

# Consolidated Annual Report, Program Year 2012 - 2013 Michigan

## Step 3: Use of Funds: Part A

---

### 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Developing Valid and Reliable Assessments of Technical Skills

Secondary

The selection and adoption of assessments continued to present a challenge for Michigan. Progress was slower than planned due to the lack of additional funding, which constrained the assessments that could be considered for statewide adoption and available staff devoted to the project. Additionally, there is still a lack of reliable, valid, affordable assessments aligned to nationally-recognized standards that are appropriate to secondary students and for which scores can be obtained for state reporting. Michigan's process for identifying statewide third party assessments for secondary programs utilized multiple referent groups. The Assessment and Accountability Referent Group (AARG) consisted of assessment and measurement experts from intermediate school districts, the Michigan Department of Education Bureau of Assessment and Accountability (BAA), community college representatives, representatives from Community College Services in the Workforce Development Agency, secondary CTE administrators, and OCTE staff. The review and selection of assessments for each career cluster area involved a Cluster Referent Group (CRG) which consisted of secondary and postsecondary content area experts, one or more measurement professionals, a secondary CTE administrator, and OCTE research and program staff. OCTE staff working on Technical Skill Assessment (TSA) review and adoption met biweekly to review and discuss progress and processes. To facilitate discussion around the selection of assessments secure collaborative applications housed within the CTEIS were utilized to share data, information, and ideas between OCTE and districts, industry partners, and vendors.

The timeline for reviewing and selecting TSAs was further refined during the 2012-13 school year. Career Clusters and CTE programs with the largest numbers of students enrolled were prioritized for assessment selection. Michigan's process involved review and evaluation of assessments for psychometric qualities, review of assessment information by CRGs, and, where possible, content review of the assessment items. Assessments that were field tested were evaluated using a both a survey from students, teachers, and proctors, and the assessment results. Assessments with acceptable field test feedback and ratings were adopted for full implementation in 2013-14.

During the 2012-13 school year, assessments were reviewed for the following career clusters: Transportation Distribution & Logistics sub group: Collision Repair Technician, and Medium/Heavy Truck Technician; Arts, A/V Technology, and Communications sub groups: Radio and TV Broadcasting Technology, and Graphic Communications; Manufacturing sub group: Welding; and the Marketing Sales and Service Career Cluster, Hospitality & Tourism, Architecture & Construction. Multiple field test administrations were conducted for: two programs in the Transportation Distribution & Logistics Career Cluster; two programs in Arts, A/V Technology, and Communications Career Cluster; and the Marketing Sales and Service Career Cluster. The review and selection process for the Manufacturing, Hospitality & Tourism and Architecture & Construction Career Clusters will continue into the 2013-14 school year with planned field testing during Spring 2014.

OCTE continued 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 linking student names to UICs were created for each adopted assessment and the files were provided to the assessment vendors under a data sharing agreement. In 2012-13, Michigan had agreements with Automotive Service Excellence (ASE), State of Oklahoma (health), and the National Occupational Competency Testing Institute (NOCTI). This process improved the accuracy of the data. Assessment data issues were decreased during the 2012-13 school year and newly adopted assessment data that exhibited match issues went through a UIC resolution process with districts through the OCTE Moodle application on the CTEIS allowing districts to accurately link assessment scores to student records.

Postsecondary

CCS, through the MCCDEC, has continued to identify skill certifications and technical skill assessments for occupational programs. Again this year, 1P1: Technical Skill Attainment with available outcomes 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 Perkins State Plan for Career and Technical Education.

**2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

Yes

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

Secondary

Data specific to participation in-, and progress through-, secondary CTE programs are collected through the Career and Technical Education Information System (CTEIS). Data from various other sources are matched into the CTEIS system to prevent duplicate data collections. Student demographic and graduation status data were collected through, and extracted from, the Michigan Student Data System (MSDS), student academic assessment data were collected and extracted by the state academic assessment system, and student technical skill assessment data were collected from multiple assessment vendors and shared with OCTE based on data sharing agreements. In all cases, record-matching was carried out by linking records utilizing the student's state Unique Identification Code (UIC) and a de-duplication process. Data elements collected through other systems were reflected back to districts via CTEIS to allow districts to review and correct data in the source systems prior to final data processing. Automated systems checked student identification against the state's master system to ensure accurate and up-to-date information. Individual student records produced through the matching process were utilized to produce the EDFacts files. During 2012-13, preliminary discussions were held regarding the feasibility of automating the connection between CTEIS to other state systems to ensure regular, accurate updates of data from other state (non-CTE) systems. OCTE and the Center for Educational Performance and Information (CEPI) identified CTE fields for inclusion in the Statewide Longitudinal Data System (SLDS) and business rules were developed. Incorporation of CTE data into the Michigan SLDS will continue through 2013-14 School Year.

During 2012-13 OCTE explored matching CTE student records with community college student data collected by CEPI. Progress was slow due to limited staff time to trouble-shoot problems such as duplicate records. OCTE research staff also began attending CEPI meetings of SLDS stakeholders and community college data meetings to become familiar with postsecondary and workforce data. Also in 2012-13, OCTE continued to develop and share data dashboards in Tableau to allow districts to easily drill down into data and generate graphs and tables for data mining. OCTE continued support of a survey center to assist local districts to complete a follow-up survey of CTE student placement in employment, postsecondary education, or military.

Postsecondary

CCS, with input from MCCDEC, revised the data collection/application site, MCCNET. Reports were expanded for the core indicator requirements so colleges received more information about the data being submitted. 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.

# Consolidated Annual Report, Program Year 2012 - 2013 Michigan

## Step 3: Use of Funds: Part B

---

### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

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 career and technical education (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 the Office of Career and Technical Education (OCTE) and districts, industry partners, and vendors. The collaborative tools are used for assessment and program specific tasks such as sharing student assessment data with district staff to validate, change, or update specific student identification information. The data collected in CTEIS allows us 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, CIP code, 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 performance levels. Individual student data provided to the state by each local educational agency (LEA) is reported at the aggregate level to and for each district, fiscal agency, CEPD, region, and the state (including each special population category) 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 26 CTE 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. Additionally, Risk Analysis Factors are used to determine if it is necessary to perform an out-of-cycle targeted visit to any regions. During the Technical Review, Assistance and Compliance (TRAC) onsite monitoring process, for 2012-2013, five of the 26 Perkins regions were monitored for compliance with Perkins statutes, state laws, and policy. In addition, one of the regions was selected for an out-of-cycle targeted visit. 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 regions to be visited, including review of such documents as core performance indicator (CPI) data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education (MDE) information regarding districts with CTE programs that did not make adequate yearly progress under the Elementary and Secondary Education Act (ESEA). 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.

CTE enrollment data, student demographic, and special populations characteristics, graduation status, state academic assessment, and technical skill assessment data were used to generate reports at multiple levels from state-level to consortia-level and individual program-level. Aggregate reports based on individual student data were provided to districts and the public via an interactive report generator which allowed analysis at the state, consortia, district, building, and program level, across years and for all students and special populations student categories to aid in performance evaluation at the local level. Cluster, pathway, and program-specific information was used to target technical assistance efforts at the regional, CEPD, and district level. Local educational agencies (LEAs) also analyzed data at the teacher, course, and student level to evaluate programs and provide appropriate interventions for students, including those who were members of special population subgroups. Districts were also provided with trend data for each Core Performance Indicator and with interactive Tableau Dashboards to assist in drilling down through the data to analyze subgroup performance.

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, Title II of the Americans with Disabilities Act) to ensure equitable access for all students. During 2012-2013, ten agencies were reviewed, including one community college. Technical assistance was provided to 36 agencies as they completed Office of Civil Rights compliance plans.

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

#### Postsecondary

Each year, the Community College Services (CCS) area of the Workforce Development Agency in the Michigan Economic Development Corporation, 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 CPIs 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 the Michigan Community College (MCCNET) and is used to collect the core indicator data by individual program within each community college, four universities, and one tribal college. CCS uses these data to assess how well special population groups are doing as compared to total occupational students. This program-specific information allows CCS to focus technical assistance efforts at the program level based upon analysis of the data. Colleges are provided historical data for each of the core indicators as well as whether or not they have met the 90% threshold. Those that did not meet the 90% threshold, did not show improvement, or did not meet the standard were 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 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. MCCDEC began the process of reviewing current evaluation processes used by the various community colleges in order to possibly standardize evaluation methods throughout the state. The core indicators are central to this process. MCCDEC also reviewed all the core indicators last year (especially 1P1 and 2P1) in order to provide insight for the state as to why certain discrepancies occurred and why others may or may not have attained the expected level of performance. Recommendations were provided, instructions were updated, and some colleges re-ran and re-submitted their data based upon MCCDEC clarifications and recommendations. The committee also provides information regarding best practices for program and service improvement.

## **2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

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

## Secondary

Rapidly developing technologies are transforming the world and CTE programs. Highly technical, knowledge-based careers 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 summer 2013, one new and emerging CTE program was approved as a new CTE program in the Finance Cluster - Insurance and Financial Services. All state-approved CTE programs are required to have an active advisory committee of technical experts from local business and industry. These members provide valuable feedback on current technology training needed in CTE instructional programs.

## Postsecondary

The TRENDS in Occupational Studies Conference continues to provide a means for colleges to learn about the latest research, technology, and innovations in CTE. The 2012 TRENDS conference was held at the Grand Traverse Resort and Spa in Traverse City, Michigan. More than 486 faculty, administrators, and counselors participated in the conference, with over 106 separate workshops and 142 speakers. Keynote speaker, Alan November, Senior Partner and Founder of November Learning spoke on "A series of emerging concepts such as professional communities, renewed family engagement, "anytime, anywhere" learning, and real time assessments." He discussed how those elements are changing the culture of teaching and learning. Mr. Freeman A. Hrabowski III, Ph.D., President of The University of Maryland, Baltimore County spoke on "Beating the Odds-The Critical Role of Community Colleges in Preparing Students from all Backgrounds for STEM Careers. The presentation addressed how global, rapid and dramatic technological and demographic changes present challenges when preparing the workforce for careers in the STEM fields. Mr. Hrabowski provided the audience with best practice strategies in building partnerships with business and industry, the government, and the educational systems around the country. Participation by vendors at the conference allowed educators to see and experience new and available opportunities in the field of technology and other occupational career fields.

CCS 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.

**3. During the reporting year, what professional development programs did your state offer, including providing 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? On what topics?**

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

During 2011, MDE organized a professional learning workgroup to review and update its professional learning policy and standards. The resulting guidance document outlines quality indicators of professional learning and the roles of various stakeholder groups in designing, implementing, and supporting high quality professional learning. CTE professional development activities are being designed and implemented consistent with the revised standards and quality indicators.

Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. CTE curriculum consultants work continuously with the MDE Office of Professional Preparation (OPPS) to update teacher preparation standards in CTE areas, as well as to assist revising requirements for CTE certification and work experience rules.

Two teacher education preparation grants were awarded to two public universities that prepare and recommend high quality pre-service students for vocational certification. These institutions also provide support to practicing teachers through inservices, conferences, and other training opportunities. Grant requirements included the recipients' presentations of outcomes and information at the Michigan Career Education Conference or a related professional development program. Evaluations generated by these activities were good. 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, including the Fall OCTE Update, the Winter Perkins Grant Dissemination and Closing the Achievement Gap workshop, meetings of the Statewide Articulation committee, 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 2012-13, OCTE worked with the counselor professional associations to support their Fall and Spring conferences, including issues related to earning academic credit in CTE programs, the Michigan College Access Network, and the counselor certification. Staff also works in collaboration with the Michigan Occupational Special Populations Association (MOSPA) and multiple program specific teacher associations. The Michigan Comprehensive Guidance and Counseling Program has been revised by the Michigan School Counselor Association and they are currently seeking endorsement by the National School Counselors Association. 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 and CTE teacher organizations to provide comprehensive professional development at statewide conferences, through website resources, summer institutes, and program specific events. Through a state leadership grant, an additional competitive grant provides for expertise and services in:

- \*Locating and evaluating national and industry standards relevant to and related to high-quality CTE programs and CTE program development

- \*Developing and managing a web portal (Navigator) 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

OCTE continued to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2012-13 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 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 600 educators, administrators, counselors, and business partners. The 2013 conference theme, Career and Technical Education: Learning that Works for Michigan, 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 and in support of the Michigan economy.

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, 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 U.S. Department of Labor, Office of Apprenticeship, 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 Development, 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. Additionally, postsecondary special population coordinators and advisors received support from CCS to attend the 2012 Michigan Occupational Special Population Association's State Conference. The conference provided opportunities for secondary and postsecondary coordinators to build linkages and address the needs of special populations' students transitioning from secondary to postsecondary institutions.

#### **4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

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 increased enrollment in nontraditional CTE programs. Perkins nontraditional program areas have been identified, reflecting current state 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 MDE Title IX coordinator, who provides resources to LEAs. OCTE also supports the Michigan Occupational Special Populations Association professional organization addressing all SPOPS, including nontraditional.

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 2012-2013, 22 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.

A member of the OCTE staff presented at the 2013 National Alliance for Partnerships in Equity (NAPE) conference.

#### 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 nontraditional enrollment and completion. Special population coordinators reviewed assessment procedures and examined strategies for enrolling and retaining special population students in nontraditional career areas. CCS continued to provide direction and support for the Michigan Postsecondary Special Populations Council (MPSSPC), which provides leadership and opportunities for collaboration. Workshops are designed for the improvement of student success within the community college system. Additionally, the MPSSPC affords Special Population coordinators opportunities for professional development and the sharing of strategies in the development, administration, delivery, and advocacy regarding the Perkins/special populations grant.

#### **5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

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

### Secondary

The State Superintendent and the State Board of Education have examined student performance data and have resolved to place a focus on the achievement gap that exists for historically disadvantaged students – particularly African American males. To that end, MDE is creating a comprehensive, coordinated strategy to eliminate the achievement gap that supports districts and schools and establishes regular measurements to monitor progress locally and statewide. The goals include: expose the racial achievement gap and the systemic factors that perpetuate it, explore courageous conversations about race in ways that will engage, sustain, and deepen authentic understanding and meaningful action, and cultivate a statewide framework that will enable each stakeholder to depart from the status quo.

OCTE implemented regional improvement plans and supported strategies that focus on African American males, but also that promotes the same equity for all special populations groups. School professionals that work with special populations received support through state-sponsored technical assistance and professional development activities, 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 and special populations listserves.

### 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 in-service workshops and technical assistance to colleges on high skill, high wage, and high demand programs as they relate to special populations within individual community colleges. Additional support is provided by the postsecondary unit of MOSPA and MPSSPC. Workshop sessions at the MOSPA 2012 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. Lois Baldwin, President of MI AHEAD and an Advisor, Special Services at Kalamazoo Valley Community College examined the commonalities between MI AHEAD and Perkins requirements and how the philosophies of both could strengthen services to special population students. Other presenters discussed the Passport to Success Program which is designed to work with at-risk college students. The low-cost, high-touch model could be revised or duplicated for use at other colleges. All presentations during the professional development workshop were designed to assist special population professionals deliver and develop strategies and services which may remove barriers to the success of special population occupational students.

Special population 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, Division of Education and Career Success, 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 population coordinators create a community college specific administrative organization (MPSSPC) to help coordinate supportive services and professional development opportunities across community college campuses and the state.

## 6. During the reporting year, how did your state offer technical assistance for eligible recipients?

### Offering Technical Assistance for Eligible Recipients

#### Secondary

Technical assistance is a continuous effort involving all staff in the OCTE and occurs through phone calls and e-mail communication on a daily basis. Technical assistance is also provided through annual meeting with new and current CTE administrators, new CTE teachers, teachers of specific career cluster areas in specific regions, data staff, grant administrators, counselors, and special populations coordinators.

Technical assistance also focused on data use, specifically, subgroup analysis, including by special populations categories and race by gender. Technical assistance in support of data quality was provided through in-person trainings across the state as well as through semi-monthly conference calls with data entry staff. Monthly webinars were offered to provide technical assistance on implementing state technical skill assessments.

#### Postsecondary

CCS continues to provide technical assistance services as referenced earlier, but is often provided on an individual basis, at numerous conferences and in services 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 regularly scheduled MODAC meetings.

### 7. Serving individuals in state institutions

#### Part I: State Correctional Institutions

##### Amount of Perkins funds used for CTE programs in state correctional institutions:

223677

##### Number of students participating in Perkins CTE programs in state correctional institutions:

1688

##### Describe the CTE services and activities carried out in state correctional institutions.

Serving Individuals in State Institutions

Michigan serves incarcerated youth through the Department of Human Services, Bureau of Juvenile Justice, by supporting an instructor at the Maxey Training School. Approximately 37 students received instruction in Graphic Arts and Building Trades during the 2012-13 year. Michigan also awarded funds to the Department of Corrections to serve incarcerated adults. The Perkins funds supported program improvement by updating textbooks used by the Building Trades and Food Technology programs, providing professional development to business education technology instructors, and purchasing computers for the CTE programs. Due to the continuous movement of prisoners, only an average number of prisoners (1,651) enrolled in career and technical education programs can be provided at this time.

#### Part II: State Institutions Serving Individuals with Disabilities

##### Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

##### Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

##### Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Not applicable.

### 8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Supporting Public Charter Schools Operating Career and Technical Education Programs

All eligible charter schools are invited to participate in developing the annual grant application and participating in the Perkins regional grant activities. To increase charter school participation, OCTE has a requirement that CTE Perkins grant applicants must document their efforts to include all educational agencies that want to operate CTE programs or have students who want to enroll in CTE programs in the planning and availability of services.

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

No

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

No

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

# Consolidated Annual Report, Program Year 2012 - 2013

## Michigan

### Step 3: Use of Funds: Part C

---

#### 1. During the reporting year, how did your state provide 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?

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 activities and guidance on the National Career Cluster standards and the academic standards embedded within CTE program standards. Teachers are asked to complete a gap analysis of their curriculum against the state CTE and academic standards. 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.

Each year, OCTE awards two Excellence in Practice (EIP) Awards. The Career and Technical Education Program Excellence in Practice Award recognizes successful, exemplary state-approved CTE programs that demonstrate outstanding outcomes, produces measurable results, and leads to documented success in employment or postsecondary education/training. The Career and College Readiness Initiative Excellence in Practice Award recognizes outstanding practices, programs, or services that demonstrate exemplary support of career/college planning for students (that include their interests, abilities, and skills), promotion of high academic expectations, and linking secondary course taking (including CTE) to preparation for postsecondary education and careers. The EIP Awards are awarded annually at the Michigan Career Education Conference.

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. Dual enrollment legislation has recently been revised to allow students in grades 9-12 to participate and to take up to 10 college courses before leaving high school. 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.

Michigan is implementing the Common Core State Standards and participating in the Smarter Balanced Consortium. Recently, the Michigan Legislature passed teacher tenure reform laws and a teacher/administrator annual evaluation based in part on a student academic growth model. These initiatives provide added attention to the integration of academics and CTE to improve student performance and to add relevance and meaning to the high school instructional experience.

CTE programs will be slowly integrating the Common Career Technical Core over the next few years.

To remove barriers to curriculum integration, Michigan has developed guidelines for awarding academic credit through CTE, humanities, and other courses. Governor Rick Snyder, State Superintendent Mike Flanagan, and the Michigan State Board of Education support flexibility in education with rigorous expectations. School districts are encouraged to provide opportunities for students to receive rigorous instruction “any time, any place, any way, and any pace” and to move away from traditional courses and seat time measures.

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. Thirty new early/middle colleges and 14 early/middle college programs 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 2012-13, Delta College, Grand Rapids Community College, Lansing Community College, Montcalm Community College, and Mott Community College were awarded a grant through CCS to outline a process whereby community college automotive programs would articulate occupational college courses with similar courses across the state. The goal was to give students the option to attend community colleges with similar automotive CTE programs with no or minimal loss of credit or repetition. The initiative was completed and an articulation agreement was signed by all five college Presidents. Additional funding will be provided in 2013-14 for the development of a procedures manual which may be used by other occupational programs within the state who have a desire to complete a program to program articulation between colleges.

### **2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

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

## Secondary

The closest partners to achievement are within MDE offices that work on school reform, school improvement, and academic assessment. OCTE also works closely with many external partners to promote positive learning opportunities for students. Some of those partners include the Michigan Occupational Deans Administrative Council (MODAC), the MEATA, the Michigan Apprenticeship Steering Committee, and many professional associations that support CTE teachers. OCTE works in coordination with these partners to assure that students are adequately supported for success in rigorous academic standards and the completion of grades 9 through 14 programs of study (POS).

OCTE continues to update the Green Initiatives and CTE website to include a variety of STEM grant funding opportunities, resources leading to renewable 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 Tool Kit contains information that was put together to help facilitate communication and avoid pitfalls that can occur when working with business and industry. 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 created and updated a Parents as Partners Toolkit for many years and housed it on the OCTE website. Last year, the information in the toolkit was merged with that of the MDE parent site. There is one main place on the MDE website for parents, schools, and districts to access information and research resources. The site is called Collaborating for Success—Parent Engagement Toolkit. The site is also offered in Spanish and Arabic. [www.michigan.gov/mde](http://www.michigan.gov/mde).

## 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.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

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 CTE regions on specific guidance and counseling activities within their grant applications. In addition, OCTE staff works with the counselor professional associations and staff attend and present at 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 is a document developed to assist school districts implement Educational Development Plans (EDPs), which are a requirement within school law.

Postsecondary

Numerous inservice workshops are held with different employees at the colleges which support career guidance and academic counseling programs, including the TRENDS in Occupational Studies Conference and the MOSPA Conference. Inservice workshops and CAP Leadership grant eligibility includes and allows counselors and academic advisers to participate in professional development activities. These professional development opportunities are necessary to assist special population coordinators to become and remain current in research, services, and laws that apply to special population students. In order to ensure that special population students are receiving appropriate services as designated by law, each student must have an EDP to help them achieve their goals.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

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 so that students are well prepared for further training and education and can benefit from content alignment so to prevent repeating or duplicating course content. OCTE has required POS for several years through locally-developed "articulated" program agreements where postsecondary credit earned in high school is held in "escrow" until the student arrives at the postsecondary institution. These agreements are reviewed annually. Efforts have been underway to explore statewide articulation (as opposed to multiple local agency agreements) with interested Michigan community colleges.

Two technical assistance meetings were held to assist secondary and postsecondary eligible recipients interested in developing statewide articulation and concurrent enrollment agreements. A subcommittee of secondary and postsecondary representatives met to develop templates for both types of agreements which were shared at the technical assistance meetings. Statewide agreements were adopted for multiple programs by one college.

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. These specialized schools 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 30 E/MC schools, 14 E/MC programs, and several more districts interested in planning for the future.

In addition to E/MC schools, many early college initiatives have emerged in the form of Enhanced Dual Enrollment and Direct Credit options. Michigan has two dual enrollment laws—one for academic courses and one for CTE courses. These two laws have recently been revised to allow students in grades 9-12 to take up to 10 college courses while in high school. In addition, non-credit industry certification training at the community college is also allowed in the revised laws.

#### Postsecondary

As part of Perkins requirements, community colleges throughout the state continue to establish articulation agreements with secondary schools to implement POS. 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.

### **5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

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 POS. 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. Community colleges are also expanding the number of articulation agreements with universities. Ferris State has articulation agreements with almost all of the community colleges within the state.

### **6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

Supporting Career and Technical Student Organizations

#### Secondary

OCTE supports six Career and Technical Student Organizations (CTSOs) through modest grant funding and technical assistance. Semi-annual meetings with all directors and ongoing communication with the respective CTE program 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. 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 CTSSO. Various types of support are explored and provided.

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 CTSSO to meet the leadership component of state approved CTE programs. Students 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.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

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 technical skills, but also need 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 the program. All programs incorporate state and/or national level industry-related skill standards.

All instruction must include emphasis on the new skills that employees of the future will need. 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 MEATA and the Office of Apprenticeship and Training. Both organizations help educate and support students in the skilled trades and during their internships. MEATA helps coordinate the development and provision of apprenticeship and training through research, leadership, and innovative practice by workforce organizations, collaborating community colleges, and economic development partners. Annual meetings bring these partners together to share innovations and practices to improve employee training. Within the WDA, CCS is also an active partner in many work-based initiatives whereby student internship and work related opportunities are sponsored and promoted.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

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

Secondary

The MDE 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 9- 12, if certain requirements are met. Additionally, MDE 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 adopting 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.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

No

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

Yes

Providing Activities to Support Entrepreneurship Education and Training

Secondary

The 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 is encouraged to promote educational opportunities by using 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 is entrepreneurship. Each of the CTE programs in Michigan have curriculum standards dedicated to entrepreneurship education. These standards are 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.

MDE is working with the MEDC 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.

The WDA 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. 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 BTA and AFSSA can be found at: <http://www.nwm.org/main-site/homepage.html>.

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

Yes

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

Two 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 specific and appropriate teaching certificates to receive federal and state funding. CTE teacher education institutions that received a Perkins grant were required to conduct activities that focused on the recruitment and retention of CTE teachers. These institutions also provided support to practicing teachers through inservices, conferences, and other training opportunities. OCTE is currently collaborating with the MDE, OPPS 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 good.

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

#### Postsecondary

Annually, postsecondary institutions that receive Perkins funds must include 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 in their annual application. 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 curriculum, provided mentoring by pairing new faculty with experienced faculty, and provided professional development opportunities at conferences, meetings, and other relevant workshops.

#### **12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

No

# Consolidated Annual Report, Program Year 2012 - 2013 Michigan

## Step 4: Technical Skills Assessment

---

**Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.**

### Secondary

OCTE continued to approach measurement of secondary technical skill attainment by utilizing existing 3rd party technical skill assessments. Assessments were selected based on alignment to the state secondary standards, psychometric quality and feasibility. Four Career Cluster areas were targeted for the assessment selection process for the 2012-13 school year: Transportation, Distribution, and Logistics; Arts, A/V Technology, and Communications; Manufacturing; and the Marketing Sales and Service Career Cluster. Assessments were screened and technical questions were forwarded to assessment vendors to gather technical and other information on the assessments under review. Assessment technical information was evaluated by measurement experts against psychometric criteria and a report was provided to the Cluster Referent Group (CRG). Criteria 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 evaluation and improvement. CRG members included secondary and postsecondary CTE educators and business and industry representatives from the specific career cluster area, measurement specialists, and state CTE staff. The CRG reviewed the technical report and the vendor information during scheduled conference calls.

The Transportation, Distribution and Logistics CRG determined that a cluster-level assessment was not feasible for this cluster due to the diversity of programs within the cluster. The automotive technology subgroup recommended that the state utilize the Automotive Service Excellence (ASE) Student Certification test until the Michigan automotive licensing exams could be updated and made available as the technical skill assessment for automotive technology programs. OCTE field tested both the state of Michigan certification TSA and the ASE Student Certification TSA in the previous year. Therefore, the ASE Student Certification TSA was administered during the 2012-13 school year.

The Information Technology Career Cluster went through the assessment selection process and after reviewing multiple assessments, a test was selected for field testing. The Strata Certification test was administered through Certiport during the 2012-13 school year. The Arts, AV, and Communication Career Cluster went through the assessment selection process and after reviewing multiple assessments the group decided that there was not a test that would fit the whole cluster. Therefore, the cluster was broken into two groups by program areas: Graphic and Printing Technology and Radio and Television Broadcasting Communications. The first group decided a General Content Review was needed and a session was convened to perform a review of three tests. The second group was satisfied with reviewing test blueprints and comparing the content alignment. Both program areas selected a test for field testing: the PrintED/SkillsUSA Graphic Communications Skill Connect Assessment for Graphic Communications and the Skills Connect: Audio/Television combination test were chosen for field testing in various schools in various locations of Michigan during the 2012-13 school year.

The Collision Repair and Medium/Heavy Truck Technician programs for the Transportation, Distribution, &&& Logistics Career Cluster went through the assessment selection process and, after reviewing multiple assessments, a test was selected for field testing. The ASE Student Certification test for both programs were selected for field testing during the 2012-13 school year and are scheduled for implementation during the 2013-14 School Year.

The Law, Public Safety, and Security Career Cluster went through the assessment selection process and the referent group reviewed multiple assessments. After the CRG subgroup performed a General Content Review on four tests, one test was selected for field testing. The NOCTI Criminal Justice test was field tested with students from various schools in various locations of Michigan. The NOCTI Criminal Justice assessment was implemented during the 2012-13 school year.

During 2013-14, assessments will be implemented in all secondary programs for the following career clusters: Business, Management and Administration, Health Science, Education, Law, Public Safety, Corrections and Security and Marketing. Additionally, assessments will be implemented for the following individual secondary programs: Automotive Technician, Medium/Heavy Truck Technician, Collision Repair Technician, Radio and TV Broadcasting Technology, Graphics and Printing Technology and Communications, Finance and Financial Management Services. Assessments will be reviewed for adoption utilizing the above process for programs in the following career clusters during 2013-14: Architecture and Construction, Hospitality and Tourism, Agriculture, Food and Natural Resources, and Manufacturing. Additionally, assessments will be reviewed for the following individual programs: Drafting and Design Technology and Construction Trades. The assessment(s) for the Information Technology career cluster will be re-evaluated during 2013-14 due to concerns about the appropriateness of the assessment utilized in 2012-13. In 2014-15, review will continue for programs that started the selection process in 2013-14 and assessments will also be reviewed for the Science, Technology, Engineering and Mathematics career cluster. By 2014-15 the assessment selection process will have been carried out for all career clusters. It is important to note that some assessments may become outdated with current selected program standards and may require a test to be re-selected or abandoned for a time.

#### Postsecondary

The MCCDEC conducted a two year review of third party certifications, assessments, licensures, and other credentials. Third party assessments are recommended for approval as they become identified and have been added to the master database of approved assessments. These 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 1P1: Technical Skill Attainment. A study was conducted again 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 specific community colleges to report on technical skill attainment. Through this process, colleges were able to discover assessments they did not know existed and were able to expand their ability to report on 1P1. Data from 1P1 were also cross-walked with 2P1 since some colleges reported on 1P1 but did not include the credential information in 2P1. This allowed colleges to go back to their campuses to find out why credential data was not being included in 2P1 in order to improve their reporting. As more certifications and/or assessments become available or known, they are added to this list of state recognized certifications and assessments. Community colleges are required to submit data for all programs that are identified as having an assessment. If they are unable to report results for a program with a required assessment, colleges must submit the reasons for not being able to report on a particular program. Community colleges continue to participate in the K-20 longitudinal database initiative in order to standardize definitions and terminology so the state can report more consistent data among colleges. Methods for tying these data to employment records is also being discussed in order to improve reporting of data, especially 4P1: Student Placement.

**Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.**

# Consolidated Annual Report, Program Year 2012 - 2013 Michigan

## Step 8: Program Improvement Plans

---

### Extension Requested?

No

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
----------------	--	-------------------------------	---	--

### Secondary Program Improvement Plans

1S1 – Academic Attainment Reading: The performance level for 2012-13 for this indicator was 55.2%, an increase of 3.5 percentage points compared to 2011-12. 1S1 performance was less than the adjusted level of performance (ALP) of 59.0% but met the 90% threshold. This compares to a percent proficient rate of 54.0% for all students who took the reading Michigan Merit Exam (MME) in 2012-13. In 2010-2011 when the Michigan Merit Exam (MME) cut scores were raised by 20% it resulted in a 22.0% decrease in 1S1 for 2011-12. The 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. The fact that Michigan's CTE students were able to show an increase in reading proficiency over the previous year in spite of when the MME is administered is a positive reflection on the increasing integration of reading into the CTE curriculum.

In 2012-13 there was a difference in 1S1 performance by gender with girls reading proficiency at 58.3% (within 90% of the ALP) versus boys reading proficiency at 52.3% (below 90% of the ALP). Differences in reading proficiency were also observed across race, with three race categories below 90% of ALP and the remaining four race categories meeting the 90% threshold of ALP. The three race categories that were below 90% of the ALP in reading proficiency were African-American students at 31.6%, Hispanic students at 41.4%, and Native American students at 50.8%. The four race categories that were within 90% of the ALP in reading proficiency were Pacific Islander students at 56.3%, Two or More Races students at 56.5%, Asian students at 57.1%, and white students at 58.5%. It should be noted that neither any gender category nor race category had reading proficiency rates that exceeded the ALP of 59.0%. During the first professional development session held on November 7th, 2013 for CTE administrators from across the state OCTE shared its findings on gaps in performance by gender and race on 1S1. During the next professional development session to be held in January 2014, OCTE will share strategies for ameliorating gaps in performance by gender and race on 1S1.

**1S2 – Academic Attainment Mathematics:** The performance level for 2012-2013 for this indicator was 25.1%, an increase of 2.1 percentage points compared to 2011-12. This compares to a percent proficient rate of 29.0% for all students who took the math Michigan Merit Exam (MME) in 2012-13. Performance on 1S2 did not meet Michigan's ALP of 36% and did not meet the required 90% threshold. The cut score on the math portion of the MME was also increased by 20% in 2011 to reflect career and college ready expectations for Michigan students and the CPI target for this indicator was changed to match the AMO in the state ESEA waiver. 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. Michigan's CTE students were able to show an increase in mathematics proficiency over the previous year and are a positive reflection on the integration of mathematics into the CTE curriculum.

In 2012-13 there was a difference in 1S2 performance by gender with girls' mathematics proficiency at 20.6% (below 90% of the ALP) and boys' mathematics proficiency at 29.4% (below 90% of the ALP). The gender differences in mathematics proficiency where boys perform at a higher level are in contrast to reading proficiency where girls perform at a higher level. The gaps in mathematics proficiency by race grew wider as compared to the gender gap. Six race categories were below 90% of ALP and one race category exceeded the ALP with regards to mathematics proficiency. The six race categories that were below 90% of the ALP in mathematics proficiency were African American students at 7.3%, Hispanic students at 15.4%, Native American students at 15.4%, Two or More Races students at 21.8%, White students at 27.3%, and Pacific Islander students at 31.3%. Asian Students had a mathematics proficiency rate of 44.5% which exceeded the ALP.

**2S1 – Technical Skill Attainment:** For 2012-13, the performance level for this indicator was 65.2%, an increase of 9.9 percentage points over the previous year. This performance level exceeds Michigan's ALP of 49.0%. The number of students who took technical skill assessments in the state increased from 9,495 students in 2011-12 to 12,536 students in 2012-13. It is notable that the state 2S1 rate increased over the previous year and that the total number of students taking technical skill assessments statewide also increased. 2S1 broken down by gender showed a relatively large difference (11 percentage points) in the technical skill attainment level between girls (70.0%) and boys (58.9%) though both were above the state ALP. When 2S1 was broken down by race, six out of the seven race categories performed above ALP. Pacific Islander students were the only race category with a 2S1 rate (45.5%) below ALP.

**3S1 – School Completion:** The performance level for 2012-13 for this indicator was 95.3%, a modest increase compared to 94.7% in 2011-12. The 2012-2013 performance exceeds Michigan's adjusted level of performance. This indicator was computed using data for the cohort of students that entered ninth grade in 2007-08. The denominator includes all concentrators in the cohort year (expected four year graduation date) of 2010-2011. Both boys and girls completed school at a rate greater than the ALP with girls completing school at a rate of 96.8% and boys completing school at a rate of 93.8%. Students of all races also completed school higher than the ALP except for Hispanic students who were within 90% of the ALP at 93.2%. Among the race categories Asian American students had the highest school completion at 98.3%.

**4S1 – Student Graduation Rates:** The performance level for this indicator for was 94.9% which exceeds the ALP. This measure was computed using data for the cohort of students that entered ninth grade in 2008-09. This compares to the 4-year graduation rate for all students of 76.2% in 2011-12. Both boys and girls graduated school at a rate greater than the ALP with girls completing school at a rate of 96.5% and boys completing school at a rate of 93.3%. Students of all races also graduated school higher than the ALP except for Pacific Islander students who were within 90% of the ALP at 83.3%. Among the race categories White students had the highest graduation rate at 95.1%.

**5S1 – Placement:** The performance level for this indicator for was 94.9%, a slight decrease compared to the previous year, but exceeding the ALP. The placement rate in Michigan has remained relatively constant around the 95.0% level for the last three years. The data indicated that 19 out of 20 CTE students in Michigan continued their postsecondary education or advanced training, or were in the military, or were employed which is significant given that Michigan's unemployment rate is around 9.0%. Placement rate for both girls and boys was higher than the ALP with girls being placed at a rate of 95.4% and boys being placed at a rate of 94.3%. Gaps in the placement rate could be observed across the different race categories, with three race categories below 90% of ALP and the remaining four race categories meeting the 90% threshold of ALP. The three race categories that were within 90% of the ALP in placement rate were Hispanic students at 89.8%, Pacific Islander students at 90.0%, and Native American students at 92.4%. The four race categories that exceeded the ALP in placement rate were African American students at 93.5%, White students at 95.2%, Two or More Races students at 98.2%, and Asian students at 97.1%.

6S1 – Nontraditional Participation: The performance level for this indicator was 25.6% an increase of 1.2 percentage points compared to 2011-2012. Michigan’s performance on this indicator exceeded the ALP and has increased each year in the last five years. Michigan continues to work on increasing this indicator through the Breaking Traditions Award Program and a yearly workshop addressing strategies for improving nontraditional participation. All seven race categories participated in non-traditional programs at a rate higher than the ALP with a range of 24.0% for Hispanic students to 51.7% in the case of Pacific Islander students.

6S2 – Nontraditional Completion: The performance level for this indicator was 31.0%, an increase of 2.1 percentage points compared to the previous year. The nontraditional completion rate exceeded the ALP and has increased each year in the last four years. Though both genders exceeded the ALP target on this indicator, there was a large difference in 6S1 rates between boys and girls. Boys completed non-traditional CTE programs at a rate of 63.5% compared to girls who completed at a rate 30.6%. Even though the percentage difference between genders is apparent the number of boys in non-traditional programs statewide was only 63 compared to 4,451 girls in non-traditional programs statewide. All seven race categories completed non-traditional programs at a rate higher than the ALP with a range of 24.4% for African American students to 38.9% for students belonging to Two or More races.

Summary of the 90% Threshold: Michigan exceeded the targeted levels for six CPIs (2S1, 3S1, 4S1, 5S1, 6S1, 6S2), met 90% of the adjusted level of performance for one CPI (1S1), and was below the 90% adjusted level for one CPI (1S2). Statewide performance on seven of the eight indicators (1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2) was better this year compared to 2011-2012. Statewide performance on one of the eight secondary indicators (5S1) declined slightly this year compared to 2011-2012.

#### Improvement Plan

##### Action Steps:

- (1) Review and analyze data for 1S2 to identify mathematics achievement gaps for CTE students compared to all high school students. (Winter 2014). Staff: Perkins Teams.
- (2) Conduct a technical assistance workshop with CTE Administrators addressing those gaps in performance for 1S2. (Winter 2014). Staff: Perkins Teams. Data Unit.
- (3) Provide technical assistance to local programs as they develop their local improvement plans. (Spring 2014). Staff: Perkins Teams.
- (4) Utilize relevant offices within MDE regarding proven mathematics strategies (Spring 2014). Staff: Perkins Teams.

#### State’s Performance Results for Special Populations

1S1 – Academic Attainment Reading: For this indicator, students in the special population categories of Students with Disabilities (21.7%), Economically Disadvantaged (44.8%), (Single Parents (34.1%), Migrant (50.0%), Nontraditional Enrollees (51.2%), and Limited English Proficient (13.8%), all achieved at a lower proficiency level than the entire CTE population (55.2%). Compared to last year the performance on reading proficiency increased for the special population categories of Students with Disabilities (by 3.1 percentage points), Economically Disadvantaged (by 5.5 percentage points), Migrant (34.6 percentage points) and Nontraditional Enrollees (by 4.2 percentage points). For two categories there was a decrease; Single Parents decreased by 0.7 and Limited English Proficient by 0.8. However, CTE special population students performed better than similar students in the general population. For example, the rate of reading proficiency for all economically disadvantaged students was 38.0%, 13.0% for LEP students, and 19.0% for students with disabilities.

1S2 – Academic Attainment Mathematics: For this indicator, students in the special population categories of Students With Disabilities (4.9%), Economically Disadvantaged (14.5%), Single Parents (7.3%), Migrant (6.3%), Nontraditional Enrollees (16.4%), and Limited English Proficient (7.5%) all achieved at a much lower level than the entire CTE population (25.1%) for Michigan. All special population categories improved their performance on mathematics proficiency compared to last year, Students With Disabilities by 1.0 percentile point, Economically Disadvantaged students by 1.7, Single Parents by 5.8, Migrant by 6.3%, Nontraditional students by 0.8, and Limited English Proficient students by 0.2. Compared to similar students in the general population, rates of math proficiency were slightly better for economically disadvantaged CTE students compared to all economically disadvantaged students (14.5% versus 13.0%, respectively). No comparison was made for Students With Disabilities and Limited English Proficient because percent proficient was lower than 10% among all students in these groups and therefore an actual percentage was not available for comparison.

2S1 – Technical Skill Attainment: Students in all special population categories performed below the state average (65.2%) but all improved compared to last year. The percent of Students with Disabilities who passed a 3rd-party technical assessment increased 15.1 percentage points, Economically Disadvantaged Students increased 16, Single parents increased 9.1, Limited English Proficient increased 5.9, Nontraditional students increased 29.7, and Tech Prep students increased by 12 percentage points.

3S1 – School Completion: Students in special population categories completed school at a slightly lower rate than the state average of 95.3%. However all special population categories performed within 90% of the ALP except for Migrant students (66.7%).

4S1 – Student Graduation: For this indicator, students in the special population categories of Students with Disabilities (86.7%), Economically Disadvantaged (92.1%), Migrant (91.7%), and Limited English Proficient (89.2%) performed at a lower rate than the general CTE population (94.9%). Single Parents (96.2%) graduated at a rate higher than the entire CTE student population. However, the rates for CTE special population students compare favorably to the four year graduation rate for similar students in the general population. CTE Students with Disabilities graduated at a rate 33.5 percentage points higher than the rate for all students. CTE Economically Disadvantaged students at a rate 28.1 percentage points higher, Limited English Proficient students at a rate 26.1 percentage points higher and 23.4 percentage points higher than the rate for all students.

5S1 – Placement: For this indicator, students in the all special population categories performed at a lower rate than the general CTE population (94.9%) in Michigan. The placement rates for all sub-population categories except Migrants (71.4%) was greater than 85.00% and are within the 90% adjusted level of performance.

6S1 – Nontraditional Participation: For this indicator, students in the special population categories of Students with Disabilities (18.4%) and Limited English Proficient students (16.3%) were less likely to participate in a program nontraditional for their gender than the general CTE population (25.6%) from Michigan, while students in the special population categories of Economically Disadvantaged (28.4%), Migrant (30.6%), and Single Parent (50.0%) were more likely to participate in a program nontraditional for their gender than the general CTE population. Nontraditional participation rate for all special population categories increased compared to the previous year except for single parents which remained constant at 50.0%. OCTE will also include nontraditional indicators when emphasizing technical assistance with programs to seek improvement for special population students.

6S2 – Nontraditional Completion: Only Students with Disabilities (34.5%) were more likely to complete a program nontraditional for their gender than were students in the general CTE population (31.0%), while students in the special population categories Economically Disadvantaged (28.2%), Limited English Proficient (19.0%), and Single Parent (27.3%) were less likely to complete a program nontraditional for their gender than students in the general CTE population. Given the small sample sizes of the special population categories in the nontraditional completion indicator it was not deemed appropriate to make comparisons across years.

Summary of Disparities: Students with Disabilities, Economically Disadvantaged students, and Single Parents all continued to perform at a lower rate than the general CTE population, with the students with disabilities performing at about a rate of 5% to 75% lower than CTE students in general, with 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.

Improvement Plan (Special Populations)

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 CTE 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.

#### Action Steps

- (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. Special attention will be given to gaps for African American males. (Fall 2013/Winter 2014). Staff: 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 2014). Staff: 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 2014). Staff: Perkins Teams, Perkins Leadership.
- (4) Provide technical assistance events/activities as developed and amend, as needed. (Fall 2013, Winter/Spring 2014). Staff: 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 2013, Winter/Spring 2014). Staff: All OCTE.

No later than July 1, 2014, a complete schedule of technical assistance activities will be finalized for implementation in the 2014-2015 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 ESEA academic tests.

#### Local Program Improvement Plans

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

Indicator/Number of eligible recipients that did not meet 90% of target

1S1/9; 1S2/23; 2S1/0; 3S1/0; 4S1/0; 5S1/0; 6S1/6; 6S2/3

Two out of the 25 regions met all eight indicator targets. The remaining 23 regions failed to make 90% of at least one CPI. The number of regions not meeting the 90% threshold improved for indicator 1S1 (from 11 to 9) and for 6S2 (from 4 to 3) compared to the previous year. The number of regions meeting the 90% threshold worsened for indicators 1S2 (21 to 23) compared to last year while the number of regions meeting the 90% target remained the same for indicators 2S1 (remained at 2), 3S1 (remained at 0), 4S1 (remained at 0), 5S1 (remained at 0), and 6S1 (remained at 6) 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. Particular attention will be paid to the performance gaps across gender, race, and special population categories. The state of Michigan and 23 regions within it will be required to develop improvement plans with action steps, timelines, and staff responsible no later than March 1, 2014. Applications for funding for 2014-2015 are due April 1, 2014 and improvement plans must be consistent with the activities selected as part of these applications. On November 7th, 2013 a technical assistance training was held for all regions statewide where data dashboards displaying CPIs was shared. Apart from overall CPI performance the dashboards also allowed the regions to examine their performance on the CPIs by gender, race, gender/race, and special population categories. Regions were presented CPI data three months ahead as compared to last year, so that regions can develop actionable steps to improve CPI performance prior to the start of the spring semester. In January 2014, OCTE will hold a second technical assistance training for those regions that did not meet the required CPI threshold. This training will include technical assistance on strategies for fixing gaps in performance and further assistance on the development of regional improvement plans.