Cover Page

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<table>
<thead>
<tr>
<th>1. Eligible Agency (State Board) Submitting Plan on Behalf of State:</th>
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<tr>
<td>Agency Name: Michigan State Board of Education</td>
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<th>2. Lead individuals completing this plan:</th>
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<tr>
<td>1. A. Please select the individual responsible for the narrative descriptions in this plan:</td>
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<tr>
<td>[ ] Brian Pyles</td>
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| 2. B. Please select the individual responsible for the budget in this plan: |
| [ ] Christine Black |

| 3. C. Please select the lead individual who may be contacted to answer questions about this plan: |
| [ ] Brian Pyles |

| 3. Type of Perkins V State Plan Submission: |
| [ ] 1-Year Transition Plan (FY 2019 only) |
| [ ] State Plan (FY 2019-2023) |

| 4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: |
| [ ] Yes |
| [ ] No |

| 5. Governor’s Joint Signatory Authority of the Perkins V State Plan: |
| Date Governor was sent State Plan for signature: |

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
Perkins V Transition Plan

I. COVER PAGE Not Applicable

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation Not Applicable

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development Not Applicable

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The Office of Career and Technical Education (OCTE) requires all state-approved secondary career and technical education programs to develop a program of study, including secondary and postsecondary course work. OCTE will continue to work with local agency career and technical education (CTE) curriculum experts and CTE administrators around the state during the transition year to review current programs of study to ensure that they include academic and technical skills that students will need to be successful in high school and transition into postsecondary education.

Michigan has adopted the States Career Clusters model that incorporates the required knowledge and skills for careers, including both secondary and postsecondary components. In addition, Michigan has adopted a 17th Career Cluster in Energy consistent with the needs of that industry in Michigan. The 17 Career Clusters are a solid model because they have been validated by business and industry around the nation and include what is necessary for students to know and do in both the academic and technical components of a strong career and technical education program.

At the postsecondary level, program and course determination resides with the local boards of trustees of the institution. The Talent Investment Agency/Workforce Development Agency (TIA/WDA), approves courses and programs for participation in federal programs. A program is often referred to by the type of award recognition granted upon the completion of a number of credits, contact hours, and/or courses. Programs are essentially of two types: certificate and associate degree. They include the three classifications of courses: General Education, Supportive Courses, and Occupational Specialty Courses.
b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The OCTE requires all locally developed programs of study to complete a rigorous approval process at both the local/regional and state levels prior to being designated as a state-approved secondary CTE program. The New CTE Program Application Tool Kit provides clear step-by-step directions, resources, and templates to assist applicants throughout the process. The specific program approved steps include:

- Conducting a needs assessment
- Determining credentials and hiring appropriate teachers
- Assessing and providing teacher professional development
- Establishing a program advisory committee
- Implementation of program standards, course content including career readiness, and employability skills
- Identify strategies to eliminate barriers to special populations
- Establishing secondary-postsecondary programs of study

Postsecondary institutions will submit proposals to the WDA for new program approval. Once received, WDA will review for:

- Program need (Needs Assessment)
- Program demographics
- Articulation
- High-skill, high-wage, in-demand
- Certificate or degree attainment
- Program evaluation

Career and technical education state-approved program elements required at the postsecondary level will include the need to:

- Strengthen the academic, technical, and employability skills of students
- Provide students with strong experience in, and understanding of, all aspects of an industry
- Develop, improve, or expand the use of technology in CTE programs
- Provide comprehensive professional development for involvement with academic, guidance, and administrative personnel, including CTE and academic faculty, counselors, and administrators
- Develop and implement evaluations of the programs carried out with funds under this title, including special populations
• Provide services, activities, and instructional program offerings that are of sufficient size, scope, and quality to be effective
• Link secondary and postsecondary career and technical education. This includes articulations with 2+2+2 curriculum alignment, dual enrollment, direct credit, and other linkages

c. Describe how the eligible agency will—
i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

The OCTE makes information on approved programs of study readily available to the public through the OCTE's website and the Career and Technical Education Information System website. These sites provide easy access to the general public seeking information regarding state-approved CTE programs. In addition to program options, the sites include easily searchable data regarding student program performance at local, regional, and statewide levels.

The OCTE also provides additional tools and resources to support state-approved programs on the OCTE website. Some of these are the Michigan Career Development Model; Work-Based Learning Manual; Program Advisory Committee Tool Kit; and many other useful tools.

In addition to OCTE’s statewide resources, regional applicants are required to describe how they will make information about state-approved programs of study, and guidance and advisement resources available to students, parents, and special populations.

Information regarding state-approved postsecondary programs of study is posted on the Michigan Community College NETWORK website, sponsored by WDA, which is available to the public. Postsecondary institutions are required to describe how they will make information about postsecondary CTE programs of study available to students, parents, and community. Academics and counselors at the local level provide program information and resources to students through career preparation activities, i.e., tours, career assessment workshops, career fairs, job shadowing, posters, college websites, open houses for the community, course catalogs, and brochures.

Michigan has a valuable resource through the Pure Michigan Talent Connect website. This website includes information for faculty, counselors, parents, students, administrators, and business and industry. The Michigan Education & Career Pathfinder, which the public can access from www.mitalent.org, provides interest inventories, career assessment tools, occupational profiles, job search techniques, interviewing skills, financial aid information, and links to all state public and private postsecondary institutions.
Career counselors provide students and parents with information about apprenticeships and how these programs align with postsecondary credentials and employment. Additional information about apprenticeships may also be accessed through the Pure Michigan Talent Connect website located at www.MiTalent.org/apprenticeships. Apprenticeships provide additional opportunities for students as career seekers and more options for their work-based learning experience. Students can learn industry skills and earn wages with in-demand and high-wage occupations. Apprenticeships support students in their career options and meet the talent demand for employers and industry.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The OCTE supports the collaboration among eligible recipients by requiring all new program applications being approved on a regional level. The Career Education Planning District (CEPD) administrators meet regularly with the Career Education Advisory Council (CEAC) to assure communication and collaboration, assuring that programs are responsive to the regional needs of business and industry. All regional state-approved programs must complete a classification of instruction program (CIP) self-review which is a method to assure continuous program improvement of local state-approved CTE programs that are consistent with regional workforce needs.

Michigan's postsecondary institutions have adopted a Career Pathways model, which are groupings of careers that share common interests, skills and strengths. Each pathway contains careers that range from entry level to highly specialized. The education levels in each pathway also span high school graduation to advanced degree, allowing individuals to enter, exit, and continue at multiple points within the career pathway.

Programs of study are developed based upon the state-identified and industry-recognized standards for each CTE program. Each state-approved program must meet all criteria as identified in 2b.i-iii. All state-approved postsecondary programs will be reviewed to ensure that they meet these criteria. The OCTE and WDA will review and update the new program approval processes, identifying specific academic and technical competencies and outcomes. The Michigan CTE system leverages the Workforce Innovation Opportunity Act (WIOA) in assuring secondary and postsecondary are aligned to workforce needs.

The WDA Talent Development Liaisons (TDL) engage employers and educators regionally, to identify stakeholder needs with a focus on mid- and long-term talent development skills gaps in key industries across Michigan. The TDLs connect, coordinate and convene to ensure employers develop strong partnerships to create unique approaches to career pathways, including recruitment, training, and retention for youth, individuals in college, older adults, and returning citizens. The TDLs also engage Michigan’s federally funded workforce development system (Michigan Works!). The TDLs will champion CTE via local/regional CEACs, convened by the Michigan Works! Agencies. The CEACs are cross-sectional groups, required
by WIOA, representing education, industry, and other stakeholders, formed to address career and educational issues in their communities.

The secondary CEPD administrator and at least one postsecondary representative serves on each CEAC. The CEACs provide information regarding opportunities to support curriculum and professional development as well as initiatives to increase student success in CTE programs. Additionally, the CEACs will foster the collaboration between education and industry to develop relevant CTE programs, which will develop talent to fulfill industry needs.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The OCTE requires all regional applicants to conduct needs assessments to determine the needs of business and industry when developing and evaluating state-approved programs. Applicants are required to demonstrate that needs assessments are data driven and responsive to local, regional, and state labor market and economic needs. At the program level, the local employer representatives on the program advisory committees provide valuable input to assure that the program is providing the most critical and up to date program standards and skills development to students. Each Perkins regional recipient is required to convene a program advisory committee where a majority of the members must be from business and industry and they must convene no less than twice each academic year.

The Michigan Department of Education under the State Board of Education (MDE) and WDA have a strategic partnership with the Michigan Department of Technology Management and Budget, Bureau of Labor Market Information and Strategic Initiatives (LMISI). The LMISI is the official source of demographic and labor market information for the State of Michigan. Annually, this partnership will allow the WDA to provide Perkins program participants and stakeholders high quality demographic and labor market data. The CEPD administrator, TDL, and/or the postsecondary representative will attend regional CEAC meetings to gather information on local and regional industry needs and to foster collaboration between education and industry. The CEAC and/or the postsecondary representative provides information about industry needs to the postsecondary institution to assist in professional and curriculum development, and to identify the competencies necessary for employment. These sector groups will include local business members, education, workforce development, economic development, unions, and community-based organizations. Each Perkins recipient must convene occupational advisory boards, comprised of local stakeholders, such as area employers, to inform and further academic standards.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
The annual Perkins applications (both secondary and postsecondary) require recipients to describe how they will provide equal access to special populations students to the full range of CTE/occupational programs available to individuals who are members of special populations, including access to programs leading to high-skill, high-wage, or in-demand occupations.

Regional applicants will be required to address, in their Perkins application, what programs and services they will provide that prepare all students, including special populations, with the knowledge and skill levels necessary to enter into their chosen field of work or postsecondary education. All CTE participants, including special populations, are required to meet the graduation requirements which include rigorous academics, as well as standards based technical skills.

All eligible recipients are required to provide services to assist special populations students to graduate from secondary school with a diploma. Services may include, but are not limited to, textbooks on tape, extended testing time, counseling, tutoring, modification curriculum delivery strategies, assistive listening devices, learning station modification, sign language interpreters, note takers, and/or assistive technology.

Michigan’s postsecondary institutions have special populations coordinators, counselors, and other support staff at the institution level which provide services to special populations to succeed in CTE/occupational programs, meet state-adjusted levels of performance, gain the skills necessary for further learning, and for entry into high-skill, high-wage, or in-demand careers. The state will continue to support postsecondary institutions’ use of these staff and encourage increases in support staffing when possible.

The term “special populations“ includes:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or who have aged out of, the foster care system
- Youth with parents on active duty in the armed forces

Strategies, activities, and student performance data will be the evidence used to support accountability. All special populations students will be provided equal access through all mandatory federal guidelines – Title II, Section 504, Americans with Disabilities Act (ADA), Title VI, and Title IX. In addition, occupational students will be provided with assistance and/or supplemental services (which may include):

- Coordinating special services with external service providers
- Coordinating special services with internal providers
- Providing staff with professional development
• Representing the interests of special populations students on advisory committees
• Specialized activities and services that promote the mental, physical, and social well-being of students
• Peer tutoring and professional instruction assistance
• Interpreter services for persons with hearing impairments
• Note taking
• Readers
• Special adaptive equipment and approaches to learning
• Testing accommodations
• Support services for English learners

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Executive Order 2007-4, effective July 1, 2007, established the Michigan State Board of Education (SBE) as the eligible agency for the supervision and administration of the responsibilities of career and technical education pursuant to the Perkins Act. The SBE is the sole state agency responsible for the administration of career and technical education in Michigan.

The responsibilities of the SBE include all of the following:

• Coordination of the development, submission, and implementation of the state plan required by the Perkins Act and the evaluation of the program, services, and activities assisted under the Perkins Act, including preparation for nontraditional fields
• Consultation with the Governor and appropriate agencies, groups, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, state and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under the Perkins Act
• Convening and meeting at such time as the SBE determines necessary to carry out its responsibilities under the Perkins Act, but not less than four times annually
• The adoption of such procedures as the SBE considers necessary to do any of the following:
  o Implement state level coordination with the activities undertaken by the state of Michigan under Section 121 of the federal Workforce Investment Act of 1998, Public Law 105-228 1, as amended, 29 USC 2841 - - reauthorized in July 2014 as the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128, Section 121.
  o Make available to the service delivery system under 29 USC 2841 within Michigan a listing of all school dropout, postsecondary education, and adult programs assisted under this subchapter.
  o The responsibilities of the WDA under Section 511 of 2006 PA 341 that are required to be vested in the state’s “eligible agency” by Section 121 of the Perkins Act, 20 USC 2341, are transferred to the SBE.
The Michigan State Constitution of 1963 requires the Michigan State Board of Education (SBE) to appoint a State Superintendent of Public Instruction, who serves as chairperson of the SBE and as chief administrative officer of the Michigan Department of Education. The Superintendent is the Department official authorized to submit all applications and plans to the federal government and to administer programs under the several acts incorporated in this Plan.

The SBE consists of eight members who are elected at large for terms of eight years, as prescribed by law. The Governor shall fill any vacancy by appointment for an unexpired term. The Governor shall be an ex-officio member of the SBE without the right to vote.

Executive Order 2007-4 also delegates the following responsibilities to the WDA:

- The SBE has delegated to WDA all responsibilities regarding postsecondary career and technical education that may be delegated under Section 121(b) of the Perkins Act, 20 USC 2341
- Except for the responsibilities delegated to the SBE under Section II of Executive Order 2007-4, WDA shall retain all other administrative authority, powers, duties, functions, responsibilities, and rule-making authority relating to postsecondary career and technical education under state and federal law

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

All secondary state-approved programs must address the specific program standards and requirements as developed for each specific CIP code areas. These program standards were developed in collaboration with business and industry standards, utilizing national and state workforce standards which were validated by business, industry, and postsecondary partners. Local programs conduct a gap analyses to demonstrate how these standards are utilized within each program.

Each state-approved program is required to integrate four key components of a successful program.

1. Integration of academic and technical skills to support core knowledge needs.
2. Laboratory hands-on learning to develop skills.
3. Work-based learning opportunities to further develop and apply skills.
4. Student leadership opportunities to support employability and career readiness skills.

All state-approved CTE programs are aligned with industry standards, and many of the curricula will be developed according to state, national, or international accreditation standards, or the institution may design programs using a Developing A Curriculum (DACUM) process, with the DACUM conducted by industry
professionals in the appropriate fields. The industry standards will include application of principles within all areas of the industry.

Work-based learning opportunities such as apprenticeships, internships, mentorships, and simulated work environments will provide students with industry-specific work experience and augmented course content with experiential application in the work setting. Agreements between secondary and postsecondary ensure the alignment of curriculum and proper course articulation. All articulated and translated credit for postsecondary CTE will lead to certificates, degrees, or credentialing.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

CTE state-approved programs provide services and supports to help all CTE students to be successful. All programs integrate academics and technical skills to support student core knowledge needs. This integration helps all students; especially students who may have struggled academically, to gain a deeper understanding of the subject matter. The hands-on learning opportunities helps to support and reinforce learning. CTE programs align supports from special education when appropriate and also provide the assistance of paraprofessionals in the classroom. All students in Michigan develop an education development plan (EDP) in 7th grade which is reviewed and updated annually. Through the EDP process, students work with academic staff and counseling staff to assure that the student has a plan to advance their academic and career goals. Special populations students have additional supports and accommodations provided to assist these individuals toward achieving their goals and success in their CTE programs.

Postsecondary institutions will offer expanded services and support mechanisms through adult resource centers, counseling and advising offices, open laboratories, skills labs for additional competency building, tutoring and supplemental instruction services to improve outcomes and reduce performance gaps for CTE concentrators, including special populations. The EDPs will be developed to link students to academic support services, identify occupational and academic goals, and barriers to success.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

All state-approved secondary CTE programs are required to align their programs with postsecondary programs and postsecondary partners serve on all local program advisory committees. Each unique secondary CTE program works with their local, regional, or statewide partners to create a seamless transition for students. In Michigan, students beginning in 9th grade, have the option of enrolling in dual enrollment courses at the postsecondary level. Many districts and regional agencies have developed early middle college programs to support student matriculation to the postsecondary level. Other agencies have continued to support
articulation agreements and direct credit programs. Several community colleges and universities have established statewide articulation agreements to support programs and students.

e.
Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

All local state-approved CTE programs are required to have a program advisory committee. Each program advisory committee must have a majority of their membership from the appropriate business and industry as related to the program employment area. In addition, program advisory committees must include parents, teachers, counselors, labor, and community representatives, (i.e. Tribal organizations) in the planning development, implementation, and evaluation of each CTE program. The Program Advisory Committee Tool Kit provides clear guidance and templates to support local agencies in this work.

Career and technical education faculty, counselors, and administrators, including business and industry, will be invited to occupational advisory board meetings. Advisory board membership may include individuals who are representatives of business and industry, labor organizations, community stakeholders, and representatives of special populations. Advisory boards are in place for all occupational programs and provide input and recommendations for program planning, development, and evaluation. Advisory boards play a crucial role in providing direction for program development and/or elimination.

Michigan is home to one tribal institution, Bay Mills Community College, which serves as a resource to address the unique needs of tribal students statewide.

3. Meeting the Needs of Special Populations

a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;
ii. will not be discriminated against on the basis of status as a member of a special population;
iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
iv. will be provided with appropriate accommodations; and
v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)
In the annual Perkins application, recipients must assure nondiscrimination practices by describing their action plan including:

- Monitoring to ensure that no discrimination takes place
- Process for providing assistance, as needed
- Activities for recruitment, enrollment, support services, accommodations, and placement services

Special populations students will not be discriminated against on the basis of their status as members of special populations through the state’s support and monitoring of the requirements of civil rights legislation. Secondary and Postsecondary institutions receiving Perkins funds are required to provide assurances that they comply with Title VI of the Civil Rights Act of 1964, Title II, ADA, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. Onsite monitoring is determined by an annual risk analysis, which includes a review of the institution’s non-discrimination policies.

Secondary and postsecondary institutions receiving Perkins funds must comply with “least restrictive environment provisions” in the Individuals with Disabilities Education Act and Title II of the Americans with Disabilities Act of 1990. As appropriate, the state includes requirements to comply with these laws in documents that are developed and disseminated for purposes of funding, program development, and program review.

In addition to providing assurances, secondary and postsecondary institutions are required to have policies of nondiscrimination, to make such policies available to students, staff, and the public, and to publish written procedures for filing complaints. They are required to provide information describing how they will prevent discrimination against members of special populations.

Professional development activities provided by OCTE and WDA assist secondary and postsecondary personnel to be in compliance with Civil Rights Compliance Review (CRCR) requirements, and also help to develop and implement strategies and guidelines that prevent discriminatory practices for all special populations groups.

The annual Perkins Act applications require eligible recipients to identify and describe the supplemental services, (e.g., modification of curriculum delivery strategies, equipment and classroom modification, language support, academic support, academic integration, tutoring, counseling, academic advisors, and paraprofessional assistance) that will be provided for individual special population groups to help them succeed in CTE programs leading to high-skill, high-wage, or in-demand occupations and to meet or exceed state adjusted levels of performance. Special populations will be afforded all services necessary to promote success in all CTE state-approved programs.

Special populations students will participate in an educational environment that promotes the acquisition of occupational skills that meet the same expectations as other students and will emphasize high-skill, high-wage, or in-demand occupations.
In addition, through counseling and academic advising, the same assistance will be given to special populations students in the development of career awareness, planning, career decision making, placement skills, and the knowledge and understanding of high-skill, high-wage, or in-demand jobs that focus on new and emerging careers, labor market needs, trends, and opportunities. Postsecondary institutions will monitor and evaluate the resources and services available to special population students; providing assistance and accommodations to support academic and technical skills success in each student’s chosen program of study.

The WDA will make concerted efforts to support continued preparation of special populations students for non-traditional training and employment and for programs leading to high-skill, high-wage, or in-demand careers. Developing activities that meet the above criteria are essential for state-approval of activities in occupational programs.

Perkins funds will support outreach to inform special populations students of non-traditional high-skill, high-wage, or in-demand career opportunities. Information on non-traditional career opportunities are advertised through mentoring, simulation activities, marketing brochures, college catalogs, presentations, posters, career guidance, campus visits, campus websites, career fairs, guest speakers, community awareness, curriculum development, career counseling and academic advising, and in other materials for special populations students pursuing non-traditional careers.

Maintaining communication and collaboration with industry and employers via advisory board representation, internships, apprenticeships, and Michigan Works! Agencies will allow institutions to remain current on high-skill, high-wage, or in-demand careers and the skills required to be employed. The information captured will be distributed to CTE students, used to revise curriculums and develop new programs. Mentoring and hiring faculty in non-traditional careers will allow special populations students to observe, be trained by, and receive real-life experiences from individuals employed in non-traditional careers.

Postsecondary special population coordinators and advisors will receive support from Carl D. Perkins funds to attend the annual Michigan Occupational Special Populations Association (MOSPA) State Conference. This professional development opportunity will provide a forum for postsecondary professionals to collaborate with secondary educators to address the unique needs of special populations students, share best practices, and to strategize techniques to assist special population students successfully transition from school to work.

4. Preparing Teachers and Faculty Not Applicable

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Continuous improvement will begin at the application level and the criteria for improving those applications will be determined by the plan that each secondary and postsecondary subrecipient has submitted to ensure that academic achievement has been included and addressed. In addition, Core Performance Indicators (CPIs) are reviewed, and the secondary and postsecondary partners will develop and implement a strategy for improvement or continuation of the CPIs on a regular basis. All subrecipients are required to utilize a local program of basic quality principles, such as the Academic Quality Improvement Program (AQIP) (postsecondary), the Classification of Instructional Programs Self-Review (secondary), and the Gap Analysis (secondary) to review their program outcomes.

Continuous improvement of technical skill attainment will begin at the annual Perkins application level. Each secondary and postsecondary recipient must ensure that there is a plan for continuous improvement in technical skill attainment. In addition, CPIs will be reviewed, and strategies will be developed and implemented for improvement on a regular basis. All institutions will be required to utilize their local CTE program advisory committees to make certain that the appropriate technical skills match the instructional program and to develop and implement a program of study that leads to a recognized postsecondary credential. Finally, all subrecipients will be required to utilize a local program of basic quality principles and review certification and review licensing data, as well as student placement results, to ensure appropriately rigorous technical skill attainment.

Eligible recipients will ensure the local needs assessment takes into consideration local economic and education needs through consultation with the CEAC associated with their local Workforce Development Board. In consultation with the CEAC, the eligible recipient will review regional Labor Market Information and discuss short- and long-term talent needs for the region. The Michigan Department of Technology, Management and Budget, Office of Labor Market Information and Strategic Planning will hold interactive training sessions to provide information, instruction, and technical assistance to eligible recipients regarding use and interpretation of Labor Market Information.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)
The following data sets will be utilized to calculate the secondary Perkins funding formula at the local educational agency (LEA) level:

- Thirty percent will be distributed in proportion to the latest census count of individuals aged 5-17 residing in the district served by the LEA as a percentage of the state total. To be inclusive of charter schools, the most recent NCES student membership data will be used when no census data is available.
- Seventy percent will be distributed in proportion to the Title I poverty counts for each district served by the LEA as a percentage of the state total.

Perkins V requires the distribution of funds available to eligible postsecondary and adult occupational education programs within the state. The funds represent the community colleges portion of the 85 percent of the state’s base grant for basic programs.

Secondary schools will receive 60 percent of the funds available under section 112(a)(1) with postsecondary institutions receiving 40 percent of the funds. Michigan will utilize the 10 percent funding level for state leadership activities, of which not less than $60,000 and not more than $150,000 will be allocated for nontraditional training and employment and an amount equal to not more than 2 percent of the amount allotted to the state under section 111 for the fiscal year shall be made available for to serve individuals in state institutions, such as state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities, and an amount equal to 0.1 percent or $50,000 shall be made available for recruitment of special populations to enroll in CTE programs. The remaining state leadership funds will be distributed using the 60/40 split between secondary and postsecondary. Once funds are distributed to the regional fiscal agency/consortium, members of a consortium are reimbursed based on approved regional activities.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Funds generated by the formula will be regionally distributed. Each region will receive its proportionate share based on the grand total of the constituent school district and public school academies (PSA) generated amounts.

Public School Academies (PSAs, also known as charter schools) and schools funded by the Bureau of Indian Affairs will be treated as local education agencies for the purpose of receiving approved expenditure reimbursement from the region.

The preliminary secondary Perkins allocations for 2019-20 is shown below:
**Preliminary Secondary CTE Perkins Regional Allocations**

**2019-20**

<table>
<thead>
<tr>
<th>Region</th>
<th>CTE Perkins Fiscal Agency</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Geogebic-Ontonagon Intermediate School District</td>
<td>104,390</td>
</tr>
<tr>
<td>02</td>
<td>Delta-Schoolcraft Intermediate School District</td>
<td>252,204</td>
</tr>
<tr>
<td>03</td>
<td>Eastern Upper Peninsula Intermediate School District</td>
<td>88,226</td>
</tr>
<tr>
<td>04</td>
<td>Alpena Public Schools</td>
<td>184,520</td>
</tr>
<tr>
<td>05</td>
<td>Wexford-Missaukee Intermediate School District</td>
<td>577,940</td>
</tr>
<tr>
<td>06</td>
<td>Clare-Gladwin Regional Educational Services District</td>
<td>311,978</td>
</tr>
<tr>
<td>07</td>
<td>Mecosta Osceola Intermediate School District</td>
<td>334,710</td>
</tr>
<tr>
<td>08</td>
<td>Bay-Arenac Intermediate School District</td>
<td>691,726</td>
</tr>
<tr>
<td>09</td>
<td>Muskegon Area Intermediate School District</td>
<td>408,829</td>
</tr>
<tr>
<td>10</td>
<td>Gratiot-Isabella Regional Educational Services District</td>
<td>421,713</td>
</tr>
<tr>
<td>11</td>
<td>Tuscola Intermediate School District</td>
<td>354,169</td>
</tr>
<tr>
<td>12</td>
<td>Ottawa Area Intermediate School District</td>
<td>383,445</td>
</tr>
<tr>
<td>13</td>
<td>Kent Intermediate School District</td>
<td>1,254,094</td>
</tr>
<tr>
<td>14</td>
<td>Clinton County Regional Educational Services Agency</td>
<td>853,558</td>
</tr>
<tr>
<td>15</td>
<td>Genesee Intermediate School District</td>
<td>1,100,558</td>
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<tr>
<td>16</td>
<td>Macomb Intermediate School District</td>
<td>1,638,382</td>
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<td>17</td>
<td>Livingston Educational Service Agency</td>
<td>161,618</td>
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<td>18</td>
<td>Oakland Schools</td>
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<tr>
<td>19</td>
<td>Berrien Regional Education Service Agency</td>
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<tr>
<td>20</td>
<td>Kalamazoo Regional Educational Service Agency</td>
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<tr>
<td>21</td>
<td>Calhoun Intermediate School District</td>
<td>430,982</td>
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<tr>
<td>22</td>
<td>Hillsdale Intermediate School District</td>
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<td>23</td>
<td>Washtenaw Intermediate School District</td>
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<tr>
<td>24</td>
<td>Detroit Public Schools Community District</td>
<td>2,383,603</td>
</tr>
<tr>
<td>25</td>
<td>Wayne Regional Educational Service Agency</td>
<td>2,654,438</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$18,336,975</strong></td>
</tr>
</tbody>
</table>

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Each postsecondary institution will receive an amount that bears the same relationship to the number of Pell grant and Bureau of Indian Affairs (BIA) recipients enrolled in occupational education programs. Information is not maintained at the federal, state, or local level as to the program in which Pell recipients are enrolled. An alternate method to determine an estimated occupational education Pell recipient, as required in the “general rule,” was established. Consideration will be given to identifying alternate data for economically disadvantaged. Each data set will contain a duplicated headcount with that of the Pell and BIA recipients.

The Michigan Community College Data Inventory will identify and audit all student contact hours by course content submitted by the community college. The same
percentage of occupational education student contact hours to total student contact hours will be applied to the community colleges’ total Pell and BIA recipients to determine estimated occupational education Pell and BIA recipients. For the four universities that fulfill a community college role, the number of Pell grant and BIA recipients in occupational education programs will be used. The pre-occupational student counts may be included for the four-year colleges because the students are being served through Perkins activities, and they are considered occupational students by definition.

The “Waiver for More Equitable Distribution” is not necessary since the actual formula is being implemented. The only deviation is the method of determining the estimated number of occupational education Pell and BIA recipients.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Within the regional funding structure, adjustments are not necessary for changing school boundaries and PSAs because all agencies are automatically considered eligible participants and can benefit from Perkins funding. The use of Title I eligible counts and National Center for Educational Statistics (NCES) student membership data in the formula provides for the inclusion of PSA data, which is not available by using the census data.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) to local educational agencies with the State. (Section 131(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

No waiver has been requested.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)
Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

No waiver has been requested.

The State of Michigan plans to allocate postsecondary funding as directed in Section 132(a) of Perkins V and has no plans for an alternative allocation formula at this time.

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Policy

The MDE is required to document and implement policies and procedures for the annual maintenance of effort (MOE) calculations, including retaining copies of supporting documentation. The following provisions are addressed in the MOE methodology procedures:

1. Calculations include both Michigan’s fiscal effort for CTE in the aggregate and on a per-student basis.
2. Assurance that the procedures will be followed annually and in writing.
3. The methodology:
   • Includes all categories of state expenditures on CTE
   • Includes student counts for its CTE programs
   • Documents the sources of the expenditure data and student counts used in the calculations
   • Applied consistently
   • Provides a procedure and schedule to review annually the categories of state expenditures, and if necessary, amend the methodology to add new categories

Procedures

1. Categories of State Expenditures for Career and Technical Education-The MDE methodology uses the following categories of funds:
   • State Administrative funds (OCTE Appropriation)
   • State School Aid Appropriations, Section 61a(2) funds
   • Talent and Economic Development (TED)/Talent Investment Agency (TIA)/Workforce Development Board (WDA) - Postsecondary/Community College Services Appropriation

These fund sources are used to calculate state effort on an aggregate and per-student basis and include all state funds expended on CTE. To ensure that this methodology included all categories of state expenditures for CTE, the MDE
undertook a review of all sources used in the past as well as other potential funding sources within MDE and other state agencies (see Review of All Fund Sources). The MDE reviewed each potential source to ensure it met the definition of CTE and was a reliable source of funds. The funding sources in this methodology meet both of these requirements.

The MDE is confident that these funding sources are reliable and capture the true integrity of Michigan’s CTE program. Further, we believe these funding sources will remain relatively constant, not fluctuating from year to year.

2. Source of Student Counts
Student counts will be taken from the Student Enrollment Form, Enrollment of CTE Participants (secondary and postsecondary) as reported in the Consolidated Annual Report.

3. Sources of Expenditure Data
Annually, the Michigan Legislature authorizes the use of state, federal, and restricted funds for use by each state agency through an appropriation act. Each source of funds can be tracked to a line item in an appropriations act. All budgets for appropriated state funds are entered into the Statewide Integration Governmental Management Applications System (SIGMA), the statewide accounting and budgetary control system. All expenditures incurred against state funds are reported in SIGMA. Using SIGMA Financial (BQ90LV2), the fiscal year, agency code, fund code, and the appropriation number, the MDE can document the amount spent towards each appropriation.

The MDE’s appropriation act contains a line item for the OCTE. The line item includes an amount of general fund to be used for the administration of CTE programs. Accordingly, the amount of funds expended on CTE administrative costs is documented by running the correct report in SIGMA Financial (BQ90LV2). This is also the method through which funds expended on State School Aid Appropriations, Section 61a(2) and the Talent and Investment Agency funds are documented.

a. MDE/OCTE: SIGMA Financial, BQ90LV2, Fiscal Year 2019, Agency 313, Fund Code 1000
b. TED/TIA/WDA: SIGMA Financial, BQ90LV2, Fiscal Year 2019, Agency 086, Fund Code 1000
c. State School Aid, Section 61a(2)

4. Consistent Application from Year-to-Year
MDE uses this methodology consistently from year-to-year. Any proposed amendments to the methodology will be addressed as specified in the next paragraph.
5. Procedure and Schedule
Each year, beginning in November, MDE staff will start to gather the necessary data to calculate MOE, and begin to conduct the appropriate calculations. Additionally, MDE staff will review all funding sources benefitting CTE. If MDE staff determine that a funding source should be included in the MOE calculation that is not included in the methodology, MDE will document the funding sources, and the expenditure data. It will include any reasons why the funding sources were not included in prior years’ MOE calculation.

If an amendment is necessary, the MDE will draft a proposed amended MOE methodology, and will submit it along with the supporting documentation to the Office of Assistant Secretary for Career, Technical and Adult Education (OCTAE) for approval. Once approval is obtained, the MDE will finalize the amended methodology and maintain all documentation. All amendments to the methodology will be submitted to OCTAE by December 31, prior to conducting the final MOE calculation for the year in question. The approved methodology will then become the methodology used in future years.

6. Fund Sources Included in MOE
Each funding source used in the MOE calculation takes into account (1) whether the cost category meets the definition of CTE in the statute, (2) the source of the funding category, (3) which entity determines the amount of funding for the category that must be used for CTE, and (4) under state administrative funds, a list of the types of costs included in that category.

a. State Administrative Funds
These funds are directly appropriated by the Michigan legislature for use in the administration of the CTE program. The type of costs included in this category include salary, equipment, supplies, and travel associated with the development of the state plan, reviewing local plans, monitoring and evaluating program effectiveness, and providing technical assistance. As such, this cost category meets the definition of CTE in the statute. All expenditures incurred for this funding source can be determined by running the appropriate expenditure report in SIGMA.

b. MDE Appropriation for OCTE Building Occupancy Costs
The OCTE moved into a state-owned building during the middle of fiscal year 2009. Occupancy charges on the building began in fiscal year 2010. Occupancy charges are paid with state funds that can be tracked through SIGMA. These expenditures meet the definition of CTE as these costs are necessary for the administration of the CTE program. The MDE determines the amount of occupancy charges that can be allocated to Perkins through the calculation noted in Procedure 3.

c. State School Aid Appropriations, Section 61a(2) Funds
These funds are directly appropriated by the Michigan legislature for use by the MDE in the supervision of CTE in the districts. As such, this cost category meets the definition of CTE in the statute. All expenditures incurred for this funding source can be determined by running the appropriate expenditure report in SIGMA.

d. Center for Education Performance and Information (CEPI) Funds
CEPI is the state agency responsible for warehousing all educational data in Michigan, including data related to CTE. CEPI maintains the student data system for the state of Michigan, as well as information on educational personnel (REP). It is on these data systems that all the student and personnel information relevant to the Perkins act is maintained. As CEPI manages the data systems relevant to the provision of Perkins, these activities meet the definition of CTE as stated in the statute. State expenditures in this category are determined by conducting the cost allocation calculation described in Procedure 3.

e. Department of Education Office of Educator Excellence Funds
Office of Educator Excellence is an office within the MDE. This office is responsible for issuing professional licenses to Michigan teachers. As such, this office is responsible for the issuance of all CTE teacher licensing and therefore directly benefits career and technical education as defined in the statue. State expenditures in this category are determined by conducting the cost allocation calculation described in Procedure 3.

During the December 2012 review, these funds were removed from the calculation when it was determined they were not stable or sustainable.

f. Talent and Economic Development (TED)/Talent Investment Agency (TIA)/Workforce Development Agency (WDA), Postsecondary/Community College Services Appropriation
The TED/TIA/WDA appropriation act contains a section for postsecondary education programs, with a specific line item for general fund/general purpose funds. A portion of these funds, as determined by the TED/TIA/WDA, is distributed to the Postsecondary/Community College Services Unit to administer the Perkins program at the postsecondary level. As such, this category of cost meets the definition of CTE as defined in the statute. All expenditures incurred for this funding source can be determined by running the appropriate expenditure report in SIGMA.

7. Fund Sources Excluded from MOE
This section contains explanations as to why these funding sources are excluded from the MOE methodology.

a. Local Self-Reported Contributions (Secondary and Postsecondary)
The MDE is not required to include local costs in the MOE calculation, as each subrecipient, not the MDE, has control over the amount spent, if any, on CTE.

b. Department of Corrections (DOC)
After reviewing the CTE expenditures by the DOC, the MDE determined to exclude these funds from the methodology as unreliable. The DOC, has the authority to determine the amount of its appropriation that shall be spent on CTE. This amount fluctuates on a yearly basis. Therefore, the MDE cannot ensure that expenditures meet the definition of CTE in the statute.

c. State School Aid Appropriations (other than section 61a(2) funds)
With the exception of the funds appropriated under section 61a(2), the MDE has determined to exclude all other State School Aid appropriations as the language of the appropriations does not require the recipients to expend the funds on CTE.
Accordingly, the MDE cannot reliably determine if the expenditures meet the definition of CTE found in the statute.

d. Pre-College Engineering
Pre-College Engineering funds are part of the State School Aid appropriations (section 65). As noted above, the language of the appropriation does not require the recipients to expend the funds on CTE. Accordingly, the MDE cannot reliably determine if the expenditures meet the definition of CTE found in the statute.

e. Early Middle College
Early Middle College funds are part of the State School Aid Appropriations (sectio61b). As noted above, the language of the appropriation does not require the recipients to expend the funds on CTE. Accordingly, the MDE cannot reliably determine if the expenditures meet the definition of CTE found in the statute.

f. Department of Human Services (DHHS)
The MDE provides federal Perkins funds to the DHHS for an education program for adjudicated youth. The MDE has determined to exclude any state funds expended in this cost category because the MDE cannot rely on the funds being spent from year-to-year. Furthermore, the CTE courses offered through the program are not state-approved CTE courses as described in Michigan’s State Plan for Career and Technical Education, and therefore, the MDE cannot reliably determine if the expenditures meet the definition of CTE found in the statute.

DOCUMENTATION

The MDE collects and maintains the necessary data documentation from SIGMA financial and from the appropriate state agencies and department units.

The MDE will review other potential categories of expenses that should be included in the MOE calculation and will generate notes as to why, if at all, the MOE methodology should be amended to include an additional cost category, subject to OCTAE's approval.

The MDE generates and maintains the final calculations used in determining whether the MOE requirement is met.

All documentation will be collected by the MDE and entered into a hard file maintained by the MDE for a minimum of five years.

The MDE will also maintain an electronic folder of electronic versions of the documentation, as well as any documentation too large to be maintained in the hard file, which will be maintained by the MDE for a minimum of five years.

The baseline is a continuing level.

D. Accountability for Results Not Applicable
III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances Not Applicable

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

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1 An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.
B. **EDGAR Certifications** Not Applicable

C. **Other Forms** Not Applicable

IV BUDGET

A. **Instructions**

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

   Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. This amount should correspond to the amount of funds noted in the Department’s program memorandum with estimated State allocations for the fiscal year.

   Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.

   Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.

   Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.

   Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. The amount of funds should be not less than $60,000 and not more than $150,000.

   Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or $50,000, whichever is lesser.

   Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to
section 112(a)(1) of Perkins V. The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.
B:  **Budget Form**

**State Name:**  Michigan  
**Fiscal Year (FY):**  2019-2020

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
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</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
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<tr>
<td>3</td>
<td>State Leadership</td>
<td>10%</td>
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</tr>
<tr>
<td>4</td>
<td>Individuals in State Institutions</td>
<td>1%</td>
<td>$197,600</td>
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<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>Nontraditional Training and Employment</td>
<td>Not applicable</td>
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</tr>
<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
<td>%</td>
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<tr>
<td>7</td>
<td>Local Formula Distribution</td>
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<td>8</td>
<td>Reserve</td>
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<td>9</td>
<td>Secondary Recipients</td>
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<td>10</td>
<td>Postsecondary Recipients</td>
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<td>Allocation to Eligible Recipients</td>
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<td>12</td>
<td>Secondary Recipients</td>
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<td>13</td>
<td>Postsecondary Recipients</td>
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<td>14</td>
<td><strong>State Match (from non-federal funds)</strong></td>
<td>Not applicable</td>
<td>$2,062,225</td>
</tr>
</tbody>
</table>

**V. State Determined Performance Levels (SDPL)**  Not Applicable
U. S. Department of Education  
Office of Career, Technical, and Adult Education  

Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan  

I. COVER PAGE  

A. State Name: Michigan  

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Michigan State Board of Education, Office of Career and Technical Education  

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.  

1. Name: Dr. Brian Pyles  
2. Official Position Title: State Director  
4. Telephone: (517) 335-5224  
6. Email: pylesb@michigan.gov  

D. Individual serving as the State Director for Career and Technical Education:  

X Check here if this individual is the same person identified in Item C above and then proceed to Item E below.  

1. Name:  
2. Official Position Title:  
3. Agency:  
4. Telephone: (____) _______  
5. Email:  

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):  
X 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will be complete Items G and J  
State Plan (FY 2019-23) – if an eligible agency selects this option, it will then complete Items G, I, and J
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

State Plan (FY 2020-23) - if an eligible agency selects this option, it will then complete Items H, I, and J

State Plan Revisions (Please indicate year of submission: ________________) - if an eligible agency selects this option, it will then complete Items H and J

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):

Yes
X No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one):

Yes (If yes, please indicate year of submission: ________________)

No

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

---

4 Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
5 Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
6 Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.
J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name)</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brian Pyles</td>
<td>517-335-5224</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Authorized Representative</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6/26/2019</td>
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### AGGREGATE NONFEDERAL EXPENDITURES

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
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<tbody>
<tr>
<td>A Department of Education, Office of Career &amp; Technical Education State Appropriations 1</td>
<td>$795,972</td>
<td>$790,200</td>
<td>$769,555</td>
<td>$804,973</td>
<td>$834,133</td>
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<tr>
<td>Negative Supplemental Appropriation (PA 49 of 2011)</td>
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<tr>
<td>B Department of Education Appropriation for OCTE Building Occupancy Costs</td>
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<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
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<tr>
<td>C State School Aid Appropriation, Section 61a(2), Supervision of CTE Administration</td>
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<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
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<td>D Center for Educational Performance State Appropriations</td>
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<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
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<tr>
<td>E Department of Education Appropriation for Office of Professional Preparation Services</td>
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<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
<td>not stable or sustainable source</td>
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<td>AGGREGATE NONFEDERAL EXPENDITURES</td>
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<td>$1,885,387</td>
<td>$1,912,814</td>
<td>$1,984,711</td>
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</table>

1 State appropriation was increased but will be decreased in the next fiscal year - Office of Financial Management requested the previous appropriation amount be used. Amount also decreased by cost of position not related to Perkins.

### PER STUDENT NONFEDERAL EXPENDITURES

<table>
<thead>
<tr>
<th>STUDENT ENROLLMENT (C.A.R.)</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2018</th>
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</thead>
<tbody>
<tr>
<td>H CTE Participants (secondary &amp; postsecondary)</td>
<td>215,017</td>
<td>223,284</td>
<td>216,017</td>
<td>203,049</td>
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<tr>
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<td>$8.90</td>
<td>$8.54</td>
<td>$8.73</td>
<td>$9.42</td>
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### Preliminary 2019-20 Allocations

<table>
<thead>
<tr>
<th>Institution</th>
<th>Preliminary Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpena</td>
<td>$108,683</td>
</tr>
<tr>
<td>Bay</td>
<td>133,033</td>
</tr>
<tr>
<td>Delta</td>
<td>707,157</td>
</tr>
<tr>
<td>Glen Oaks</td>
<td>44,447</td>
</tr>
<tr>
<td>Gogebic</td>
<td>82,409</td>
</tr>
<tr>
<td>Grand Rapids</td>
<td>986,627</td>
</tr>
<tr>
<td>Henry Ford</td>
<td>1,147,957</td>
</tr>
<tr>
<td>Jackson</td>
<td>397,997</td>
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<tr>
<td>Kalamazoo Valley</td>
<td>600,257</td>
</tr>
<tr>
<td>Kellogg</td>
<td>465,506</td>
</tr>
<tr>
<td>Kirtland</td>
<td>192,824</td>
</tr>
<tr>
<td>Lake Michigan</td>
<td>226,469</td>
</tr>
<tr>
<td>Lansing</td>
<td>862,254</td>
</tr>
<tr>
<td>Macomb</td>
<td>1,264,799</td>
</tr>
<tr>
<td>Mid Michigan</td>
<td>327,277</td>
</tr>
<tr>
<td>Monroe</td>
<td>187,690</td>
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<tr>
<td>Montcalm</td>
<td>137,452</td>
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<tr>
<td>Mott</td>
<td>805,708</td>
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<tr>
<td>Muskegon</td>
<td>216,916</td>
</tr>
<tr>
<td>North Central</td>
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<tr>
<td>Northwestern</td>
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<tr>
<td>Oakland</td>
<td>873,488</td>
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<tr>
<td>St. Clair</td>
<td>231,051</td>
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<tr>
<td>Schoolcraft</td>
<td>579,711</td>
</tr>
<tr>
<td>Southwestern</td>
<td>148,045</td>
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<tr>
<td>Washtenaw</td>
<td>661,580</td>
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<tr>
<td>Wayne County</td>
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<tr>
<td>West Shore</td>
<td>54,343</td>
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<tr>
<td><strong>Subtotals</strong></td>
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</tr>
<tr>
<td>Bay Mills</td>
<td>99,591</td>
</tr>
<tr>
<td>Ferris State</td>
<td>198,045</td>
</tr>
<tr>
<td>Lake Superior</td>
<td>88,988</td>
</tr>
<tr>
<td>MI Tech. Univ.</td>
<td>0</td>
</tr>
<tr>
<td>Northern</td>
<td>126,098</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$13,321,975</strong></td>
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5/10/2019
## Preliminary 2019-20 Allocations

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5/10/2019
Michigan Post-Secondary Perkins
Size, Scope and Quality Definitions

In Michigan, Career and Technical Education Programs are intentionally housed within 28 Community Colleges, three (3) Public Universities and one (1) Tribal College throughout the state. This structure has been in place since Perkins IV and assures access to career and technical education (CTE) programs for all students throughout the state. The postsecondary local application requires eligible recipients to demonstrate how they intend to meet the programmatic requirements for size, scope and quality.

Size

- Programs must be of sufficient size, based upon enrollment, as compared to total college enrollment.
- Post-secondary eligible recipients must provide an opportunity for students to become CTE concentrators. A CTE concentrator is a postsecondary student who completes at least 12 credits of the academic and/or technical hours in a college career and technical education program or completes a program that encompasses fewer than 12 credits or the equivalent in total.

Scope

- Post-secondary representatives must be invited to annual grant planning meetings and be provided the opportunity to provide input into the Local Annual Grant.
- Post-secondary representatives must be invited to participate in the biannual Comprehensive Local Needs Assessment, in order to provide input into the direction and planning of the Local Annual Perkins Grant.
- Each state approved CTE program must document a comprehensive Program of Study demonstrating the secondary and postsecondary linkages assuring the opportunities to transition from secondary to postsecondary education.
- Postsecondary CTE programs must be aligned with business and industry as validated by a local business advisory committee.
Quality

- Postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state.
- Postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as high-skill, high-wage, and/or in-demand and ensure that academics are an integral component of all Perkins-funded CTE programs.
- Program Advisory Committees are required for each state approved CTE program. Program Advisory Committees must meet a minimum of twice annually to assure that the program is responsive to the needs of business and industry.
- Each post-secondary institution is required to achieve performance targets established for the Perkins Core Performance Indicators.
- Each CTE program is required to achieve performance targets, consistent with the Regions performance targets as collected on www.michigancc.net.
- Each state approved program must employ appropriately certificated instructors.
- Each program must meet the state approved CTE program requirements which consist of:
  - Technical and academic skills incorporated into the curriculum
  - Hand-on laboratory learning experiences
  - Work-based learning opportunities

Flexibility to Eligible Recipients

If an eligible recipient fails to meet the size, scope and quality of post-secondary CTE programs, the State will:

- Provide technical assistance to the eligible recipient to develop strategies to improve processes to evaluate program viability.
- Allow the eligible recipient to submit a justification and/or complete a program improvement plan, including strategies to help meet the definition.
Michigan Secondary Perkins
Size, Scope and Quality Definitions

In Michigan, Career and Technical Education Programs are intentionally structured into 27 Regions comprised of 53 Career Education Planning Districts, inclusive of all school districts throughout the state. This Regional structure has been in place since Perkins IV and assures access to state-approved career and technical education (CTE) programs for all students throughout the state of Michigan.

Size

- At least one state-approved CTE program in five different career clusters must be offered by each Perkins Region, consistent with the needs identified by business and industry partners in the region or state.

- At least ten state-approved CTE programs, identified by program serial numbers (PSNs), must be delivered within the Perkins Region, consistent with high-skill and in-demand occupations identified by business and industry partners within the specific region or state.

- Programs must be of sufficient size to be offered on a regular basis.

Scope

- Region members must be invited to annual Perkins Grant planning meetings and be provided the opportunity to provide input into their Regional Perkins Plan.

- Region members must be invited to participate in the biannual Comprehensive Local Needs Assessment, in order to provide input into the direction and planning of the Regional Perkins Grant.

- Each state-approved CTE program must document a high quality CTE Program of Study demonstrating the secondary and postsecondary linkages assuring the opportunities to transition from secondary to postsecondary education.
Quality

- Program Advisory Committees are required for each state-approved CTE program. Program Advisory Committees must meet a minimum of twice annually to assure that the program is responsive to the needs of business and industry. Specific guidance is provided in the Program Advisory Committee Toolkit.

- Each Region is required to achieve performance targets established for the Perkins Core Performance Indicators.

- Each state-approved CTE program is expected to make continuous improvement toward performance targets, consistent with the Regional performance targets.

- Each state-approved CTE program must utilize the CTE state standards as identified for each CTE specific program area. (MCCTE Navigator)

- Each state-approved CTE program must employ appropriately certificated instructors.

- Each state-approved CTE program must meet the CTE program requirements which consist of:
  - Technical and Academic Skills Integrated into the Curriculum
  - Hands-On Laboratory Learning Experiences
  - Work-Based Learning Opportunities
  - Student Leadership (CTSO)

- Each state-approved CTE program of study is required to culminate in a recognized postsecondary credential.
1) Is your State planning to reduce MOE baseline level by 5% for FY20?

No, Michigan is not planning to reduce MOE baseline level by 5% for FY20.
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):  ****
Title/Agency: State Director
Date: 5/24/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State Director
Date: 5/24/2019 12:00:00 AM
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1688), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§295 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3603 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11989; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

---

**SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**

[Signature]

**TITLE**

State Director, Career and Technical Education

**APPLICANT ORGANIZATION**

Michigan Department of Education

**DATE SUBMITTED**

May 24, 2019
Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
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<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
</tr>
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<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>X a. initial filing</td>
</tr>
<tr>
<td>X b. grant</td>
<td>X b. initial award</td>
<td>_____ b. material change</td>
</tr>
<tr>
<td>c. cooperative agreement</td>
<td>c. post-award</td>
<td>For material change only:</td>
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<tr>
<td>d. loan</td>
<td></td>
<td>Year _______ quarter _______</td>
</tr>
<tr>
<td>e. loan guarantee</td>
<td></td>
<td>Date of last report___________</td>
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<td>f. loan insurance</td>
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<tr>
<th>4. Name and Address of Reporting Entity:</th>
<th>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</th>
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<tbody>
<tr>
<td>X Prime _____ Subawardee</td>
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<tr>
<td>Tier______, if Known:</td>
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<td>Michigan Department of Education</td>
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<td>Office of Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>P.O. Box 30712</td>
<td></td>
</tr>
<tr>
<td>Lansing, MI 48909</td>
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<tr>
<td>Congressional District, if known:</td>
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<th>6. Federal Department/Agency:</th>
<th>7. Federal Program Name/Description:</th>
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<td>Office of Career, Technical, and Adult Education</td>
<td>CFDA Number, if applicable: <em>84.048A</em>__________</td>
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<th>8. Federal Action Number, if known:</th>
<th>9. Award Amount, if known:</th>
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<tr>
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<td>$ 41,244,506</td>
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<tr>
<th>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</th>
<th>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.</th>
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<tbody>
<tr>
<td>N/A</td>
<td>Signature: ___________________________________</td>
</tr>
<tr>
<td>(last name, first name, MI):</td>
<td>Print Name: <strong>Brian L. Pyles</strong>__</td>
</tr>
<tr>
<td>N/A</td>
<td>Title: <strong>State Director of Career and Technical Education</strong></td>
</tr>
<tr>
<td></td>
<td>Telephone No.: <em>517-335-5224</em>_ Date: <strong>5/24/19</strong>_</td>
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Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an office or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Michigan Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: ___________________________ * First Name: Brian ___________________________ Middle Name: ___________________________

* Last Name: Pyles ___________________________ Suffix: ___________________________

* Title: State Director ___________________________

* SIGNATURE: ___________________________ * DATE: 5/24/2019
Michigan Department of Education  
GEPA Section 427

The state agency will provide leadership to support eligible agencies in implementing the Section 427 of GEPA requirements through the following strategies.

**Strategy 1:** Eligible recipients will be required to address, in their Perkins application, what programs and services they will provide that prepare all students, including special populations, with the knowledge and skill levels necessary to enter into their chosen field of work or postsecondary education leading to high-skill, high-wage, or in-demand occupations.

**Strategy 2:** Eligible recipients will focus on access for all students to participate in CTE programs. An expectation that all CTE participants, including special populations, are required to meet the graduation requirements which include rigorous academics, as well as standards-based technical skills.

**Strategy 3:** Eligible recipients are required to provide services to assist special populations students to graduate from secondary school with a diploma. Services may include, but are not limited to, textbooks on tape, extended testing time, counseling, tutoring, modification of curriculum delivery strategies, assistive listening devices, learning station modification, sign language interpreters, note takers, and/or assistive technology.

Michigan’s postsecondary institutions have special populations coordinators, counselors, and other support staff at the institution level which provide services to special populations to succeed in CTE/occupational programs, meet state-adjusted levels of performance, gain the skills necessary for further learning, and for entry into high-skill, high-wage, or in-demand careers.

**Eligible Agency Evidence:** Strategies, activities, and student performance data will be the evidence used to support accountability. All special populations students will be provided equal access through all mandatory federal guidelines – Title II, Section 504, Americans with Disabilities Act (ADA), Title VI, and Title IX. In addition, occupational students will be provided with assistance and/or supplemental services (which may include):

- Coordinating special services with external service providers
- Coordinating special services with internal providers
- Providing staff with professional development
- Representing the interests of special populations students on advisory committees
- Specialized activities and services that promote the mental, physical, and social well-being of students
- Peer tutoring and professional instruction assistance
- Interpreter services for persons with hearing impairments
- Note taking
- Readers
- Special adaptive equipment and approaches to learning
- Testing accommodations
- Support services for English learners

Brian L. Pyles, Ph.D.  
5-24-2018  
Date
<table>
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<th>Description</th>
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****

Title/Agency: Michigan Department of Ed

Date: 5/24/2019 12:00:00 AM