11% from the previous year. This performance level exceeds Michigan’s adjusted level of performance. Beginning in 2009-10, the state measure for this indicator was the MME reading score rather than the mean of the reading and writing scores. The large change observed in 2010-11 may be due to the change in measure since the Michigan Merit Exam (MME) is administered in the spring of a student’s junior year of high school. Therefore, the assessment scores reflect a student’s academic attainment prior to completing, and sometimes prior to entering, the CTE program, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

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

For 2010-11 the performance level for this indicator was 51.00%, an increase of 3.81% over the previous year. This performance level exceeds Michigan's adjusted level of performance. The increase in performance is especially notable because Michigan's high school assessment, the Michigan Merit Exam (MME), is administered in the spring of a student's junior year of high school. Therefore, 2010-2011 would be the first year this new measure would be reported for most concentrators who left school. The assessment scores reflect a student's academic attainment prior to completing, and sometimes prior to entering, the CTE program, where many of them thrive in learning CTE skills, as well as integrated reading and mathematics skills.

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

For 2010-11, the performance level for this indicator was 54.35%, a decrease of 0.87% over the previous year. This performance level exceeds Michigan's adjusted level of performance. The slight decrease in this indicator could be due to the fact that the number of students taking assessments in the state increased by 56.01% from 5,833 students in 2009-10 to 9,100 students in 2010-11 and that an additional assessment was used in the calculation of the indicator.

### **3S1 – School Completion:**

For 2010-11 the performance level for this indicator was 94.39%, a decrease of 3.17% compared to the prior year. The 2010-2011 performance exceeds Michigan's adjusted level of performance. This indicator was computed using data for the cohort of students that entered ninth grade in 2005-06. The denominator includes all concentrators in the cohort year (expected 4-year-graduation date) of 2008-2009. The numerator is the number of students who had graduated in 2009-2010 or before, (within five years of entering ninth grade) with a high school diploma or other measure of high school completion (e.g., special education certificate of completion). The measure is currently reported a year behind the NCLB measure because the Perkins reporting deadline is earlier than the reporting deadline for the NCLB measure.

### **4S1 – Student Graduation Rates:**

For 2010-11 the performance level for this indicator was 94.29%, exactly equal to the rate from the previous year, which exceeds Michigan's adjusted level of performance. This measure was computed using data for the cohort of students that entered ninth grade in 2006-07. The denominator includes all concentrators in the cohort year (expected four year-graduation date) of 2010. The numerator is the number of students who graduated in 2009-2010 or before, (within four years of entering ninth grade) with a regular high school diploma. This measure aligns to the graduation rate reported for NCLB for 2009-2010. The measure is currently reported a year behind the NCLB measure because the Perkins reporting deadline is earlier than the reporting deadline for the NCLB measure.

### **5S1 – Placement:**

For 2010-11 the performance level for this indicator was 94.36%, an increase of 0.81% over the previous year. The placement rate in Michigan has increased each year in the last two years. Although the 2010-2011 level is below Michigan's adjusted level of performance of 95.04%, it comes within 90% of the target. It can be viewed as a positive that, in Michigan's current economy, the state's placement rate still remains consistent from previous years. With a continued response rate of 85% or higher to the annual CTE Follow-Up Survey, OCTE hopes that the performance level on this indicator will continue to rise as the economy improves in Michigan.

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

For 2010-11 the performance level for this indicator was 23.50%, an increase of 3.62% from the prior year. The nontraditional participation rate in Michigan has increased each year in the last two years. The 2010-2011 level was below Michigan's adjusted level of performance of 25.00% but within 90% of the target. Michigan continues to work on increasing this indicator through the Breaking Traditions Award Program and a yearly workshop addressing strategies for improving nontraditional participation.

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

For 2010-11 the performance level for this indicator was 28.35%, an increase of 7.27% over the previous year and above Michigan's adjusted level of performance.

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

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

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

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

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

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

For this indicator, students in all special population categories mentioned previously, except Migrants, performed well below the state average. OCTE will stress that programs encourage and assist special population students' learning opportunities in their programs to help improve this indicator. Tech Prep students achieved a performance level of 59.18%, which is higher than the rest of the population.

### **3S1 – School Completion:**

For this indicator, students in the special population category of Economically Disadvantaged performed at a significantly lower rate than the general CTE population from Michigan, compared to the other special population categories. Limited English Proficient students completed at nearly the same rate as the general population (94.39% versus 93.55%). As mentioned for the academic indicators, OCTE will continue to stress increasing special populations students' opportunities to succeed in academics any way possible. This should help increase graduation rate for these students, as well.

### **4S1 – Student Graduation**

For this indicator, students in the special population categories of Disabled, Economically Disadvantaged, and Single Parent, performed at a lower rate than the general CTE population from Michigan. OCTE will provide technical assistance to administrators and teachers to help improve student persistence. Tech Prep students completed school at a slightly higher rate than the rest of the population.

### **5S1 – Placement:**

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

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

For this indicator, students in the special population categories of Disabled, Limited English Proficient, and Migrants performed at a lower rate than the general CTE population from Michigan, while students in the special population categories of Economically Disadvantaged and Single Parent performed at a higher rate than the general CTE population from Michigan. OCTE will also include nontraditional indicators when emphasizing technical assistance with programs to seek improvement for special population students.

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

For this indicator, students in the special population categories of Disabled, Single Parent, and Limited English Proficient performed at a higher rate than the general CTE population from Michigan while students in the special population category Economically Disadvantaged performed at a lower rate than the general CTE population from Michigan. There were no students in the Migrants category who completed their program. OCTE will also include nontraditional indicators when emphasizing technical assistance with programs to seek improvement for special population students.

### **Summary of Disparities:**

#### ***Special Populations Students***

Disabled Students, Economically Disadvantaged Students, and Single Parents all continued to perform at a lower rate than the general CTE population; with the students with disability status performing at about a rate of 6% to 40% lower than the general students, with 1S1 and 1S2 being the lowest. Nontraditional students performed consistently with the general CTE population, within 75% to 90% of the general student performance for each indicator.

#### ***Tech Prep Students***

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

### **Improvement Plan**

OCTE reviews local recipient grant applications and final reports and provides technical assistance on the basis of a team structure. Four Perkins teams, comprised of OCTE staff, service six to seven regions of the state for both CTE and Tech Prep

grants. In addition, a Perkins Leadership Team, comprised of representatives from each team, meets regularly to determine and recommend policy and procedures relating to CTE and Tech Prep.

Action Steps	Implementation	Staff
(1) Review and analyze data reflecting the disparities in performance by disaggregated categories as compared to all CTE students and any other information which may identify areas of the state, student populations, etc. indicating gaps in performance as compared to that of the whole state	Winter 2012	Perkins Teams
(2) Determine, provide and require funding-application research based activities proven to positively affect student performance especially for those students at high risk	Winter 2012	Perkins Teams
(3) Develop statewide and regional technical assistance events/activities addressing those gaps in performance, specific regional needs, new mandates (assessments) based upon assessed needs and recommendations from grantees	Winter/Spring 2012	Perkins Teams Perkins Leadership
(4) Provide technical assistance events/activities as developed and amend, as needed	Fall 2010 Winter/Spring 2012	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 2011 Winter/Spring 2012	All OCTE

No later than **July 1, 2012**, a complete schedule of technical assistance activities will be finalized for implementation in the 2012-2013 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.

Michigan community colleges exceeded four of the expected levels of performance and came within less than one percentage point of achieving the expected levels for two of the core indicators.

Indicator and Citation	Measurement Definition	Expected Level for 2010-11	Actual Level 2010-11
1P1 Technical Skill Attainment	<b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year (that can be identified). <b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year (which can be identified).	91.50%	90.81%
2P1 Credential, Certificate, or Degree	<b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. <b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.	27.73%	26.93%
3P1 Student Retention or Transfer	<b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. <b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	65.55%	67.44%
4P1 Student Placement	<b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 <sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.	62.27%	80.59%
5P1 Nontraditional Participation	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	23.60%	24.69%
5P2 Nontraditional Completion	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	20.60%	20.73%

#### 1P1 – Technical Skill Attainment:

Michigan community colleges came within less than 1% of meeting the expected performance level of 91.50%. During 2010-11, four of the special populations groups exceeded the expected level of performance. Individuals with Disabilities (90.43%),

Economically Disadvantaged (91.59%), Single Parent (94.21%) and Displaced Homemaker (97.83%) all exceeded the expected level. Non-traditional (89.46%) came within the 90% benchmark. LEP (72.00%), and Tech Prep students (73.47%) did not either meet or come within 90% of the expected levels of performance.

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

Michigan community colleges came within less than one percentage point of the expected level for 2010-11. All special populations groups with the exception of LEP exceeded the expected performance level. LEP (26.79%) did come within the 90% threshold but Tech Prep students (20.91%) neither met the expected level of performance nor did they come within the 90%. Anecdotal information from the colleges identifies a reduction in the number of hours that some students are able to maintain. There are differing reasons for this reduction, including the economic factors that are hitting many households and the reduction in available funds to pay for additional classes. Employment opportunities are taking a priority over completing a certification and/or degree, and some jobs do not require credentials. Additionally, many businesses either have cut back or eliminated tuition reimbursement for employees. The last several years have seen an every other year fluctuation in the graduation rates that are reported. This is partly caused by the way programs offer their courses (every other year) or by the elimination of some classes, due to low enrollment for the specific section.

**3P1 – Student Retention or Transfer:**

Michigan’s community colleges exceeded the expected level of performance by achieving a 67.44% performance level. All Special Populations students exceeded the expected performance level: Individuals with Disabilities-76.95%, Economically Disadvantaged-67.46%, Single Parents-76.28%, Displaced Homemakers-78.17%, LEP-81.73%, Nontraditional-69.20%, and Tech Prep-64.94%. Tech Prep students came within less than 1 % of achieving the expected level with a performance level of 64.94%. It bears noting that the figures tend to be small, so any analysis of such data should be coupled with a look at extraneous variables.

**4P1 – Student Placement:**

Michigan community colleges exceeded the expected state performance level of 62.27% by achieving an actual performance level of 80.59%. All special populations groups exceeded the expected performance level for 2010-11: Individuals with Disabilities-96.26%, Economically Disadvantaged, 79.92%, Single Parents-81.08%, Displaced Homemakers-71.43%, LEP-66.67%, and Nontraditional-85.80%. Tech Prep, however, neither met the performance level nor came within 90% by achieving a performance level of 53.85%.

**5P1 – Nontraditional Participation:**

Michigan community colleges exceeded the expected state performance level of 23.60% by achieving an actual performance of 24.69%. All special populations groups with the exception of Displaced Homemakers, exceeded the expected level: Individuals with Disabilities- 24.54%, Economically Disadvantaged- 26.59%, Limited English Proficient-26.93%, Single Parents-32.17%, Non-traditional- 98.88%, Displaced Homemakers-18.83%. Tech Prep came within 90% of meeting the expected level of performance by achieving a performance level of 21.83%.

**5P2 – Nontraditional Completion:**

Michigan community colleges exceeded the expected state performance level of 20.60% by achieving an actual performance of 20.73%. Individuals with Disabilities-31.97%, Economically Disadvantaged-31.90%, Limited English Proficient-36.11%, and Non-Traditional-65.06% exceeded the expected performance level. Displaced Homemakers- 13.21% and Single Parents – 19.23% did not achieve the expected levels of performance. Tech Prep students-26.44% also exceeded the expected level of performance.

**4. Implementation of Local Program Improvement Plans**

*Secondary*

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

Indicator	Number of Regions	Indicator	Number of Regions
1S1	1	4S1	0
1S2	1	5S1	0
2S1	1	6S1	12
3S1	0	6S2	4

Ten out of the 25 regions met all eight indicator targets. The remaining 15 regions failed to make 90% of at least one indicator of the ALP. The number of regions meeting 90% of the ALP improved for indicators 1S1 (from 5 to 1), 1S2 (from 6 to 1), and 6S2 (from 25 to 4) compared to last year. The number of regions meeting 90% of the ALP worsened for indicators 2S1 (from 0 to 1)

and 6S1 (from 8 to 12) compared to last year while the number of regions meeting the 90% target remained the same for indicators 3S1 (remained at 0), 4S1 (remained at 0), and 5S1 (remained at 0) compared to last year.

A determination of disaggregated categories of students for whom there were disparities or gaps in performance compared to all CTE students will be made to assist regions in the development of Improvement Plans. The 15 regions will be required to develop improvement plans with action steps, timelines, and staff responsible no later than March 1, 2012. Applications for funding for 2012-2013 are due April 1, 2012 and improvement plans must be consistent with the activities selected as part of these applications. In January 2012, the MDE Office of Career and Technical Education will hold technical assistance training for those regions which did not meet the Core Performance Indicator standards. The training will include technical assistance on analyzing and using the performance data to develop regional improvement plans.

### ***Postsecondary***

This past year, colleges have continued to work in collaboration with MCCDEC, to improve data collection and reporting. Each college receives a history of their data along with whether or not they came within the 90% benchmark. Colleges are asked to review their plans and make any adjustments in their local annual application. This serves as their local improvement plan. Even if a performance level is achieved, colleges are required to undertake activities to demonstrate continuous improvement.

The MCCDEC meets quarterly and reviews definitions and methodology for consistency and clearness in order to achieve valid and reliable data. The guidelines were pilot tested by several community colleges in order to make sure methodologies and definitions could be followed by the community colleges. The core indicator methodologies were strengthened by the fact that CCS reviewed and discussed all core indicator methodologies as a group, both internally at each community college, and externally by MCCDEC and other groups, i.e., MODAC.

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

An analysis was conducted of each core indicator to indicate the number and percentage change from baseline data. Data is posted on the secured side of MCCNet, for further analyses and data is reviewed to ensure that the data files uploaded without error. Corrections and/or changes are again made at this level, if necessary. Final data are posted on the public side of MCCNet.

CTE Concentrator – A postsecondary/adult student who:

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

Michigan community colleges reported 96,960 concentrators as having been enrolled during 2010-11.

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

There were 152,466 CTE and 5,296 Tech Prep participants enrolled in Michigan community colleges during 2010-11.

### **5. Tech Prep Grant Award Information**

Michigan used a combination of a formula and a base grant to award Tech Prep funding to Tech Prep consortia with an approved grant application. A total of \$3,436,776 was disseminated to 24 regional consortia based on the eleventh and twelfth grade enrollments of participating high schools and a per student rate of \$10 for urban districts and \$18 for rural districts. Funds remaining after the formula was computed were divided evenly and added to each consortia's funding. The fiscal agencies for each of the consortia and the funding amounts were as follows. (ISD=Intermediate School District, RESA=Regional Education Service Area, C.C.= Community College, ESA=Educational Service Area)

<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>	<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>
Gogebic-Ontonagon ISD	\$63,351	Lansing C.C.	\$166,253
Marquette-Alger RESA	\$92,943	Genesee ISD	\$195,929
Eastern U.P. ISD	\$49,245	Macomb C.C.	\$286,489
Alpena Public Schools	\$77,933	Livingston ESA	\$91,527
Traverse Bay Area ISD	\$146,471	Oakland C.C.	\$350,995
COOR ISD	\$96,169	Berrien ISD	\$124,455
Ferris State University	\$93,891	St. Joseph ISD	\$102,695

<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>	<b>Tech Prep Fiscal Agency</b>	<b>Tech Prep Allocation</b>
Delta College	\$156,631	Calhoun ISD	\$112,433
Muskegon Area ISD	\$98,585	Hillsdale ISD	\$145,909
Montcalm Area ISD	\$92,901	Washtenaw ISD	\$114,823
Tuscola ISD	\$135,995	Detroit Public Schools	\$141,887
Ottawa Area ISD	\$114,025	Monroe County ISD	\$307,477
Grand Rapids C.C.	\$219,651	<b>TOTAL</b>	\$3,578,663

Detroit Public Schools' regional allocation was \$141,887, but the district did not submit a Tech Prep application in the 2010-2011 program year.

A total of 209 public high schools participated in Tech Prep in 2010-11 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 articulation agreements to provide continuous improvement and further linkages to state standards. OCTE collects data yearly on articulation agreements between state-approved secondary CTE programs and state-approved postsecondary occupational programs. In 2009-10, 779 agreements were reported and in 2010-11 350 agreements were reported.

### **Program Effectiveness**

Target percentages for the 2010-2011 year were negotiated with each Tech Prep consortium of the state using baseline data collected in 2008-09. Indicator data were collected in 2010-2011 and compared to the agreed-upon target percentages. The target was determined to have been met if 90% of the target was achieved.

For indicator 1PTP3, baseline data was collected. There were no data available for 1PTP4 because the baseline cohort is still enrolled in postsecondary education. One of the 24 consortia that were awarded Tech Prep grants in 2010-2011 met all the other Tech Prep indicators.

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

<b>Indicator</b>	<b>No. Consortia Failed to Meet Target</b>	<b>Indicator</b>	<b>No. Consortia Failed to Meet Target</b>
1STP1	5	1PTP1	13
1STP2	6	1PTP2	11
1STP3	9	1PTP3	Baseline data collected
1STP4	5	1PTP4	Cohort still enrolled in postsecondary education
1STP5	12		

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