



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

October 29, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of the Amendment to the Michigan State Plan for Career and Technical Education - July 1, 2007 through June 30, 2008

Each state receiving federal funds under the Carl D. Perkins Career and Technical Education Act of 2006 must develop a State Plan for Career and Technical Education. For the period July 1, 2007 through June 30, 2008, Michigan has developed a one-year transition plan. The Plan addresses the key areas of planning, coordination, and collaboration; program administration; provision of services to special populations; accountability and evaluation; tech prep programs; and financial requirements.

The State Plan provides for the implementation of the Perkins Act governing the federally funded components of Michigan's delivery system for career and technical education. In addition, other state and federal initiatives were considered when the Plan was written, including new Michigan high school graduation requirements, the States Career Clusters model, and state-recognized standards in all state-approved CTE programs. The format of the Plan follow the *State Plan Guide* prescribed by the U. S. Department of Education.

It is recommended that the State Board of Education (1) approve the Michigan State Plan for Career and Technical Education - July 1, 2007 through June 30, 2008 as attached to the October 29, 2007, memorandum from the Superintendent of Public Instruction, and (2) authorize the Superintendent to submit the Plan to the U. S. Secretary of Education.

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U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Michigan

Eligible Agency Submitting Plan on Behalf of State:

Michigan Department of Education

Office of Career and Technical Preparation (OCTP)

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Patty Cantú

Position: Director, OCTP

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Type of State Plan Submission (check *all* that apply):

6-Year

1-Year Transition – Amendment

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**Michigan State Plan for Career and Technical Education
July 1, 2007 through June 30, 2008**

Part A: State Plan Narrative

II. Program Administration

A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

i. Incorporate secondary education and postsecondary education elements;

The Office of Career and Technical Preparation (OCTP) will require all state-approved secondary career and technical education programs to develop a program of study, including secondary and postsecondary course work. OCTP will work with local agency career and technical education (CTE) curriculum experts and CTE Administrators around the state during the transition year to revise current programs of study to ensure that they include academic and technical course pathways that students will need to be successful in high school and prepare them for entry 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. The 16 Career Clusters are an excellent choice for a 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. The new programs of study will be integrated into approved secondary CTE programs over the next few years.

At the postsecondary level, program and course determination resides with the local board of trustees within the community college. The Department of Labor & Economic Growth, Community College Services Unit (CCSU), approves certain 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 particular number of credits, contact hours, and/or courses. Programs are essentially of two types: associate and certificate. They include the three (3) classifications of courses: General Education, Supportive Courses, and Occupational Specialty Courses.

Program elements required at both the secondary and 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 (not equipment) in career and technical education
- Provide comprehensive professional development programs to CTE, academic, guidance, and administrative personnel, including teachers, 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, including tech prep programs

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

All state-approved career and technical education programs must include coherent, rigorous, and relevant content, aligned with challenging academic standards, in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education. OCTP will collaborate with local education agencies, Michigan Department of Education, business and industry advisory committee members, and other stakeholders to develop state-recognized standards in all state-approved CTE programs. These standards will be validated by secondary and postsecondary academic and career and technical educators, with business and industry input, through the use of career cluster task forces and will be phased in as they are completed.

Secondary level CTE students must meet the new Michigan high school graduation requirements that begin with those students entering the 9th grade in 2007. The new requirements are academically rigorous and include 4 credits of English Language Arts, 4 credits of Mathematics, 3 credits of Science, 3 credits of Social Studies, 1 credit in Visual, Performing, and Applied Arts, 1 credit in Physical Education/Health, and 2 credits in a language other than English. OCTP is also in the process of surveying CTE teachers at the secondary and community college level, as well as CTE Administrators and business and industry representatives, in order to gain consensus to select statewide technical standards for CTE programs. The combination of new academic requirements and statewide technical standards will ensure that CTE students receive instruction in rigorous academic and technical content to prepare them adequately for postsecondary education.

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

CTE programs provide the opportunity for secondary education students to participate in dual enrollment, middle college programs, or tech prep articulated programs to acquire postsecondary education credits. OCTP and local programs and partners will work to review and revise the program of study to assure seamless transition from secondary to postsecondary education programs in the state. There is support for dual enrollment and articulation agreements at the postsecondary level, with colleges working collaboratively with the local schools to enhance the opportunities for secondary students.

There are two laws that ensure that students have the opportunity for dual enrollment: the Postsecondary Enrollment Options Act and the Career and Technical Preparation Act. Both of these laws provide for students to seek dual enrollment opportunities in academic, as well as CTE courses. In addition, about 50% of the secondary CTE programs in Michigan have signed articulation agreements with community colleges and private, non-profit institutions. There are two middle colleges operating in Michigan; and in the fall of 2007, five new middle colleges that focus on Health Care Careers will be accepting enrollments for the first time.

- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Approved secondary programs of study must lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. Recognized apprenticeships will also be a part of this initiative. In addition to using the *States Career Clusters* model, OCTP will facilitate statewide research and validation of national and state industry recognized credentials, licenses, and/or certificates in each CIP program. The Community College Services Unit will explore different methods of ensuring that postsecondary course/program content is current with the needs of industry. This can be measured through different recognized methods, including certifications, exams, and other means of measuring skill competency.

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

OCTP will convene task forces to develop the programs of study based upon the state identified and industry recognized standards for each career and technical education program. Each CTE program must meet all criteria as identified in 2a.i-iv. Programs will be reviewed to insure that they meet this criteria. OCTP will review and update the new program approval process, identify specific academic and technical competencies and outcomes, and provide resources to enhance professional development for educators.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

OCTP has a strong history of providing guidance to support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary partners. An *Articulation Handbook* is available to agencies through the OCTP website. This tool provides valuable information to help participants understand the many options available in articulation agreements.

For many years, the Tech Prep partners have been required to provide documentation of the 2+2 programs of study that support the articulation agreements between partners. On an annual basis, eligible recipients receive technical assistance and support to develop effective articulation agreements. Articulation agreements must meet specific criteria including: identification of participating agencies and specific CIP code program at the secondary and postsecondary level, identification of specific articulated courses and credit that are part of the agreement, and provision of a non-duplicative sequence of courses identifying progressive achievement leading to technical skill proficiency, credential, a certificate, or a degree. Articulation agreements must be reviewed and signed annually by appropriate leadership personnel at the secondary and postsecondary level. In addition, recipients are provided with guidance and support through annual professional development events at the TRENDS in Occupational Studies Conference, the Career Education Conference, annual grant dissemination meetings, and data quality workshops.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients?

Local eligible agencies will be required to describe how they will make information about secondary career and technical education programs of study available to students, parents, and community. In the past, counselors at the local level have provided program information and resources to students through career preparation activities, i.e., tours, career assessment workshops, career days, job shadowing, posters, school announcements, open houses for the community, course selection guides, brochures, etc. Students and parents are also provided information about career and technical education programs of study and how these programs align with and support postsecondary education and employment.

Michigan has a valuable resource through the Michigan Careers website: www.michigan.gov/careers. This website includes valuable information for teachers, counselors, parents, students, administrators, and business education partners. This career portal provides interest inventories, career assessment tools, occupational profiles, job search techniques, and interviewing skills.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs:

Secondary and postsecondary institutions will continue to provide professional development to expand the use of technology for faculty and administrators and also promote more delivery methods, such as distance learning that includes online courses. Eligible recipients will support the new Michigan high school requirements that begin with 9th graders in fall 2007 and include an online learning opportunity within our career and technical education programs of study. In addition, all state-approved career and technical education secondary programs are required to develop a curriculum alignment between state technology education standards and career technical education programs of study.

Many initiatives in Michigan help to ensure that state-of-the-art technology advances are made known and are accessible to local school districts. The Michigan Department of Education (MDE) has developed and implemented a technology plan which includes goals for the department and all schools throughout the state. The MDE has also recently hired a new Technology Director to implement various aspects of increased technology throughout K-12 education in Michigan.

Within CTE, our programs of study are required to make use of Advisory Committees which include representatives from the workplace. These committees review and update curriculum and technology needs in the local district and make recommendations for program improvements. The staff of MDE and OCTP coordinate professional development activities throughout the academic year, which include improvement and expanded use of specific technology, such as Novell and NATEF certification requirements.

The state of Michigan has developed technology standards and benchmarks for local districts to use as guidelines in developing curriculum. Finally, our website provides local districts the opportunity to use technology to transfer grant application materials, data collection and dissemination, a searchable information database, and access to statewide communication and information. During the state plan process, testimony will be solicited regarding the use of technology, including new and emerging high technology fields.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will –

i. Promote continuous improvement in academic achievement

Eligible recipients will be required to demonstrate continuous improvement in academic achievement that parallels the Title I AYP Accountability Workbook, submitted to the USDOE by the Michigan Department of Education. Continuous improvement will begin at the application level and the criteria for approving 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 indicators will be reviewed, and the secondary and postsecondary partners will develop and implement a strategy for improvement or continuation of the indicators on a regular basis. All subrecipients will be required to utilize a local program of basic quality principles, such as the Academic Quality Improvement Program (AQIP) (postsecondary) and the high school academic course content expectations and corresponding assessment results to review their program outcomes.

ii. Promote continuous improvement of technical skill attainment; and

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, core indicators 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. Finally, all subrecipients will be required to utilize a local program of basic quality principles and review certification and licensing data, as well as student placement results, to ensure appropriately rigorous technical skill attainment.

iii. Identify and address current or emerging occupational opportunities;

Eligible recipients will use all employment information research and data that is available for Michigan and the United States. OCTP recognizes that there are new and emerging occupations that may surface as high-wage, high-skill, or high-demand. Beginning with the 2006-07 school year, eligible agencies could apply for operating a pilot program in one of the new and emerging occupational areas forecasted.

A new website, *No Worker Left Behind*, www.michigan.gov/nwlb, has been released by the Governor's office that identifies where displaced workers and students can enter into secondary and postsecondary programs. In addition, both current and emerging occupational opportunities and the promotion of those opportunities will be

addressed in the local application and that criteria will be entered into the application to ensure that it is addressed. Michigan is also an advocate of entrepreneurship programs at both the secondary and postsecondary level and has encouraged citizens to investigate owning their own business, www.michigan.gov/beyourownboss.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

Subrecipients will be required to address, in their Perkins application, programs 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, will meet the new graduation requirements which include rigorous academics, as well as standards based technical skills.

All eligible recipients will be 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.

CTE programs of study will include academic content expectations integrated into CTE coursework, where appropriate.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

Michigan has recently increased requirements for high school graduation. The requirements were developed with the premise that what is required to prepare for postsecondary education is the same academic level that is now needed for entry into the workforce. Students in CTE will be counseled to have the expectation that some type of postsecondary training will be necessary.

CTE programs will also meet the needs of the local community by remaining consistent with the focus of their local workforce development board and economic developers. The programs must be comprehensive, meet the needs of business and industry and prepare students for high-skill, high-wage, or high-demand occupations. Each program must have active advisory committees to assure that programs are current in technical components and responsive to the employers needs.

In Michigan, students begin a comprehensive career development process starting with an Educational Development Plan (EDP) in 7th grade. Through career exploration, assessments, and other career development opportunities, students learn about high-demand occupations, the need for high skills, and wage information. An electronic EDP, called *My Dream Explorer*, and an online career course, *Career Forward*, are available to all Michigan students free of charge. The Career Portal is also available free to students and parents, www.michigan.gov/som/0,1607,7-192-29940---,00.html.

The high-skill, high-wage, or high-demand occupations will prepare students in current and meaningful ways necessary to being employed in one or more of the three categories. The postsecondary institutions have already defined these terms and have them at their individual colleges and housed on a website with the CCSU. We work in conjunction with other state agencies regarding employment in the state in making the determination of which programs are defined as high-skill, high-wage, or high-demand along with the Bureau of Labor Statistics. Along with the Governor's office and CCSU, all students and the general public can be made aware of all the short-term or special programs by looking on the state *No Worker Left Behind* website previously mentioned. In addition, all intake personnel at the local community college student services divisions make all students aware of these programs.

(i) How funds will be used to improve or develop new career and technical education courses:

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Act of 1965, as amended;**

All students in Michigan, including those enrolled in CTE, must meet new, rigorous graduation requirements that include 18 credits in specific courses. The increase in required credits for graduation may bring challenges for students trying to schedule in CTE courses, specifically those offered in regional career centers. Funds will be used to develop new career and technical education courses that integrate technical content requirements with rigorous academic content requirements. In this way, students can gain mastery of both academic and technical skills while enrolled in CTE. Units of study have already been developed for English Language Arts content to be taught in Health Sciences, Law and Public Safety, Marketing, and Business Administration. Lesson plans are currently being developed with CTE and academic teachers in the 16 career clusters to be incorporated into new programs of study.

- ii. At the postsecondary level that are relevant and challenging; and**

The Community College Services Unit will help facilitate and communicate “Best Practices” information through such mediums as statewide conferences, such as, The Dean’s Annual Inservice; TRENDS in Occupational Studies; The Career Education Conference, The Michigan Educational Apprenticeship Training Association; and the Annual Critical Thinking Conference. Additionally, best practice information will be available on the state website.

- iii. That lead to employment in high-skill, high-wage, or high-demand occupations.**

Currently, OCTP develops a *Rank List* for the distribution of state funding to secondary CTE programs. Data on current wages, job openings, and graduate placement is used to target funding toward the instructional programs that prepare students for available better paying positions. A committee will be formed during the transition year to help define the secondary high-skill, high-wage, high-demand categories for Perkins IV.

- (j) How will you facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

The Office of Career and Technical Preparation (OCTP) and the Community College Services Unit (CCSU) have a variety of ways to communicate best practices of tech prep programs across the state. There are numerous newsletters that communicate this information by pathway. State level program consultants regularly communicate with the field in their respective pathways conveying updated information and best practices. The OCTP Director sends a monthly newsletter to CTE administrators that spotlight several tech prep programs on a regular basis.

In addition, the OCTP and CCSU hold numerous professional development events where tech prep programs are presented and highlighted. Some of them are: the OCTP Fall and Spring Updates, annual grant dissemination meetings, OCTP data quality workshop, the Career Education Conference, Technical Review Assistance and Compliance visits, one-on-one technical assistance, TRENDS in Occupational Studies Conference, the Community College Dean’s Annual Inservice, the Annual Critical Thinking Conference, and the Michigan Educational Apprenticeship Training Association. Additionally, there is an annual recognition for CTE programs, *Excellence in Practice Awards*. This award highlights programs that exemplify the very highest standards in preparing Michigan’s students for higher education and careers.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

CTE programs of study must include the career clusters knowledge and skills and also include the new high school graduation requirements. Academic coursework has been deliberately increased in rigor to align with college preparation in Michigan. The former state academic achievement test has been replaced with the ACT to better prepare students for postsecondary admission.

- (l) How will you report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.**

Over the last few months, units of study have been developed to teach English Language Arts (ELA) content standards through the CTE programs of Health Sciences, Law and Public Safety, Marketing, and Business Administration. These units were developed collaboratively with CTE teachers and ELA teachers, under the guidance of Michigan Department of Education content experts. Additional units will be developed this year. In addition to ELA, OCTP will work closely with academic experts in MDE to identify math and science content standards taught within CTE programs. Embedded academic content in CTE programs will be aligned, where appropriate, with academic content standards for Michigan high school graduation. The alignment of CTE and academics is made possible because there are rigorous statewide academic course content expectations used in Michigan and very soon there will be statewide technical content in Michigan. State staff who are experts in academic and CTE areas will conduct an evaluation of the alignment in collaboration with local educators.

- 8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance.**

OCTP provides technical assistance to eligible agencies and individuals on an ongoing basis throughout the year. These include specific events to provide information to new administrators and new teachers, procedures to establish new programs, pathway area curriculum meetings, career cluster development meetings, fall and spring OCTP workshops, data quality issues, federal application dissemination, special populations services and resources, counselor workshops for administration, and work based learning policies and procedures.

Annually, all new administrators are invited to a new administrators workshop. They receive an overview of their primary areas of responsibility with regard to programmatic responsibilities, accountability requirements, and grants and management duties. New teachers in each pathway area receive technical assistance from their program pathway consultant. Strategies and resources are shared to help the teachers get off to a good start.

Agencies that apply for new program approval are provided with technical assistance over several months. The local agencies receive individual guidance and support from OCTP program consultants to assure that these programs are strong and ready to effectively prepare students for employment and postsecondary education.

OCTP provides many other annual events including the Data Quality Workshop, Career Initiatives Grant Dissemination, and a Fall and Spring OCTP Update. OCTP also provides technical assistance and support through other professional associations, including the Michigan Career Placement Association, Michigan Pupil Accounting, Michigan Occupational Special Populations Association, Michigan School Counselors Association, Michigan Career Counselors Association, School to Registered Apprenticeship, as well as specific curriculum associations, including the Career Curriculum Development Association, Michigan Health Occupations Educators Association, Michigan Business Professionals Association, Michigan Marketing Educators, Family and Consumer Sciences Educators, Michigan Rehabilitation Services, Michigan Transitions Outcomes Project, Michigan School Business Officers, Michigan Association of School Administrators, Michigan Education Association, Secondary Educators for Early Childhood, and Law and Public Safety Educators.

Technical assistance is also provided through the onsite monitoring process. Each of the 25 regions are visited on a five year rotation basis, targeted on the basis of risk management. The Technical Review and Compliance (TRAC) process allows staff to monitor compliance with state and federal requirements while providing technical assistance and support to teachers, counselors, special populations and paraprofessional personnel, school leadership staff, and regional administrators. In addition to the regional TRAC visits, staff will also conduct

targeted visits, when needed, to provide focused technical assistance and support to specific programs and school districts.

In an effort to improve access and outreach, technical assistance is also provided through a variety of web resources available at: www.michigan.gov/careers and on the OCTP website: www.michigan.gov/octp. These include the Advisory Committee Toolkit, Work Based Learning Guide, new program development process, Parents as Partners, Employers as Partners, School to Registered Apprenticeship Toolkit, and many others.

The CCSU provides technical assistance in three different, organized methods. The first is on a daily basis, through the use of questions and answers that are handled by telephone and e-mail. The second is through the Annual Perkins Workshop that is hosted by CCSU and attended by many community college personnel. The final method is by formal visits to approximately eight community colleges per year. Additionally, technical assistance is provided at a college's request.

B. Other Department Requirements

- 1. You must submit a copy of your local application or plans for secondary and post-secondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Applications are attached.

- 2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

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

The responsibilities of the Michigan State Board of Education include all of the following:

- 1. 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.**
- 2. 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.**
- 3. Convening and meeting at such time as the Michigan State Board of Education determines necessary to carry out its responsibilities under the Perkins Act, but not less than four times annually.**
- 4. The adoption of such procedures as the Michigan State Board of Education considers necessary to do any of the following:**
 - a. 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, as amended, 29 USC 2841.**
 - b. 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.**
 - c. The responsibilities of the Department of Labor and Economic Growth 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 Michigan State Board of Education.**

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.

III. Provision of Services for Special Populations

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations –

(a) Will be provided with equal access to activities assisted under the Act.

The annual Perkins Act applications require recipients to:

Describe how they will provide equal access to special populations students to the full range of career and technical education programs available to individuals who are members of special populations, including access to programs leading to high-skill, high-wage, or high-demand occupations.

The term “special populations” includes:

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non traditional fields
- single parents, including single pregnant women
displaced homemakers
individuals with limited English proficiency

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. In addition, students will be provided with assistance with the following local agencies and/or services:

- Coordinating special services with service providers external to the college
- Coordinating special services with providers at the community college
- Providing college staff with professional development inservices regarding the needs and what works for special population students to be successful
- Representing the interests of special populations students on an advisory committee
- Specialized activities that promote the mental, physical, social, and well-being of students
- Peer tutoring and professional instruction assistance
- Interpreter services for persons with hearing impairments
- Note taking
- Reader
- Special instructional equipment

**(b) Will not be discriminated against on the basis of their status as members of special populations;
and**

In the annual Perkins application, recipients must assure nondiscrimination practices. They must describe their action plan including the activities for recruitment, enrollment, support services, accommodations, and placement

services for special populations learners. Once defined as a special populations student, they are assisted as needed with an open door policy as well as a referral system. They are constantly monitored to ensure no discrimination takes place.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.**

The annual Perkins Act application requires eligible recipients to identify and describe the supplemental services, (e.g., modification of curriculum delivery strategies, equipment modification, classroom modification, language support, academic remediation, academic integration, tutoring, programmed learning, counseling, and paraprofessional assistance) that will be provided for individual special population groups to enable them to succeed in CTE programs leading to high-skill, high-wage, or high-demand occupations and to meet or exceed state adjusted levels of performance.

Special populations students will be participating in the development of 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 high-demand occupations. In addition, through academic advising, 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 high-demand jobs that focus on labor market needs, trends and opportunities.

IV. Accountability and Evaluation

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The state will convene advisory groups consisting of secondary and postsecondary eligible recipients, representatives from business and industry, college/university CTE and educational measurement faculty, Michigan Community College Data and Evaluation Committee, Michigan Occupational Dean's Administrative Council, and Michigan Community College Association, as well as Michigan Occupational Special Populations Association, Special Populations/Gender Equity Coordinators, and state personnel, including those responsible for NCLB data collection and reporting. Representatives were invited to participate in the advisory committees at the March 2007 Dean's Inservice, and the OCTP Spring 2007 Update meetings. The advisory groups will provide input on measurement definitions and approaches for the core performance indicators and any additional indicators. All eligible recipients will be invited to a statewide conference held to solicit input and feedback on proposed measurement definitions and approaches. A written summary of the proposed measurement definitions and approaches will also be disseminated to all eligible recipients for input.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Representatives from each of the 25 secondary regions will be invited to a statewide meeting to review local, regional, and state performance indicator data and provide input on the state adjusted level of performance measurement during the meeting. The state will also work with representatives from the community colleges

through the Michigan Community College Data and Evaluation Committee (MCCDEC) to run preliminary data using the new measurement definitions and gather input.

- 3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

The measurement definitions and approaches are identified on the forms in Part III. The definitions and approaches will be further developed during the transition year as described in IV.A.1. The population reported for indicators 1S1 and 1S2 will be 10th through 12th grade CTE program concentrators for the transition year and number of CTE program concentrators who left school for 4S1 (student graduation rates).

Spring 2007 will be Michigan's first year of implementation of the Michigan Merit Exam (MME) as the statewide high school assessment, replacing the Michigan Educational Assessment Program (MEAP). The proposed baseline provided is based on the 2005-06 MEAP scores since baseline MME scores were not available (April 2007). The measurement definitions for the following indicators will be different for the transition year than those proposed for the duration of Perkins IV:

1S1—Academic Attainment—Reading/Language Arts (transition year)

Numerator: Number of 10th through 12th grade CTE program concentrators who met the proficient or advanced level on the statewide high school reading/language arts assessment.

Denominator: Number of 10th through 12th grade CTE program concentrators who took the high school reading/language arts assessment and left secondary education in the reporting year.

1S2—Academic Attainment—Math (transition year)

Numerator: Number of 10th through 12th grade CTE program concentrators who met the proficient or advanced level on the statewide high school math assessment.

Denominator: Number of 10th through 12th grade CTE program concentrators who took the high school math assessment and left secondary education in the reporting year.

2S1—Technical Skill Attainment (Transition Year)

Numerator: Number of 10th through 12th grade CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better.

Denominator: Number of 11th through 12th grade CTE program concentrators who left school.

4S1—Graduation Rates (transition year)

Numerator: Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.

Denominator: Number of CTE program concentrators who left secondary education in the reporting year.

Validity and Reliability of Definitions:

To ensure that “concentrators” are identified in a valid and reliable manner, the state will develop standards for each program of study describing the content students must master in order to complete a unit. These will be provided to reporting agencies as they are developed. Onsite monitoring will be used to ensure that unit content is consistent with state standards. Student mastery of the standard content will be assessed by a state-approved local or 3rd party assessment (see discussion of reliability and validity of measures below).

Validity and Reliability of Measures:

2S1—Technical Skill Attainment: Measured through local or 3rd party skill assessments reviewed and approved by the state. Criteria for state approval of skill assessments include alignment to and coverage of unit content standards (content validity), extent to which student achievement on the assessment predicts success in continuing education or employment (predictive validity), test-retest reliability, and internal consistency.

3S1—Secondary School Completion: Based on district report of student exit status, collected for NCLB purposes. Onsite comparison of district graduation records against reported district exit status ensures that districts accurately report student completion status. A statewide definition of district exit status is operationally defined in the Single Record Student Database Data Field Descriptions manual.

5S1—Secondary Placement: Accuracy of the placement survey data is monitored through a desk audit and onsite review process and annual verification, and non-respondent studies (respondents and non-respondents are contacted to verify their responses and the results are compared to the results initially reported). The survey process is monitored in terms of survey response rates, proxy response rates, and timeliness of data collection. The most recent survey had an average state response rate of 84.6% and a state proxy rate of 37.6%. The most recent verification study found that the average number of items that differed between the reported values and the verification values was 2.5 out of 16 (s.d.=1.78, n=1039). The most recent non-respondent study found that the follow-up survey slightly underestimated the state total placement rate (94.4% among survey respondents and 98.0% among non-respondents).

6S1—Nontraditional Participation: Identification of nontraditional students and programs will be based on the NAPE crosswalk. Programs identified as nontraditional will remain identified as such throughout Perkins IV to ensure consistency over time.

6S2—Nontraditional Completion: State skill standards for each program area assure consistent, reliable, and valid identification of program completers. Onsite monitoring of instructor knowledge of program completion criteria and data entry staff use of consistent data collection and reporting procedures ensures accurate reporting of program completion. Students identified as CTE participants from underrepresented gender groups will be tracked over time and reported in the year they leave school, with program completers reported in the numerator and all CTE participants from underrepresented gender groups reported in the denominator. This ensures that the measure of nontraditional completion is not confounded by enrollment rates, but is a pure and valid measure of program completion.

Onsite monitoring will continue to ensure that standard definitions are adhered to by community colleges. Postsecondary will conduct yearly comparisons and edit checks are built into the data collection process that flags figures that vary too much. Data analysis will be a major component to ensure reliability and validity.

4. **You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]**

The Data Managers Working Group (DMWG) includes representatives from all offices and agencies within Michigan state government that collect or use education data. A Data Definition Subcommittee ensures that education data fields are defined in such a way that substantially similar information is collected once and used for multiple purposes. OCTP and OPS participates in all DMWG committees and subcommittees to ensure that data collected for the Perkins indicators utilize existing data where possible. Postsecondary maintains a Reports Taxonomy that includes all reports and elements due each year by community colleges. This is reviewed each year to make sure that duplication of reporting does not occur. Collection variables are also reviewed along with their definitions in order to make sure that any information collected can be used for multiple purposes.

5. **On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

The required forms are attached.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

Eligible recipients that do not accept the state adjusted levels of performance will submit a written request to negotiate their adjusted levels of performance. The request must include: 1) proposed adjusted levels of performance, 2) a justification (including objective supporting data) for each proposed adjusted level, 3) a timeline for the agency to reach the state required level of performance, and 4) for any proposed adjusted level of performance below the state adjusted level, a detailed plan to raise the agency performance levels to or above the state adjusted levels. This applies to both postsecondary and secondary.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

Eligible recipients must request revisions to their local adjusted levels of performance in writing. The request must include: 1) proposed revised adjusted levels of performance, 2) a justification (including objective supporting data) for each revised adjusted level, 3) data to support the revised adjusted level of performance, 4) a timeline for the agency to reach the state required level of performance, and 5) for any proposed revised adjusted level of performance below the state adjusted level, a detailed plan to raise the agency performance levels to or above the state adjusted levels. Agencies will be allowed to revise their adjusted levels of performance if 1) the make up of the local recipient changes in terms of number of students, programs, or buildings (programs or buildings open or close), 2) the local agency can demonstrate that the original baseline was in error, 3) baseline data were not available at the time the baseline was determined, 4) there was a change in factors outside the control of the local recipient. This applies to both secondary and postsecondary levels.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Data will be collected through the state Single Record Student Database (SRSD), the Career and Technical Education Information System (CTEIS), the Tech Prep application, and the Michigan Merit Exam (as approved for NCLB accountability). Data will be collected at the student and course level and will include student characteristics including eligibility for free and reduced lunch (economically disadvantaged), race, gender (nontraditional), disability, single parent and displaced homemaker, limited English proficiency, district exit status, and grade level (high school completion and graduation).

Courses taken by program, skill assessments taken and passed, program completion and Michigan Merit Exams taken and passed will also be collected by student. An annual follow-up survey of all students who have left school and completed a program in grade 11 or 12 will be used to collect student placement in employment, military or continuing education. Identification of Tech Prep students will be based on a report of student enrollment in programs identified as Tech Prep programs on the Tech Prep application and/or CTEIS.

Data from all sources will be matched by individual student using the state Unique Identifier Code (UIC). Data will be reported in summary at the state and local level for all students and by special population category. Data completeness, accuracy, and reliability will be monitored through: 1) edit checks programmed into the web-based data collection systems to prevent entry of invalid values, 2) data cleaning procedures to check for inconsistent data responses across data fields, 3) cross-check of key fields against master tables (student unique identifier code and school district and building codes), 4) onsite and document reviews of data collection and reporting processes at the local level, 5) non-respondent and verification studies to check the validity of the placement data,

6) tracking of survey response and proxy rates, 7) training, instructions, and documentation to promote appropriate data collection, coding and entry techniques, and 8) review of annual Tech Prep application documentation of articulation agreements and examples of aligned curriculum.

Postsecondary data will be collected via the Michigan Community College Network – a web-based data collection system. Colleges ensure that they will submit reliable and valid data and are being asked to address this issue in their local plans. Since data is reported at the college level, maintaining standardized definitions are essential. Onsite reviews will ensure this. The data will be piloted tested this year. Student data will be cross walked with labor information to determine if high-wage, high-skill or high-demand occupations are being focused upon. Regional labor data will also be used as well as statewide.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Consortia will review their available performance indicators as part of their long-range plan development and indicate acceptance of state adjusted levels of performance in their long-range plan document. Those that do not accept the state adjusted levels of performance will submit a written request to negotiate their adjusted levels of performance as described under section IV. 6 above. The community colleges do not currently enter into consortia arrangements, with the exception of Tech Prep.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Secondary level program effectiveness is reviewed annually through the CIP Self-Review and Technical Review Assistance and Compliance (TRAC) onsite program review processes. The CIP Self-Review requires instructors to conduct a self review of their programs based on approximately 20 criteria in the areas of teacher certification, safety, instruction, professional development, work based learning and secondary-postsecondary linkages. Twenty percent (20%) of the self-reviews are submitted annually to OCTP for review by the content-area consultant and a subset are reviewed during an onsite visit each year.

Data on program enrollments, completion, and placement are reviewed by the Career Initiatives Grant Leadership Team. Teams review annual local Perkins applications and end-of-year reports based on performance on the Core Performance Indicators and successful attainment of Expected Outcomes defined on the annual application. Coordination with other federal programs includes review of the annual local Perkins applications and end-of-year reports by the local Workforce Development Boards, collaboration with the Michigan Department of Education Office of Teacher Certification on onsite reviews, and sharing effectiveness data used for NCLB and Perkins.

Additional evaluation of the effectiveness of secondary state CTE programs may include an examination of student placement in postsecondary education or employment (total and related), student satisfaction with skills (postsecondary and employment), employer satisfaction, number of remedial courses taken by students attending postsecondary education, and an average hourly wage.

Postsecondary requires all community colleges to conduct an evaluation of their state-approved programs. This system is called Program Review of Occupational Programs (PROE). Each year 20% of their programs are reviewed and colleges complete the PROE form. They enter the date the evaluation was completed and maintain the document on their college campus for review during onsite technical assistance monitoring. They are required to provide a five year plan by designating which programs they plan to evaluate during the cycle on their Program Inventory. The PROE includes analysis of core indicator data, enrollment data, graduation data, advisory committee input, as well as perceptions from students, faculty, and staff.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
 - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;**
 - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and**
 - (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and**
 - (d) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**
- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

The state currently does not collect technical skill assessment data for any program area. The state proposes to use CTE grade point average as the measure of technical skill attainment during the transition year. During the next few years, the state will identify, review, and approve technical skill assessments for all program areas. It is anticipated that the first year following the transition year, 10% of students will be reported in the state's calculation of CTE concentrators who took assessments.

The state has already completed development of standards and identification of assessments aligned to the standards. In subsequent years, the state will review the reliability and validity of the available assessments and approve specific assessments for each program area, addressing a few program areas each year, attaining use of valid and reliable skill assessments in all program areas by 2013.

V. Tech Prep Programs

A. Statutory Requirements

- 1. You must describe the competitive basis or formula you will use to award grants to tech prep consortia.**

Fund distribution to a region/consortium is based upon the participating buildings' number of 11th and 12th grade students and the urban or rural designation of the building. Rural designated buildings generate more funding than the urban designated-buildings. Any remaining balance of the total state allocation is divided up equally to the 25 regions. Funds generated by this formula are pooled at the regional/consortium level.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**
 - a. The following data sets will be utilized to calculate the secondary Perkins funding formula at the local education agency (LEA) level:**
 - i. Thirty percent (30%) 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.**
 - ii. Seventy percent (70%) 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.**
 - b. Perkins IV requires the distribution of funds available to eligible postsecondary and adult occupational education programs within the state. The funds represent the community college portion of the 85 percent of the state's base grant for basic programs.**

Each institution receives an amount that bears the same relationship to the amount of funds available as the number of Pell grant and Bureau of Indian Affairs (BIA) recipients enrolled in occupational education programs bears to the number of such recipients enrolled in such programs within the state in each year. Information is not kept 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 was given to alternate data for economic disadvantaged. Each data set considered contained duplicated headcount with that of the Pell and BIA recipients.

The Activities Classification Structure (ACS) identifies and audits 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 was 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 is used. The pre-vocational 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.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

The preliminary secondary and postsecondary Perkins allocations for 2007-08 are shown on pages 17 and 18.

**Preliminary Secondary CTE Perkins Regional Allocations
2007-2008**

<u>Region</u>	<u>CTE Perkins Fiscal Agency</u>	<u>Allocation</u>
01	Gogebic-Ontonagon Intermediate School District	\$ 116,983
02	Delta-Schoolcraft Intermediate School District	306,135
03	Eastern Upper Peninsula Intermediate School District	99,812
04	Alpena Public Schools	223,425
05	Wexford-Missaukee Intermediate School District	503,958
06	Clare-Gladwin Regional Educational Service District	375,579
07	Mecosta Osceola Intermediate School District	351,340
08	Bay-Arenac Intermediate School District	888,430
09	Muskegon Area Intermediate School District	429,550
10	Montcalm Area Intermediate School District	435,750
	Sanilac Intermediate School District	422,521
12	Ottawa Area Intermediate School District	377,222
13	Kent Intermediate School District	1,278,834
14	Clinton County Regional Educational Service Agency	796,519
15	Genesee Intermediate School District	1,333,895
16	Macomb Intermediate School District	1,438,915
17	Livingston Educational Service Agency	176,850
18	Oakland Schools	1,641,377
19	Lewis Cass Intermediate School District	691,046
20	Kalamazoo Regional Educational Service Agency	565,012
21	Calhoun Intermediate School District	463,306
22	Hillsdale Intermediate School District	581,814
23	Washtenaw Intermediate School District	438,500
24	Detroit City School District	4,492,261
25	Wayne Regional Educational Service Agency	1,824,921
	TOTAL:	\$20,295,773

**Preliminary Postsecondary CTE Perkins Allocations
2007-2008**

<u>Institution</u>	<u>Allocation</u>
Alpena Community College	\$154,178
Bay de Noc Community College	202,081
Delta College	698,883
Glen Oaks Community College	78,710
Gogebic Community College	88,091
Grand Rapids Community College	830,590
Henry Ford Community College	1,028,951
Jackson Community College	369,706
Kalamazoo Valley Community College	356,092
Kellogg Community College	379,419
Kirtland Community College	217,901
Lake Michigan College	192,176
Lansing Community College	1,154,360
Macomb Community College	637,940
Mid Michigan Community College	361,473
Monroe County Community College	192,346
Montcalm Community College	246,196
Mott Community College	905,495
Muskegon Community College	265,725
North Central Michigan College	121,146
Northwestern Michigan College	265,688
Oakland Community College	822,055
St. Clair County Community College	264,116
Schoolcraft College	393,093
Southwestern Michigan College	184,801
Washtenaw Community College	668,308
Wayne County Community College District	1,406,949
West Shore Community College	91,413
Bay Mills Community College	80,102
Ferris State University	313,915
Lake Superior State University	90,061
Northern Michigan University	298,760

TOTAL:\$13,530,515

Funds generated by the formula stated in VI.A.1. will be pooled at the regional level. Each region will receive its proportionate share based on the grand total of the constituent school district and public school academies' generated amounts. If a LEA chooses not to participate in the regional consortium, it will not be included in the statewide distribution formula.

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. As part of the participation survey conducted each year, Michigan sends each regional coordinator a list of LEAs, PSAs, and Indian education programs in their region for which they must determine their participation in regional planning and delivery of CTE programming. An assurance of this relationship is required in the regional application for Perkins funding.

Michigan does not plan to request a waiver for more equitable distribution at this time. With a regional funding structure, the minimum of \$15,000 is far exceeded by each regional consortium. Only LEAs (including charter schools) that serve students in grades 9-12 are eligible to participate and, therefore, generate funding through the federal formula. With a regional funding structure, all members of the consortia are included in annual regional planning and have the ability to request approved reimbursements from the grant.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Allocations among consortia are described in VI.A.1 and distribution under VI.A.2a. Allocations among members of a consortium do not apply in Michigan. Once funds are distributed to the regional fiscal agency/consortium, members of a consortium are reimbursed based on approved regional activities.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

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

- 5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Michigan plans to allocate secondary funding as directed in the Act, Section 131(a)(1-2), and has no plans for an alternative allocation formula at this time.

Part B: Budget Forms:

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$39,795,633</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$39,795,633</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	<u>\$33,826,288</u>
Reserve (<i>not more than 10% of Line D</i>)	<u>\$ 0</u>
a. Secondary Programs (<i>% of Line D</i>)	<u>\$ 0</u>
b. Postsecondary Programs (<i>% of Line D</i>)	<u>\$ 0</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$33,826,288</u>
a. Secondary Programs (<i>60% of Line D.2</i>)	<u>\$20,295,773</u>
b. Postsecondary Programs (<i>40% of Line D.2</i>)	<u>\$13,530,515</u>
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	<u>\$ 3,979,563</u>
a. Nontraditional Training and Employment (\$150,000)	
b. Corrections or Institutions (\$268,500)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	<u>\$ 1,989,782</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 2,089,180</u>

The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$ 3,644,492</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 0</u>
C. Amount of Title II Funds to Be Made Available For Tech prep (<i>Line A less Line B</i>)	<u>\$ 3,644,492</u>
D. Tech Prep Funds Earmarked for Consortia	<u>\$ 3,462,267</u>
a. Percent for Consortia (<i>Line D divided by Line C</i>) <u>[95%]</u>	
b. Number of Consortia <u>25</u>	
c. Method of Distribution (<i>check one</i>): <u> X </u> Formula <u> </u> Competitive	
E. Tech prep Administration	<u>\$ 182,225</u>
a. Percent for Administration (<i>Line E divided by Line C</i>) <u>[5 %]</u>	

EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

STATE OF MICHIGAN

I/WE HEREBY CERTIFY THAT:

1.01 The Michigan State Board of Education is eligible to submit the State Plan;

The Michigan State Board of Education has authority under State law to perform the functions of the State under the program;

The State may legally carry out each provision of the plan;

All provisions of the Plan are consistent with State law:

The Superintendent of Public Instruction has authority under State law to receive, hold, and disburse federal funds made available under the Plan;

1.06 The Superintendent of Public Instruction has the authority to submit the Plan;

1.07 The Michigan State Board of Education has adopted the Plan;

The Plan is the basis for State operation and administration of the program;

Michigan State Board of Education

Date

Michael P. Flanagan
Superintendent of Public Instruction

B. Other Assurances

STATE OF MICHIGAN

I/WE HEREBY ASSURE THAT:

A copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372;

- 1.10 The State will comply with lobbying; debarment and suspension, and other matters; and drug-free workplace requirements (ED Form 80-0013 enclosed);
- 1.11 The State will comply with regulations regarding non-construction programs (sf424b.doc);
- 1.12 The State will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs;

None of the funds expended under the 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;

The State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act;

- 1.15 The State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year;
- 1.16 The State and eligible recipients that use funds under this Act for inservice and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient;
- 1.17 Except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient;
- 1.18 That eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Michigan State Board of Education

Date

Michael P. Flanagan
Superintendent of Public Instruction

Part C: Accountability Forms:

I. Student Definitions

A. Secondary Level

Participants – A secondary student who has earned one (1) or more units in any career and technical education (CTE) program area.

Concentrators – A secondary student who has completed 3 or more units in a single program area or has completed 2 units in a 2 unit sequence (at the secondary level).

B. Postsecondary/Adult Level

Participants –

Concentrators – A student who has earned 12+ credits in an occupational instructional program for the first time, allowing them five years to reach this credit level will be identified annually. Both academic and technical courses will be included in the credits.

Report non traditional concentrator as a subset – identified concentrator students in nontraditional programs

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
IS1 Academic Attainment – Reading/ Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 65.44	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:
IS2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 65.44	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of concentrators who passed a state-approved skill assessment in their area of career and technical concentration.</p> <p>Denominator: Number of concentrators who took a state-approved skill assessment in their area of career and technical concentration.</p>	State-approved local or 3 rd party skill assessment	B:	L: 86.89 A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S1 Secondary School Completion 113(b)(2)(A)(iii) (I-III)	Numerator: Number of concentrators who received a secondary school diploma or its recognized state equivalent. Denominator: Number of concentrators who left secondary education.	State/Local Administrative Data	B:	L: 98.12 A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.		B: 99.38%	L: <i>Will be pre-populated at the request of the State</i> A:	L: <i>Will be pre-populated at the request of the State</i> A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of 12 th grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment, and/or military service. Denominator: The number of 12 th grade program completers who graduated from school the previous year.	State Developed and Locally Administered Survey	B:	L: 94.5 A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State/Local Administrative Data	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: Number of CTE participants from underrepresented gender groups, who had completed a program that leads to employment in nontraditional fields prior to leaving secondary education and who left school in the reporting year. Denominator: Number of CTE participants from underrepresented gender groups, who had participated in a program that leads to employment in nontraditional and who left school in the reporting year.	State/Local Administrative Data			

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: All concentrators who passed (2.0 or better) a certain percentage of their technical coursework during a specific tracking period. (Exact time period still to be determined – looking at 3-5 year time period) Denominator: All students reported as being occupational concentrators as of the beginning of the tracking period.	State and Local Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators in the identified cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period Denominator: # of all occupational concentrators as of the beginning of a specific tracking period.	State and Local Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators in the identified cohort who (1) remain enrolled in their original institution, (2) transfer to another 2-year postsecondary institution, or (3) transfer to a baccalaureate degree program at any point between when they were classified into the cohort and the current reporting period. Denominator: Number of CTE concentrators identified as of the beginning of the cohort period.	State and Local Administrative Records	B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: # of concentrators that reported on a follow up survey as having entered the military or were employed during a specific tracking period. Denominator: # of concentrators identified during a specific period.	State and Local Administrative Records	B:	L: A:	L: A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: All concentrators enrolled in programs that are designated as nontraditional for their gender during the reporting year. Denominator: All concentrator enrolled in programs designated as nontraditional for one gender in the reporting year during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: # concentrators enrolled in nontraditional programs that graduated or were eligible to graduate during the tracking period. Denominator: All concentrators enrolled in non-traditional programs at the beginning of the tracking period.		B:	L: A:	A:

List of Attachments

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