

Consolidated Annual Report, Program Year 2014 - 2015 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

Secondary

The selection and adoption of Technical Skill Assessments (TSA) for CPI 2S1 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 Career Cluster Referent Groups (CRG). 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 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 TSA review and adoption met biweekly, or as needed, 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 2014-2015 school year. Career clusters and CTE programs with the largest numbers of students enrolled were prioritized for assessment selection processes.

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 compared to the program standards. 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 the 2015-16 School Year, with a final feedback survey for a final review.

During the 2014-2015 school year, assessments were reviewed for the following career clusters: Hospitality & Tourism career cluster, the Architecture & Construction career cluster, and for specific pathway or program assessments within the Information Technology career cluster. Multiple field test administrations were conducted for: Information Technology career and cluster and the Welding program area within the Manufacturing cluster with NOCTI and SENSE field tests. The Welding SENSE field test exhibited test administrative challenges that nullified forward adoption until the new criteria could be learned, data is defined, and communication is clarified. The Information Technology career cluster referent group recommended development of a customized test from NOCTI with the OCTE field test serving as NOCTI's pilot test. The Information Technology assessment cluster participants also requested about 11 certifications as options in lieu of the standard program test. OCTE extended the field test to Spring 2016 in order to obtain enough participants for item analysis. The review and selection process for the Manufacturing, Hospitality & Tourism, Information Technology, and Architecture & Construction Career Clusters will continue into the 2015-16 school year with a goal for some of the programs to plan field testing during spring 2016. The proposed certifications are being reviewed for quality, accuracy, and valid use for 2S1. Firefighting is a sub-set program of the Law and Public Safety program. The Firefighting sub-group requested that we accept their legislative certifications for Firefighting CTE programs be accepted for student Perkins CPI 2S1. This year we piloted a process for the Michigan Department of Licensing and Regulatory Affairs to share the certification data for Perkins CPI reporting.

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 2014-2015, Michigan had agreements with Automotive Service Excellence (ASE), Precision Exams (Health), and the National Occupational Competency Testing Institute (NOCTI). This process improved the accuracy of the data. Assessment data issues were decreased during the 2014-2015 school year and newly adopted assessment data that exhibited match issues went through a UIC resolution process with districts through an expansion of the CTEIS application allowing districts to interactively and accurately link assessment scores to student records. This latter process resulted in about 98% of the assessment data to be matched.

Postsecondary

CCS, through the MCCDEC, has continued to identify skill certifications and technical skill assessments for occupational programs. Again this year, a list of third-party assessments and which assessments were actually being used by community colleges was shared with all colleges. Data was also reviewed 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 population coordinators. In addition, CCS has an approval process whereby individual community colleges can submit proposed skill certifications and technical skill assessments for review. Faculty members that are 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.

CCS, with the MCCDEC, has been reviewing the Program Review in Occupational Education (PROE) and alternative PROE evaluation processes used by the State of Michigan. CCS has developed criteria for alternative PROE evaluation processes to assist institutions with alternative occupational program review methods.

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

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 exit status data were collected through an expansion of CTEIS to directly coordinate data matches with the Michigan Student Data System (MSDS), Student Record Maintenance, and Student History data systems through the Center for Educational Performance and Information (CEPI). Steps towards more fully automating processes both within CEPI and CTEIS are being reviewed and planned in the future.

External data coordination events for matched data for graduation data, student academic assessment data, and TSA data were ongoing activities. CTE student data was collected and extracted for matching processes with the state academic assessment system data and the graduate record system data. Student technical skill assessment data were collected from multiple assessment vendors and shared with OCTE based on data sharing agreements. TSA data that did not include accurate student identification data were processed using various data matching techniques on first and last name, middle initial, and cohort local identification to discover the students' districts. TSA directory data was then reflected back to districts for their review and correction of student identification information within CTEIS on a system level. This new process did produce markedly better student matches within CTEIS.

In all cases, external record-matching was finally carried out by linking records utilizing the student's current state primary Unique Identification Code (UIC) utilizing a lookup and a de-duplication process. Data elements collected and incorporated into CTEIS from other systems were reflected back to districts via CTEIS to allow districts to review and correct data in their local source data systems prior to final data processing. Automated systems checked student identification and demographics against the state's master systems to ensure issues were reported to districts so they could work towards ensuring accurate and up-to-date information was submitted. Individual student records produced through the matching process were utilized to produce the EDFacts files.

During 2014-2015 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. Additional data matching using CEPI's graduate record system was used to identify students who exited the reporting school year to allow districts to access accurate data listings for follow up surveys.

Postsecondary

CCS, with input from Michigan Community College Data and Evaluation Committee (MCCDEC), revised the local annual application this year to make it easier for community colleges to complete. The data collection website – MCCNET – was moved to a new server to comply with State of Michigan and Federal security guidelines. The MCCNET (Michigan Community College Network) website was updated to increase the site's ability to communicate more fluently with today's computer languages and web-browsers. These updates will also allow data submission to be a smoother process. 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 2014 - 2015

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?

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 program or student identification information. The data collected in CTEIS allows OCTE to systematically process state data to report measures for each special populations group and other breakout population groups; 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 (LEAs) 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.

Data collected through CTEIS is transferred annually to the Michigan Statewide Longitudinal Data System (MSLDS) and the Teacher Student Data Link (TSDL) database. During 2014-2015 OCTE staff met with MSLDS staff to discuss development of reports which would allow program and course-level data on CTE students to be linked to postsecondary data for the purpose of program evaluation. Discussions with Workforce Development Agency staff regarding linking CTE data to the Workforce Longitudinal Data System (WLDS) were also begun.

Core Performance Indicator (CPI) trend reports with graphs and tables showing the consortium's performance compared to the state target and state performance are updated annually for each Perkins consortium to assist the consortia to evaluate their progress on the CPIs.

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 2014-2015, eight agencies were reviewed, including one community college. Technical assistance was provided to over 35 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

Community College Services (CCS) within the division of Education and Career Success in Workforce Development Agency has a comprehensive internal monitoring system. Each year, the monitoring team schedules eight compliance and technical assistance on-site visits with the community colleges and select universities. CCS monitoring system consists of: onsite monitoring visits, review of the application process, data quality evaluation, and financial tracking mechanism. The outcomes from the Program Evaluations are reviewed by CCS staff for impact on the CPIs and the effectiveness and impact on student success. 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 collection is done through a web-based system, 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 are asked to modify their plans accordingly, to better focus on those programs that did not meet or exceed the expected levels of performance. Data is aggregated to the state level (including special population categories) and reported back to the colleges to aid data analysis and assess performance. CCS provides support of the 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?

Secondary

Rapidly developing technologies are transforming the world of work 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 through a new and emerging program application process. 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 and specific training needed in CTE instructional programs. This input helps all local programs to stay current and to be responsive to the needs of business and industry. At the same time, this helps our CTE students to gain valuable skills consistent with the needs of local employers.

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 2015 TRENDS conference was held at the Grand Traverse Resort in Traverse City, Michigan. More than 474 faculty, administrators, and counselors participated in the conference, with over 93 separate workshops and 77 speakers. Keynote speaker, Dr. Christy Price, Professor and Founding Director of the Center for Academic Excellence at Dalton State College spoke on Motivating Students Extreme Arousal 2.0 – Creating, "I Don't Want to Miss a Moment of This!" Learning Environments. Her presentation provided professors with strategies and methods to motivate, inspire, increase students' willingness to attend class, and improve a student's desire to learn. Dr. Price explored the current literature regarding student motivation and shared the results of her own research in this area. The additional keynote speaker, Dr. Tracey Wilen, Renowned Technology Author and Thought Leader presented, Society 3.0-The Future of Work, Skills, and Careers in a Technology Driven World. Dr. Wilen's multimedia presentation focused on the current forces that impact work and skills, and careers. Her visual presentation which accompanied her speech illustrated how industries such as healthcare, media, manufacturing, automotive, etc. have been transformed as a result of the support and advice from employers and employees.

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?

Secondary

Several years ago, 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 Services (OPPS) to update teacher preparation standards in CTE areas, as well as to assist in 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 teachers for vocational certification. These institutions also provide support to practicing teachers through in-services, conferences, and other training opportunities. Grant requirements included the recipients' presentations of outcomes 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 OCTE Fall Update meeting, the Perkins Grant Dissemination Workshop, Using CTE Data Workshop, New CTE Teacher Workshop, New CTE Program Application Technical Assistance Workshops, and the OCTE Spring Update meeting. Attendance has been consistently strong and reflected collaborative efforts between secondary and postsecondary partners. An Early/Middle College Workshop was offered during 2015 as well.

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 2014-2015, OCTE worked with the counselor professional associations to support their Fall conference, including issues related to earning academic credit in CTE programs. OCTE supported the CTE Regional Directors Summer Leadership Workshop. Staff also works in collaboration with the Michigan Occupational Special Populations Association (MOSPA) and multiple program specific teacher associations. In addition, the counselor and teacher listserv are frequently used to disseminate national, state, and/or local information to counselors and teachers.

Throughout the year, state staff collaborate 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 2014-2015 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 Career and Technical Education Administrator Manual, 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. It is continuously updated to reflect current initiatives, policies, and procedures.

The Michigan Career Education Conference continues to provide a statewide forum for over 600 secondary and postsecondary educators, administrators, counselors, and business partners. The 2015 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. Governor Rick Snyder's attendance and participation at this event demonstrated his strong commitment to career and technical education and that he considers CTE a priority.

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 population 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, Michigan Economic Development Corporation, and the Workforce Development Agency, 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 meets 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 opportunities for colleges through the 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. Furthermore, 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. Postsecondary special population coordinators and advisors received support from CCS to attend the 2015 Michigan Occupational Special Population Association's (MOSPA) 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?

Secondary

Each year the Michigan Women's Commission partners with the Office of Career and Technical Education to provide a one day conference entitled "Young Women, Strong Leaders". A postsecondary institution hosts college women who are interested in leadership roles. There are mentors, breakout sessions, and opportunities for networking to support young women who have expressed an interest in becoming a politician, a county commissioner, a chief executive officer, or other leadership role.

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 2014-2015, 45 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 attended the 2015 National Alliance for Partnerships in Equity (NAPE) conference to help stay current on these critical issues.

Postsecondary

CCS made concerted efforts to support continued 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 has 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. MPSSPC sponsored a pre-conference workshop prior to the 2015 TRENDS Conference. Three presenters for the workshop, focused on supporting special population professionals' efforts to better recruit and retain every student and increase underrepresented student program participation in all occupational courses and programs of study.

Brian Spitsbergen, M.A., LLPC, CAADC, Director of Community Based Intervention and Treatment at Growth Works Incorporated, presented a guide toward developing an understanding of how to identify, assess and provide successful options to assist struggling students with Mental Health/Substance Use Disorders. Participants gained valuable strategies to identify and help motivate students with these issues become more successful in school and in managing their mental health/substance abuse issues.

The second presenter, Eric Luce, Career Pathways Coordinator for the Workforce Development Agency, Education and Career Success Division discussed how a career pathway connects progressive levels of education, training, support services, and credentials for specific occupations.

Ms. Luce further described the three essential features of Career Pathways: (1) Well-connected and transparent education, training credentials, and support services, (2) Multiple entry points (for both well-prepared students and targeted populations), and (3) Multiple exit points. She also presented the four essential functions of Career Pathways and Programs, (1) Participant-focused education and training, (2) Consistent and non-duplicative assessments, (3) Support services and career navigation assistance, and (4) Employment services and work experiences. Additional information provided focused on the current development of a career pathways system at the state and local levels which will build upon the successes and lessons learned from earlier federal and state investments in career pathways.

The final presenter, Clarence Jennings, Jr., Director TRIO Student Support Services & Special Populations Programs at Mott Community College discussed Effective Strategies for Recruiting Non-Traditional Students in CTE Programs: Beyond the Pictures in Brochures. Mr. Jennings addressed the difficulties of recruiting non traditional students, barriers to retention and completion, how to build supports and, how to recognize successful student outcomes. Successful strategies and examples for assisting non-traditional students at Mott Community College were shared with participants.

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?

Secondary

In an effort to improve the performance of students within special populations, OCTE has collaborated with other organizations and disseminated information to special populations and special education organizations. The OCTE special populations representative has been actively involved in attending conferences to disseminate information and learn best practices/methods for assisting students within special populations in CTE program. The OCTE representative attended and/or presented at the following conferences: Michigan Occupational Special Populations Association, Michigan Association of Administrators of Special Education, Michigan Department of Education Special Populations Conference, Michigan Transition Outcomes Project and Michigan Transition 2020 - Interagency Collaboration Conference. The OCTE representative will continue to be involved in these conferences and will also attend and present at the Michigan Transition Services Association in 2016.

In an effort to increase collaboration of best practices and methods for special populations students, an OCTE special populations website has been created and it is a resource for CTE programs. Also, on a quarterly basis, OCTE distributes a special populations bulletin that addresses pertinent information that may be helpful to CTE programs.

OCTE staff provided technical assistance to help regional leadership teams better understand and utilize the data that is available at the regional, CEPD and local district level. Utilizing our data more effectively allows local leaders to target their intervention strategies for more effective outcomes. 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, and 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 list serves. OCTE is collaboratively working with the MDE Office of Special Education and school district personnel to implement strategies that will more accurately describe CTE programs for students, parents and school personnel. A more accurate description of programs, required entry level competencies and skills, specific industry factors related to the program, and program-work environment related factors will help facilitate decisions regarding the appropriate placement of special education students in CTE programs and the supports and services needed to help students to be successful.

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 2015 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. The "Hot Topics: Postsecondary" session on Recruiting and Retaining Non-Traditional Students was presented by Michelle Glenn of Mott Community College. The session reviewed "What Works, and What Might Work" with recruiting non-traditional students, and "What Works" for retaining non-traditional students. The session also afforded participants an opportunity share an overview of recruiting and retaining non-traditional activities that have been successful at their college.

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, Adult Education, the King-Chavez Parks Initiative, 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?

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 meetings 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.

A joint conference collaboratively sponsored by the OCTE, Michigan Rehabilitation Services, Bureau of Services for Blind Perkins and the Michigan Transition Outcomes Project was held June 16-17. The conference was attended by CTE educators and administrators, rehabilitation counselors, special education educators and others who work with students with disabilities. The purpose of the conference was to strengthen interagency transition supports across special education, career and technical education and vocational education through an enhanced understanding of special education, career and technical education, and vocational rehabilitation laws that impact services and collaboration across agencies; each other's systems (i.e. entrance requirements, planning processes, continuum of placement options, services, roles); and practices for strengthening interagency collaboration and systems alignment so that students can maximize options to improve employment outcomes.

Individualized technical assistance was provided to three consortia to assist CTE teachers in understanding their Core Performance Indicators, including what the CPIs are, the definitions, cell suppression, regional trends, how to obtain the data and data dashboards. Information on CPI data was also shared at the New Teacher workshop.

OCTE continued to provide individualized technical assistance to community colleges interested in developing statewide articulation agreements, resulting in 6 new agreements.

Postsecondary

Since community colleges are independent and governed by local boards, CCS continues to provide technical assistance services as referenced earlier, but often provides such services 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, MOSPA, and MPSSPC meetings.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

247000

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

1584

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

Michigan serves incarcerated youth through the Department of Health and Human Services, Bureau of Juvenile Justice, by supporting an instructor at the Maxey Training School. Approximately 42 students received instruction in Graphic Arts, Building Trades, Business, and Cosmetology during the 2014-2015 year. Michigan also awarded funds to the Department of Corrections to serve incarcerated adults. The Perkins funds supported program improvement by implementing three new demand driven programs in five of the facilities (Plumbing & Electrical, Masonry & Concrete and Digital Printing), provide Profession Development to the Building Trades program instructors, revise curriculum to ProStart for the Food Technology program (which is in line with what is offered at public schools and Community Colleges), and new technology in the form of state of the art Welding Simulators added to the Welding programs to improve safety and increase completions. Due to the continuous movement of prisoners, only an average number of prisoners (1542) 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.

N/A

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

Yes

All eligible charter schools are invited to participate in developing the annual grant application and to participate 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

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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?

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.

Recent legislative changes have enable more options for students to use CTE programs to meet certain graduation requirements. Students can substitute a science credit and a year of foreign language instruction by completing a CTE program.

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 Brian J. Whiston, 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, anyway, and any pace”, and to move away from traditional courses and seat time measures.

The legislature also passed a law that requires school districts to notify students that CTE instruction in an available option. A website repository of CTE best practices has also been required.

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. Michigan now has 90 Early/Middle Colleges operating across the state.

Postsecondary

CCS continues to support and market early college credit earning opportunities through the various programs that support articulated credit, dual enrollment, and direct credit in postsecondary institutions in academic and occupational course offerings.

In November 2014, Community College Services partnered with the Michigan Department of Education and Microsoft to implement the Microsoft IT Academy. The project funded by the Michigan Legislature provided information technology educational opportunities to high school, career academy, and community college students. The program will allow the Microsoft IT Academy to deliver training to secondary and community colleges around achieving technology certifications and college credit opportunities. Additionally, the Academy will provide information to students and faculty on acquiring technology skills and competencies that are required for gaining employment in the technology field.

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.

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 Michigan Apprenticeship Steering Committee, MEATA, 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 STEM consultant is participating in the statewide Michigan Energy Workforce Development Consortium to review program's needs. In addition, the STEM consultant is working with emerging program to develop environmental engineering programs. Both 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. Now that the information in the toolkit has been 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)

During the past year, OCTE created and filled a position dedicated to development of secondary-postsecondary-business/industry partnerships and began to research strategies to strengthen these partnerships.

OCTE worked closely with the Workforce Development Agency (WDA) in implementing new state school aid categorical funding for Early Middle College (EMC) CTE programs. The agencies collaborated closely in developing the eligibility criteria for the funding and reviewing the regional strategic plans. Prosperity regions were required to develop partnerships between secondary and postsecondary institutions to develop EMC programs eligible for the funds.

OCTE also was an active partner in the Michigan Energy Workforce Development Consortium (MEWDC). The MEWDC is an industry/employer-led initiative that worked to identify a common crosswalk for energy job tasks and ultimately to develop a talent pipeline management strategy for gas and electric line worker positions.

OCTE collaborated with WDA on the Moving Pathways Forward initiative designed to connect individuals to career pathways resources and activities. Meetings during the past year focused on building and strengthening critical partnerships to implement career pathways programs across the state.

Postsecondary

CCS is strategically placed within the workforce agency within Michigan's state government structure. CCS reports to the Education and Career Success division, State of Michigan Workforce Development Agency. By its location, CCS actively attends 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. The Michigan Occupational Dean's Association and Michigan Community College Data & Evaluation Committee has begun a process to collect and compile "Best Practice" information and activities to serve as a resource for all community colleges to use in supporting occupational student success.

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

Yes

Secondary

The Michigan State Board of Education president held a series of meetings with a workgroup that included the State Director for Perkins to address policy issues around postsecondary skill attainment. The report is ready to be released and includes suggestions for policy makers regarding funding, secondary school counseling needs, expanding Early/Middle Colleges, and addressing barriers to postsecondary credential attainment in Michigan.

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 in-services. An OCTE staff member serves as a member of the Michigan School Counselor Association and OCTE assisted in planning the statewide school counselor conference including identifying speakers on career guidance topics. 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. In addition, OCTE developed a webpage dedicated to resources to support CTE decision makers. The website contains information and resources for district and CTE educators, school counselors, parents, students and others on College and Career Information, Data Use for Program Improvement, Labor Market Information, What other State are doing and Links to related web pages.

Postsecondary

Numerous in-service and technical support workshops were held with different employees at the colleges that support career guidance and academic counseling programs, including the TRENDS in Occupational Studies Conference and the MOSPA Conference. In-service workshops sponsored by the MPSSPC 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

Secondary

OCTE has continued its efforts to support linkages between secondary and postsecondary agencies to ensure that students transition without gaps or overlap in instruction, from the secondary to the postsecondary program of study through an articulation agreements and content alignment. 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.

The OCTE maintains a website that provides links to the statewide articulation agreements that have been developed at 11 postsecondary institutions. Additionally, OCTE served as a cosponsor for the first annual Michigan Concurrent Enrollment Conference: Creating Successful College Credit Opportunities for Michigan High School Students and sent a representative to the National Alliance for Concurrent Enrollment Partnerships national conference to gather information on increasing concurrent enrollment for CTE students. During 2015, a plan was set forth to develop a planning group that will meet throughout 2016 to continue to move statewide articulation agreements forward and also develop a strategy for tracking articulated credit.

Michigan continues to support schools interested in designing and developing Early/Middle College (E/MC) schools. The goal is to support E/MC high schools and programs that will increase student achievement by collaborating with postsecondary 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/or a certificate or degree from a community college or state public university. Michigan has 23 E/MC schools, 67 E/MC programs, and several more districts interested in planning for the future.

In addition to E/MC schools, Michigan has 12 enhanced dual enrollment systems. 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 their local partners (secondary schools) to implement Programs of Study. These agreements afford secondary students the opportunity to enter into occupational programs, take classes while in high school, receive dual enrollment credits, 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

Postsecondary

Each of Michigan’s 28 public community colleges has one or more campus-based university extension programs. 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 receive Perkins funds and offer associate degrees in occupational programs 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

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.

Perkins funds have been used for transporting Special Populations students to competitive events.

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

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 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 Michigan Education Apprenticeship & Training Association (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. In May 2015, the Spring Apprenticeship Conference was held. The conference theme, "How to Make Apprenticeships Work" brought together employers, state personnel, college administrators, and business representatives from across Michigan. The keynote speaker, Dean Guido, Regional Director, Chicago Office of Apprenticeships Employment and Training, U.S. Department of Labor spoke on "What's in Your Toolbox?"

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

Secondary

The MDE supports work-based learning experiences, including career and technical education, by working closely with the Michigan Career Placement Association (MCPA). This organization works collaboratively with OCTE to conduct an annual statewide work-based learning conference 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 early/middle college initiatives, as well as encouraging articulated credit and virtual learning for Michigan's students.

Postsecondary

Institutions that receive Perkins funds develop partnerships with business and industry in order to establish cooperative career education, work study, internships, externships, on-the-job training, and apprentice-ships 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?

Yes

During the 2014-2015 year, preliminary work began on the new and emerging Energy Career Cluster. This initiative was led by business and industry who have expressed great concern over the anticipated skilled worker shortage. Their efforts have brought together public and private, as well as large and small business owners, to better define the skills and abilities needed by future workers. MDE and local education partners continue to work in collaboration with business and industry to be responsive to the needs of employers, and to develop the educational programs and resources that will result in positive outcomes for business, education, and students.

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

Yes

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

Most of the institutions that receive 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>.

Perkins funds are not used to support students that participate in CTSO entrepreneurial competitive events.

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

Secondary

The State Director for Perkins has met with higher education institutions and secondary career and technical education administrators this past year to develop changes to the rules to prepare career and technical education teachers. The group is looking for policy that will not only bring flexibility because of a teacher shortage, but also maintain quality. Drafts of changes are being reviewed and may be presented for public comment some time during the next school year.

Two teacher education improvement grants were awarded to public universities that prepare and recommend high quality pre-service teachers 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 in services, conferences, and other training opportunities. OCTE is currently collaborating with the MDE, OPSS in the development of new processes for an alternate route to teacher certification and advanced level credentials.

This year, grant requirements focused on assisting veterans to join the ranks of CTE teaching through the Troops to Teachers initiative. Returning veterans have excellent skills and work experience, consistent with the needs of education, as well as business and industry. This untapped resource has great potential to assist in the skilled trades' teacher shortage.

OCTE staff actively participated on the internal task force initiated by OPSS and 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?

Yes

OCTE created a new webpage linked to the OCTE web page with links to real time job openings data, Michigan Labor Market Information, USDOL American Job Center network, the Economic Development and Employer Planning System and the US Census Bureau Longitudinal Employer-Household Dynamics page. Also OCTE staff prepared customized information sheets with supply information (secondary CTE enrollments and completers) for the ten prosperity regions for the Governor's Education and Employment Summit, met regularly with staff working with the Statewide Longitudinal Data System to begin to link secondary and postsecondary student data, and also began discussions with the WDA to link to the Workforce Longitudinal Data System.

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Step 4: Technical Skills Assessment

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

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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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
2S1	<p>2S1 – Technical Skill Attainment: For 2014-15, the performance level for this indicator was 49.3%, an increase of 6.8% over the previous year. This performance level was well below Michigan’s ALP of 54.0%. Based on review of assessments and cut scores, as specified in the 2013-14 state improvement plan, OCTE lowered the cut score for the assessment for the Finance programs from the 70% required for recommendation for postsecondary credit, to NOCTI’s recommended criterion-referenced cut score. OCTE also offered three alternatives for students in Education, General programs. Students could take the three WorkKeys tests required for the Career Readiness Certificate, the ACT, or the state academic assessment in lieu of the state teacher certification PRE test. Districts were also allowed to</p>	<p>1. Continue to review assessments and identify alternatives where appropriate and implement process for reviewing and accepting industry certifications and licenses as alternatives.</p>	Jill Kroll	10-03-16

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
2S1	<p>have students take the Firefighter certification test in lieu of the NOCTI Law and Public Safety assessment, where appropriate. Furthermore, districts continued to develop experience with the adopted assessments, cut scores, and program expectations. These changes contributed to the improved performance on 2S1.</p> <p>2S1 – Technical Skill Attainment: For 2014-15, the performance level for this indicator was 49.3%, an increase of 6.8% over the previous year. This performance level was well below Michigan’s ALP of 54.0%. Based on review of assessments and cut scores, as specified in the 2013-14 state improvement plan, OCTE lowered the cut score for the assessment for the Finance programs from the 70% required for recommendation for postsecondary credit, to NOCTI’s recommended criterion-referenced cut score. OCTE also offered three alternatives for students in Education, General programs. Students could take the three WorkKeys tests required for the Career Readiness Certificate, the ACT, or the state academic assessment in lieu of the state teacher certification PRE test. Districts were also allowed to have students take the Firefighter certification test in lieu of the NOCTI Law and Public Safety assessment, where appropriate. Furthermore, districts continued to develop experience with the adopted assessments, cut scores, and</p>	Provide technical assistance to local programs as they develop their local improvement plans.	Christine Black	04-04-16

Core Indicator	Disaggregated categories of program expectations. These changes contributed to the improved performance on 2S1.	Action step to be implemented	Staff member	Timeline
2S1	<p>2S1 – Technical Skill Attainment: For 2014-15, the performance level for this indicator was 49.3%, an increase of 6.8% over the previous year. This performance level was well below Michigan’s ALP of 54.0%. Based on review of assessments and cut scores, as specified in the 2013-14 state improvement plan, OCTE lowered the cut score for the assessment for the Finance programs from the 70% required for recommendation for postsecondary credit, to NOCTI’s recommended criterion-referenced cut score. OCTE also offered three alternatives for students in Education, General programs. Students could take the three WorkKeys tests required for the Career Readiness Certificate, the ACT, or the state academic assessment in lieu of the state teacher certification PRE test. Districts were also allowed to have students take the Firefighter certification test in lieu of the NOCTI Law and Public Safety assessment, where appropriate. Furthermore, districts continued to develop experience with the adopted assessments, cut scores, and program expectations. These changes contributed to the improved performance on 2S1.</p>	<p>Prioritize use of Perkins funds in regional grant application activities targeted to improve technical skill attainment.</p>	Christine Black	04-04-16

Local Program Improvement Plans

Michigan has 26 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: 1S1/4; 1S2/15; 2S1/14; 3S1/0; 4S1/0; 5S1/0; 6S1/6; 6S2/5. Two of the 26 regions met 90% of the target for all eight indicators. The number of regions not meeting the 90% threshold improved for indicators 1S1 (from 12 to 4), 1S2 (from 17 to 15), 2S1 (from 23 to 14), and 6S2 (from 8 to 5) compared to the previous year. The number of regions meeting the 90% threshold did not get worse for any indicator, while the number of regions meeting the 90% target remained the same for indicators 3S1 (remained at 0), 4S1 (remained at 0), 5S1 (remained at 0), and 6S1 (remained at 6) compared to the previous 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 26 regions within it will be required to develop improvement plans with action steps, timelines, and staff responsible no later than March 1, 2016. Applications for funding for 2016-2017 are due April 1, 2016 and improvement plans must be consistent with the activities selected as part of these applications. On January 20th, 2016 a technical assistance training will be held for all regions statewide where data dashboards displaying CPIs will be shared. Apart from overall CPI performance the dashboards will allow the regions to examine their performance on the CPIs by gender, race, gender/race, and special population categories. Regions can develop actionable steps to improve CPI performance prior to the start of the next school year.

Secondary Program Improvement Plans

1S1 – Academic Attainment Reading: The performance level for 2014-2015 for this indicator was 58.3%, an increase of 6.5 percentage points compared to 2013-2014. 1S1 performance was higher than the adjusted level of performance (ALP) of 55.8%. 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. Additionally, it is not possible to compare performance over time because Michigan adopted a new test in 2014-2015 and scores from multiple years are combined in the 1S1 indicators.

In 2014-2015 there was a slight difference in 1S1 performance by gender with girls reading proficiency at 60.2% (above ALP) versus boys reading proficiency at 56.5% (also above ALP). Differences in reading proficiency were also observed across race, with two race categories below 90% of ALP and the remaining five race categories exceeding ALP. The two race categories that were below 90% of the ALP in reading proficiency were African-American students at 36.8% and Hispanic students at 47.5%. The five race categories that were above the ALP in reading proficiency were Pacific Islander students at 80.0%, Asian students at 70.9%, Native American students at 61.6%, white students at 61.2%, and Two or More Races students at 59.3%.

1S2 – Academic Attainment Mathematics: The performance level for 2014-2015 for this indicator was 25.2%, an increase of 0.8 percentage points compared to 2013-2014. Performance on 1S2 did not meet Michigan's ALP of 27% but met the required 90% threshold. 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. Additionally, it is not possible to compare performance over time because Michigan adopted a new test in 2014-2015 and scores from multiple years are combined in the 1S1 indicators.

In 2014-2015 there was a difference in 1S2 performance by gender with girls' mathematics proficiency at 20.7% (below 90% of the ALP) and boys' mathematics proficiency at 29.3% (above 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. Four race categories were below 90% of ALP and three race categories exceeded the ALP with regards to mathematics proficiency. The four race categories that were below 90% of the ALP in mathematics proficiency were African American students at 5.9%, Hispanic students at 15.1%, Native American students at 18.9%, and Two or More Races students at 19.8%. Asian Students, Pacific Islander students, and White students had a mathematics proficiency rate of 50.3%, 40.0%, and 27.7% which exceeded the ALP.

2S1 – Technical Skill Attainment: For 2014-2015, the performance level for this indicator was 49.3%, an increase of 6.8% over the previous year. This performance level was well below Michigan's ALP of 54.0%. Based on review of assessments and cut scores, as specified in the 2013-2014 state improvement plan, OCTE lowered the cut score for the assessment for the Finance programs from the 70% required for recommendation for postsecondary credit, to NOCTI's recommended criterion-referenced cut score. OCTE also offered three alternatives for students in Education, General programs. Students could take the three WorkKeys tests required for the Career Readiness Certificate, the ACT, or the state academic assessment in lieu of the state teacher certification PRE test. Districts were also allowed to have students take the Firefighter certification test in lieu of the NOCTI Law and Public Safety assessment, where appropriate. Furthermore, districts continued to develop experience with the adopted assessments, cut scores, and program expectations. These changes contributed to the improved performance on 2S1.

3S1 – School Completion: The performance level for 2014-2015 for this indicator was 95.7%, compared to 95.5% in 2013-2014. The 2014-2015 performance exceeds Michigan's adjusted level of performance of 95%. This indicator was computed using data for the cohort of students that entered ninth grade in 2009-2010. The denominator includes all concentrators in the cohort year (expected four year graduation date) of 2012-2013. Boys completed school at a rate of 94.5% compared to girls who completed school at 97.0%. Students of all races also completed school higher than the 90% of ALP. Among the race categories students from two or more races had the highest school completion at 96.4% while Pacific Islander students had the lowest completion rate at 87.0%.

4S1 – Student Graduation Rates: The performance level for this indicator for was 96.5% which exceeds the ALP (95.0%). This measure was computed using data for the cohort of students that entered ninth grade in 2010-2011. Both boys and girls graduated school at a rate greater than the ALP with girls completing school at a rate of 97.8% and boys completing school at a rate of 95.2%. Students of all races also graduated school higher than the ALP except for Hispanic, Native American, Pacific Islander, and African-American students who were within 90% of the ALP at 93.7%, 94.4%, 94.7%, and 94.8% respectively. Among the race categories Asian students had the highest graduation rate at 97.3% followed by White students at 96.7%.

5S1 – Placement: The performance level for this indicator for was 95.8%, a slight increase compared to the previous year, and just above the ALP (95.5%). The placement rate in Michigan has remained relatively constant around the 95.0% level for the last five 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. Placement rate for both girls and boys was above the ALP with both genders being placed at a rate of 95.8%. Gaps in the placement rate could be observed across the different race categories. Placement rate for lowest for Pacific Islander students at 90.9%. The other race categories that were within 90% of the ALP in placement rate were Native American students at 94.0% and Hispanic students at 95.1%. The four race categories that exceeded the ALP in placement rate were White students at 95.7%, Two or More Races at 96.0%, African-American students at 96.8%, and Asian students at 97.6%.

6S1 – Nontraditional Participation: The performance level for this indicator was 27.4% an increase of 0.6 percentage points compared to 2013-2014. 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 DATA 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 25.7% for White students to 57.1% in the case of Pacific Islander students.

6S2 – Nontraditional Completion: The performance level for this indicator was 35.0%, an increase of 5.8% percentage points compared to the previous year. The nontraditional completion rate exceeded the ALP (30%). There was a large difference in 6S1 rates between boys and girls. Boys completed non-traditional CTE programs at a rate of 46.7% compared to girls who completed at a rate 34.9%. Even though the percentage difference between genders is apparent the number of boys in non-traditional programs statewide was only 15 compared to 4,666 girls in non-traditional programs statewide. Students from five of the race categories completed non-traditional programs at a rate higher than ALP (Hispanic students at 31.1%, African-American students at 31.4%, Native American students at 37.0%, White students at 36.4%, and Pacific Islander students at 55.6%), while the remaining students from the other two race categories were above 90% of the ALP (Asian students at 27.7%, and Two or More Races students at 29.5%).

Summary of the 90% Threshold: Michigan exceeded the targeted levels for six CPIs (1S1, 3S1, 4S1, 5S1, 6S1, and 6S2), met 90% of the adjusted level of performance for one CPIs (1S2), and was below the 90% adjusted level for one CPI (2S1). Statewide performance on all eight indicators was better this year compared to 2013-2014.

Improvement Plan Action Steps:

1. Continue to review assessments and identify alternatives where appropriate and implement process for reviewing and accepting industry certifications and licenses as alternatives.
2. Provide technical assistance to local programs as they develop their local improvement plans (Spring 2016). Staff: Perkins teams.
3. Prioritize use of Perkins funds in regional grant application activities targeted to improve technical skill attainment. (Fall 2016, Spring 2016). 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 (28.0%), Economically Disadvantaged (48.2%), (Single Parents (40.3%), Migrant (13.3%), Nontraditional Enrollees (56.3%), and Limited English Proficient (22.1%), all achieved at a lower proficiency level than the entire CTE population (58.3 %).

1S2 – Academic Attainment Mathematics: For this indicator, students in the special population categories of Students With Disabilities (4.8%), Economically Disadvantaged (14.0%), Single Parents (12.9%), Migrant (0.0%), Nontraditional Enrollees (16.5%), and Limited English Proficient (6.4%) all performed at a much lower proficiency level than the entire CTE population (25.2%).

2S1 – Technical Skill Attainment: Students in all special population categories except Nontraditional Enrollees performed below the state average (49.3%). The technical skill attainment for Nontraditional Enrollees was 67.3%, Students with Disabilities was 26.0%, Economically Disadvantaged students was 43.3%, Single Parents was 37.5%, Migrant was 0.0%, and Limited English Proficiency was 17.7%. The performance across all special population categories increased on 2S1 this year (2014-2015) when compared to last year (2013-2014).

3S1 – School Completion: Students in special population categories completed school at a slightly lower rate than the state average of 95.7%. However all special population categories performed within 90% of the ALP with the highest school completion rate being 94.9% among Nontraditional Enrollees.

4S1 – Student Graduation: For this indicator, students in the special population categories of Students with Disabilities (89.9%), Economically Disadvantaged (94.8%), Single Parent (91.1%), and Limited English Proficient (89.6%) performed at a lower rate than the general CTE population (96.5%). Migrant students (100.0%) and Non-traditional Enrollee students (96.8%) graduated at a rate higher than the entire CTE student population. The rates for CTE special population students compare favorably to the four year graduation rate for similar students in the general population.

5S1 – Placement: For this indicator, students in the all special population categories performed at a lower rate than the general CTE population (95.8%) in Michigan. The placement rates for all special population categories were within the 90% adjusted level of performance.

6S1 – Nontraditional Participation: For this indicator, students in the special population categories of Students with Disabilities (20.0%) and Limited English Proficient students (24.9%) were less likely to participate in a program nontraditional for their gender than the general CTE population (27.4%), while students in the special population categories of Economically Disadvantaged (30.4%), Migrant (35.5%), and Single Parent (41.2%) 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 except single parents increased compared to the previous year.

6S2 – Nontraditional Completion: Students in the general CTE population had a Nontraditional completion rate of 35.0%, while students in the special population categories Students with Disabilities (29.7%), Economically Disadvantaged (32.7%), Limited English Proficient (21.9%), and Single Parent (29.4%) were less likely to complete a program nontraditional for their gender. 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: In general students within special population categories performed at a lower rate than the general CTE population, Special population groups performed especially poorly with regards to mathematics proficiency (1S2). Nontraditional students performed consistently with the general CTE population, typically within 75% to 90% of the general student performance for each indicator. Compared to last year special population students have mostly shown growth across all eight core performance indicators.

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

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 2014/Winter 2015). Staff: Perkins Teams

Determine, provide and require funding-application research based activities proven to positively affect student performance especially for those students at high risk. (Winter 2015). Staff: Perkins Teams.

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 2015). Staff: Perkins Teams, Perkins Leadership.

Provide technical assistance events/activities as developed and amend, as needed. (Fall 2013, Winter/Spring 2015). Staff: All OCTE.

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 2014, Winter/Spring 2015). Staff: All OCTE.

No later than July 1, 2015, a complete schedule of technical assistance activities will be finalized for implementation in the 2015-2016 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 26 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:

1S1/4; 1S2/15; 2S1/14; 3S1/0; 4S1/0; 5S1/0; 6S1/6; 6S2/5

Two of the 26 regions met all eight indicator targets. The number of regions not meeting the 90% threshold improved for indicator 1S1 (12 to 4), 1S2 (from 17 to 15) compared to the previous year, 2S1 (from 20 to 14), and 6S2 (from 6 to 5). The number of regions meeting the 90% threshold worsened for none of the indicators. The number of regions meeting the 90% target remained the same for indicators 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 26 regions within it will be required to develop improvement plans with action steps, timelines, and staff responsible no later than March 1, 2016. Applications for funding for 2016-2017 are due April 1, 2016 and improvement plans must be consistent with the activities selected as part of these applications. On January 20th -22nd a technical assistance training will be held for all regions statewide where data dashboards displaying CPIs is to be shared. Apart from overall CPI performance the dashboards will allow the regions to examine their performance on the CPIs by gender, race, gender/race, and special population categories. Regions presented with CPI data will be able to develop actionable steps to improve CPI performance prior to the start of the next school year The January training will include technical assistance on strategies for fixing gaps in performance and further assistance on the development of regional improvement plans.

Postsecondary

1P1 – Technical Skill Attainment: Michigan community colleges came within approximately 0.3% of meeting the expected level of performance. This showed improvement over last year when they came within 0.9%. Displaced Homemakers (94.74%), and Nontraditional Enrollees (92.31%) exceeded the expected level of performance, Economically Disadvantaged (90.09%), and Single Parents (87.18%), came within 90% of the expected level of performance. LEP (81.48%) declined, while Individuals with Disabilities (80.00%) improve, but both did not come within 90%. This was a decline over last year when only 1 of the Special Populations was below the 90%.

2P1 – Credential, Certificate, or Degree: Michigan community colleges came with 1.4% of the expected level for 2014-2015. All special populations groups exceeded or came within 90% of the expected level of performance. Individual with Disabilities (34.01%), Economically Disadvantaged (30.29%), Single Parent (43.47%), Displaced Homemakers (33.87%), LEP (32.51%), and Nontraditional Enrollees (33.43%).

3P1 – Student Retention or Transfer: Michigan's community colleges came within approximately 5.8% of the expected level of performance by achieving a 65.16% performance level. Majority of the Special population students either exceeded or came within 90% of achieving the expected levels of performance. Single Parents (71.31%) exceeded the expected performance level. Individuals with Disabilities (67.50%), LEP (68.62%) and Nontraditional (68.20%) came within the 90% of the expected level of performance. Economically Disadvantaged (58.99%) and Displaced Homemakers (56.00%) did not come within the 90% expected level of 71%.

4P1 – Student Placement: Michigan community colleges exceeded the expected state performance level of 85.00% by achieving an actual performance level of 85.41%. Economically Disadvantaged (85.92%), Nontraditional (93.28%), and Individual with Disabilities (91.67%) all exceeded the expected level, Single Parents (81.08%) came within the 90%. However, Displaced Homemakers (70.00%), and LEP (68.67%), while they did show improvement, did not come within 90%. Individuals with disabilities showed a decrease over last year and did not meet the expected level.

5P1 – Nontraditional Participation: Michigan community colleges exceeded the expected state performance level of 24.00% by achieving an actual performance of 26.41%. This was approximately 0.4% over last year. All special populations groups exceeded the expected level: Individuals with Disabilities (25.56%), Economically Disadvantaged (26.77%), Single Parents (33.87%), Displaced Homemakers (30.09%), and LEP (28.92%).

5P2 – Nontraditional Completion: Michigan community colleges exceeded the expected state performance level of 21.00% by achieving an actual performance of 26.67%. All of the Special Populations groups exceeded the expected performance levels. Individual with Disabilities (24.19%), Economically Disadvantaged (22.69%), Single Parent (28.89%), Displaced Homemakers (21.29%), and LEP (31.39%).

Summary of the 90% Threshold:

Michigan community colleges either met or exceeded the expected levels of performance for all Core Indicators.