



# CTE Perkins Regional Improvement Plans 2008-2009 CPI Performance Data 2010-2011 Application For Funds

<input checked="" type="checkbox"/> <b>1S2: ACADEMIC ATTAINMENT – MATHEMATICS</b>		
<input type="checkbox"/> 1S2-1 Math Support <span style="margin-left: 200px;"><input checked="" type="checkbox"/> 1S2-3 Math Curriculum Integration</span>		
<input type="checkbox"/> 1S2-2 Math Professional Development <span style="margin-left: 200px;"><input type="checkbox"/> 1S2-4 Other</span>		
DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<p><b>Subgroup Disparities:</b> Disabled students, Economically Disadvantaged Students, and Single Parents all performed at a lower rate than the general CTE population; with the students with disability status only performing at about a 10-percent rate.</p>		
<p><b>Implementation Strategy:</b></p> <p>1S2-3-6: "CTE teachers will pre and post test students to determine math academic improvement"</p>		
<p>1) Determine appropriate Math performance level needed for appropriate placement in each CTE program.</p>	Summer 2010	CTE Administrators CTE Teachers ISD Math Consultant
<p>2) Teachers will administer district pre and post test to measure student progress in Math.</p>	Fall 2010	CTE Teachers
<p>3) Using program academic crosswalk for Math, classroom activities and assignments the teacher will document and support student instruction in Math.</p>	June 2011	CTE Teachers

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<input checked="" type="checkbox"/> <b>2S1: TECHNICAL SKILL ACHIEVEMENT</b>		
<input type="checkbox"/> 2S1-1 CTE Program Standards <span style="margin-left: 200px;"><input type="checkbox"/> 2S1-4 Support Services</span>		
<input type="checkbox"/> 2S1-2 CTE Programs/Careers <span style="margin-left: 200px;"><input type="checkbox"/> 2S1-5 Other</span>		
<input checked="" type="checkbox"/> 2S1-3 Program Expectations		
DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<p><b>Subgroup Disparities:</b> Disabled students, Economically Disadvantaged Students, and Single Parents all performed at a lower rate than the general CTE population; with the students with disability status only performing at about a 10-percent rate.</p>		
<p><b>Implementation Strategy:</b></p> <p>2S1-3-2: "CTE teachers will provide CTE program expectations and prerequisites/eligibility requirements in their course outline and syllabus, and/or share these expectations/requirements with sending school counselors and potential students"</p>		
<p><b>Action Steps:</b></p>		
<p>1) CTE teachers will research the necessary reading and math levels required in their prospective CTE programs (i.e. recommended reading and math level listed in program textbook, other classroom materials, industry standards/expectations, and the articulated postsecondary program requirements)</p>	October 2010	CTE Teachers
<p>2) Confirm program eligibility criteria (pre-req) with CTE Administrator</p>	November 2010	CTE Administrator Building Administrator District Curriculum Committee
<p>3) Develop a program application that includes a section for program eligibility criteria to be listed</p>	December 2010	CTE Teacher
<p>4) Communicate new program eligibility criteria to all sending school counselors and potential students (8, 9, and 10th graders)</p>	February 2011	Counseling Staff
<p>5) Student selection process and notification for each program</p>	April 2011	Counseling Staff

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<input checked="" type="checkbox"/> <b>3S1: SECONDARY SCHOOL COMPLETION</b>		
<input type="checkbox"/> 3S1/4S1-1 At-Risk Students/Support Services <input checked="" type="checkbox"/> 3S1/4S1-4 Absenteeism <input type="checkbox"/> 3S1/4S1-2 CTSOs <input type="checkbox"/> 3S1/4S1-5 Other <input type="checkbox"/> 3S1/4S1-3 Postsecondary Options		
DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<b>Subgroup Disparities:</b> Students at risk of dropping out		
<b>Implementation Strategy:</b>  <b>3S1/4S1-4-4:</b> "Ongoing evaluation of effectiveness of notification system and intervention to increase CTE student attendance"  <b>Action Steps:</b>		
1) Counselors and Special Populations Coordinators collaborate with CTE program teachers to identify students at risk of dropping out of their program	October 2010	CTE Teachers SPOPS Coordinator
2) Counselors/SPOPS Coordinator schedule on-going updates with CTE program teachers to monitor student attendance (by program) and students struggling with poor grade point averages	Continuous	CTE Counselors SPOPS Coordinator
3) Develop a notification/communication system to notify key school staff and parents of absentee problems or students receiving less than a 2.0	Continuous	"
4) Design continuous follow-up and monitoring mechanisms with the at-risk student and teacher	Continuous	"
5) Establish program interventions (i.e. accommodations, tutoring, study groups, community services)	Continuous	"

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<input checked="" type="checkbox"/> <b>4S1: STUDENT GRADUATION RATES</b>		
<input checked="" type="checkbox"/> 3S1/4S1-1 At-Risk Students/Support Services <input type="checkbox"/> 3S1/4S1-4 Absenteeism <input type="checkbox"/> 3S1/4S1-2 CTSOs <input type="checkbox"/> 3S1/4S1-5 Other <input type="checkbox"/> 3S1/4S1-3 Postsecondary Options		
DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<b>Subgroup Disparities:</b> Students at risk of dropping out		
<b>Implementation Strategy:</b>  3S1/4S1-1-3: "Provide services to assist CTE students at-risk of dropping out of high school and continue to monitor student progress toward on-time graduation"		
<b>Action Steps:</b>  1) Special Populations Coordinator/Counselor(s) will conduct credit reviews for all CTE students upon admission and at the end of each semester (trimester), identifying students who are behind in credits needed for graduation.	October 2010 and ongoing	SPOPS Coordinator and Counselors
2) Students identified with credit deficiencies will be closely monitored, and coached in opportunities to "recover credits" through on-line courses, summer school, MVHS, Community Education, etc.	October 2010 and ongoing	SPOPS Coordinator and Mentors

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**5S1: SECONDARY PLACEMENT**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 5S1-1 Program Improvement/Placement | <input type="checkbox"/> 5S1-4 Persistence/Completion of CTE Programs |
| <input type="checkbox"/> 5S1-2 Employer Involvement                     | <input type="checkbox"/> 5S1-5 Skills for Placement                   |
| <input type="checkbox"/> 5S1-3 Student Career Options                   | <input type="checkbox"/> 5S1-6 Other                                  |

DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<p><b>Subgroup Disparities:</b> All State-approved CTE programs with less than 75% completion and placement rates</p>		
<p><b>Implementation Strategy:</b></p> <p>5S1-1-1: "CTE personnel will examine and analyze placement data (placement, exit and follow up) for students in all CTE programs at a regional, CEPD, district, building, and program level to improve the link between CTE student program completion and placement in related employment and/or continuing education."</p>		
<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1) Identify key internal or external personnel that are experts in analyzing data</li> <li>2) Schedule program specific meetings to examine and analyze the placement, exit, and follow-up data by program</li> <li>3) Identify possible causes and/or reasons for successful or unsuccessful program completion and placement rates</li> <li>4) Brainstorm, explore, research for effective program strategies to increase program completion and placement rates</li> <li>5) Identify trends and monitor data</li> </ol>	<p>October 2010</p> <p>October 2010</p> <p>October 2010</p> <p>October 2010</p> <p>Ongoing</p>	<p>CTE Administrator and Identified Team for all action steps</p>

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<input checked="" type="checkbox"/> <b>6S1: NONTRADITIONAL PARTICIPATION</b>		
<input checked="" type="checkbox"/> 6S1-1 Nontraditional Career Awareness <span style="margin-left: 200px;"><input type="checkbox"/> 6S1-3 Nontraditional Support Services</span>		
<input type="checkbox"/> 6S1-2 Nontraditional Outreach <span style="margin-left: 200px;"><input type="checkbox"/> 6S1-4 Other</span>		
DESCRIBE REGIONAL PLAN TO IMPROVE	COMPLETION DATE	STAFF PERSON
<p><b>Subgroup Disparities:</b> Potential female and male students who are nontraditional in designated nontraditional CTE programs</p> <p><b>Implementation Strategy:</b> 6S1-1-2: "Provide early exposure to nontraditional careers for all students "</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1) Get list of nontraditional careers/programs from OCTE</li> <li>2) Distribute and/or publish this list via newsletters, newspapers, to students in 8, 9, and 10th grade</li> <li>3) Offer an opportunity - day or evening- for students to spend time in a program designated as nontraditional utilizing current students as mentors</li> <li>4) Promote dialogue between program visitors and current student mentors; prepare a list of questions and career facts about each program that would engage the visitor</li> </ol>	<p>September 2010 through June 2011 (ongoing activity)</p>	<p>SPOPS Coordinator CTE Administrator CTE Teaching Staff for all action steps</p>

# CTE Perkins Regional Improvement Plans 2008-2009 CPI Performance Data 2010-2011 Application For Funds

<input checked="" type="checkbox"/> <b>6S2: NONTRADITIONAL COMPLETION</b>		
<input checked="" type="checkbox"/> 6S2-1 Nontraditional Institutional Strategies <span style="margin-left: 200px;"><input type="checkbox"/> 6S2-3 Nontraditional Role Models</span>		
<input type="checkbox"/> 6S2-2 Nontraditional Support <span style="margin-left: 200px;"><input type="checkbox"/> 6S2-4 Other</span>		
<b>DESCRIBE REGIONAL PLAN TO IMPROVE</b>	<b>COMPLETION DATE</b>	<b>STAFF PERSON</b>
<b>Subgroup Disparities:</b> CTE teachers that have programs designated as non-traditional		
<b>Implementation Strategy:</b>  6S2-1-1: "Assess and promote gender fair classrooms, policies, materials, instruction, equipment, grading, etc."		
<b>Action Steps:</b>  1) Identify which programs are designated as non-traditional for both female and males.  2) Enlist external nontraditional speakers from business and industry to present to classroom students and to provide resources to CTE teachers  3) Instruct CTE teachers on how to identify where there might be gender bias either in print (textbooks, handouts) or in illustrations posted throughout the CTE classroom. Talk about what images might convey messages that are particularly negative for one gender.  4) Encourage CTE teachers to provide the leadership, space, and resources for non-traditional students to form clubs or support groups during class time.	Fall of 2010 and ongoing	SPOPS Coordinator Building and CTE Leadership for all action steps

# CTE Perkins Regional Improvement Plans 2008-2009 CPI Performance Data 2010-2011 Application For Funds

Signatures demonstrate support of regional improvement goals and grant activities to improve.

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<Type First & Last Name Perkins Grant Coordinator>, Perkins Federal Program Grant Coordinator Signature (formerly CI Coordinator)

Date

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<Type First & Last Name Of CEPD Administrator>, CEPD Administrator Signature

Date

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<Type First & Last Name Of CEPD Administrator>, CEPD Administrator Signature

Date

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<Type First & Last Name Of Cepd Administrator>, CEPD Administrator Signature

Date

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<Type First & Last Name Of Cepd Administrator>, CEPD Administrator Signature

Date

COMPLETED FORM IS DUE TO OCTE BY **APRIL 1, 2010.**

Please mail to:

Annette Filbrandt or Lisa Smith  
Michigan Department of Education  
Office of Career and Technical Education  
Hannah Building – UP Level  
P.O. Box 30712  
Lansing, Michigan 48909