



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

December 28, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on Career and Technical Education Programs in Michigan
Including the State Plan for Carl D. Perkins Program – July 1, 2008
through June 30, 2013

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, 2008 through June 30, 2013, Michigan has developed a five-year state 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.

Section 122(a)(b) of the Act requires that the plan be developed in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, representatives of labor organizations in the state, and the Governor. The Michigan State Plan Development Committee, comprised of representatives from the required groups, met on June 26, 2007 and August 31, 2007 to review the draft Plan and provide recommendations. In addition, several subcommittees provided input in the areas of special populations and secondary and postsecondary accountability.

The public and interested organizations and groups had an opportunity to present their views and make recommendations regarding the Plan at public hearings conducted on November 7, 2007 (four statewide locations via teleconference) and November 9, 2007 at the Library of Michigan.

The attached *Michigan State Plan for Career and Technical Education* follows the format prescribed by the U. S. Department of Education and addresses all the required key components.

The Board will be asked to approve the plan at its February meeting.

STATE BOARD OF EDUCATION

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**Michigan
State Plan for
Career and Technical Education
2008-2013**

**Michigan Department of Education
Office of Career and Technical Education**

Introduction

Within the last couple of years, Michigan has set into place a series of changes that demonstrate the powerful and important role that education at all levels plays in the success of its citizens and its economy.

Governor Jennifer M. Granholm has set a goal to double the number of people in Michigan who receive postsecondary degrees or credentials over the next 10 years. Governor Granholm commissioned her Lt. Governor, John Cherry, to find ways to reach that goal. The Lt. Governor's Commission for Higher Education and Economic Growth (Cherry Commission), published a report with 19 recommendations in December 2004. Michigan is now among leading states in embracing a commitment to enhance the rigor and relevance of its students' education, while aggressively connecting high school students with next steps in postsecondary education.

High School Action Teams were formed by the Michigan Department of Education to develop strategies on issues related to reform such as high school academic course content expectations, student supports and intervention, promising redesign practices and high school assessment, and secondary to postsecondary transitions. Plans of action were developed and have led to many opportunities for professional development, technical assistance, and collaboration. In July 2005, Michigan received a National Governors' Association Honor States Grant that has helped to move many of the high school redesign initiatives forward.

On April 20, 2006, Governor Granholm signed into law one of the most comprehensive sets of high school graduation requirements in the nation called the Michigan Merit Curriculum. This law is a result of an extraordinary partnership between Governor Granholm, the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and numerous education associations that worked together to better prepare students for greater success and to secure the economic future of our state. High school graduates in Michigan must have 18 specific academic subject area credits to earn a diploma. Moreover, rigorous curriculum standards have been put in place so that the academic content in each of the courses is consistent throughout the state.

Changes have also been made in the high school assessment used in Michigan so that there is better alignment between academic expectations and college entrance expectations. The new Michigan Merit Examination (MME) is the state assessment administered to all students enrolled in Grade 11 during March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

Secondary Career and Technical Education (CTE) has undergone changes as well. In 2005, the 16 Career Clusters became a required curriculum framework for all CTE instructional programs in the state. A major teacher professional development initiative has been underway with teams of academic and CTE teachers in each cluster developing integrated lesson plans, gathering resources, and identifying teaching strategies. In 2007, statewide business and industry technical standards, proficiency or competency, were selected for every CTE instructional program. The move to statewide CTE standards parallels the steps taken with academic standards in Michigan and is a significant change from many years of local district curriculum decisions. This change, however, will enable the identification of the academic content standards that can be met through CTE instruction, simplify the alignment and articulation of secondary to postsecondary instructional programs, and provide a common set of expectations for high school student CTE programs of study.

Career and technical education in Michigan incorporates all the elements of a sound educational system. CTE has provided the relevance and relationships to help cement learning for students. New requirements provide the necessary integrated rigor. Michigan CTE represents a solid model for high school reform. Guidelines and state standards exist for both academics and CTE in programs of study. The collaborative teaching model incorporates the critical components of successful, comprehensive teaching strategy for all students. A strong commitment to

work-based learning, leadership, technical standards, academic rigor, and postsecondary preparation ensures successful student preparation to become a contributing Michigan citizen.

Since the enactment of new high school graduation laws, the Michigan Department of Education has been creating content guidelines for the courses required by the new curriculum to provide all educators and students with a common understanding of what high school students should know and be able to do at the completion of each required course. The high school graduation law also states that students can meet the requirements for graduation by completing “career and technical education courses” and that the Michigan Department of Education must develop and make available material to assist school districts to implement the requirements of the Michigan Merit Curriculum, including developing guidelines for career and technical education courses.

**Michigan State Plan for Career and Technical Education
July 1, 2008 through June 30, 2013**

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 Education (OCTE) will require all state approved secondary career and technical education programs to develop a program of study, including secondary and postsecondary course work. OCTE continues to work with local agency career and technical education (CTE) curriculum experts and CTE administrators around the state to revise and update 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 life of the authorization or legislation.

At the postsecondary level, program and course determination resides with the local boards of trustees for the community colleges. The Department of Labor & Economic Growth, Office of Postsecondary Services, 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: certificate and associate. They include the three (3) classifications of courses: General Education, Supportive Courses, and Occupational Specialty Courses.

CTE state approved 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 in career and technical education programs
- Provide comprehensive professional development for involvement with academic, guidance, and administrative personnel, including CTE and academic teachers/faculty, counselors, and administrators

Develop and implement evaluations of the programs carried out with funds under this title, including special populations

Provide services, activities, and instructional program offerings that are of sufficient size, scope, and quality to be effective

Link secondary and postsecondary career and technical education. This includes Tech Prep, articulations with 2+2+2 curriculum alignment, dual enrollment, direct credit, and other linkages.

- 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;**

Secondary level CTE students must meet the new Michigan high school graduation requirements that begin with those students entering the 9th grade in Fall 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 beginning with the class of 2016 (third graders in Fall 2006), students will need to complete 2 credits of a world language in grades 9-12 OR have an equivalent learning experience in grades K-12. Michigan high school students are also required to have a 20-hour online learning experience, which can be met through many of our CTE programs. During 2006-07, OCTE surveyed CTE educators 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. These new program standards will go into effect for all state approved programs beginning Fall 2008. The combination of new Michigan 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. Secondary CTE programs are also required to demonstrate curriculum alignment and program articulation with at least one postsecondary institution in the state of Michigan.

- 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**

State approved 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. OCTE and local programs and partners will work to review and revise the programs 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 and universities working collaboratively with the local schools to enhance opportunities for secondary students.

There are two state laws that ensure that students have the opportunity for dual enrollment: the Postsecondary Enrollment Options Act and the Career and Technical Preparation Act. Each of these laws provides opportunities for students to dual enroll in academic and CTE courses.

During the 2006-07 school year, six new middle colleges focusing on health careers were formed with startup funds from the state. These six sites provide models for other schools to begin the development of new middle college programming in other areas of workforce needs in Michigan.

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

State 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, OCTE will facilitate statewide research and validation of national and state industry recognized credentials, licenses, and/or certificates in each Classification of Instructional Program (CIP). The Department of Labor & Economic Growth's Community College Services Unit currently utilizes different methods of ensuring that postsecondary course/program content is congruent with

the needs of industry through the required advisory committee. 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;

OCTE and CCSU 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 state approved program must meet all criteria as identified in 2a.i-iv. All state approved secondary programs will be reviewed to insure that they meet these criteria. OCTE and CCSU will review and update the new program approval processes, identify specific academic and technical competencies and outcomes, and provide resources to enhance professional development for educators. Local educational agencies and community colleges will be given a target date for implementation of the programs of study.

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

Michigan 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 OCTE website (www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html). This tool provides valuable information to help participants understand, develop, and implement the many options available in articulation agreements.

Michigan has divided into 25 Tech Prep consortia, along similar lines as the 25 Michigan Works' Agencies (MWAs) that were established to implement the federal Workforce Investment Act (WIA) programs and funding. The Tech Prep consortia are comprised of secondary and postsecondary CTE educators and administrators and representatives from industry. The consortia work at developing articulation agreements in regions of the state and are an especially good mechanism for developing statewide articulation agreements, particularly in light of Michigan's new standard high school curriculum and the goal of Governor Granholm to increase early college credit opportunities for high school students.

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 secondary and postsecondary 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 programs at the secondary and postsecondary levels, 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 levels. 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, Michigan Comprehensive Guidance and Counseling Program (MCGCP), 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 Jobs and Career website: www.michigan.gov/careers. This website includes 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, interviewing skills, financial aid information, and links to all state public and private postsecondary institutions.

- (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 to include online courses. Eligible recipients will support the new Michigan high school graduation requirements that begin with 9th graders in Fall 2007 and include a required online learning opportunity for all students, including 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 and 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. MDE has a Technology Director to implement various aspects of increased technology throughout K-12 education in Michigan.

The Community College Services Unit (CCSU) helps support the advancement of technology in many ways, including an annual TRENDS in Occupational Studies conference that highlights new technology and innovative approaches to educational delivery. Additionally, the CCSU works collaboratively with different college groups in exploring ways to stay current in technology, as well as projecting technology changes and requirements. Continuous collaboration exists between the local advisory committees, comprised of local employers, technology professionals, and community members.

The state of Michigan has developed technology standards and benchmarks for local districts to use as guidelines in developing curriculum. These technology standards have been incorporated into career clusters resources and tools that state approved CTE programs must use to align their programs with the programs of study. Michigan's website provides local districts and community colleges 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 for program improvement. During the state plan process, testimony was solicited regarding the use of technology, including new and emerging high technology fields.

Within CTE, Michigan's 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 community colleges and make recommendations for program improvements. The staffs of MDE and DLEG coordinate professional development activities throughout the academic year, which include improvement and expanded use of specific technology for certification/program requirements.

During the new CTE program application process, an applicant must provide detailed information about the equipment, software, and other technology resources they have or will purchase for the program's delivery. Program consultants review these applications and assure they speak to this question: "Do you have the appropriate equipment and technology to deliver a quality (industry standard) program?"

Applicants document technological resources/equipment and future plans for supplementation. Their ability to provide essential technology is one required component of program approval.

The second systemic assurance is the Technical Review, Assistance, and Compliance (TRAC) process. Programs are reviewed onsite. At this time, technological and all other resources are reviewed, discussed, and verified by the consultant. There are industry standards for each CIP program which must include current technological applications. During TRAC visits, all programs are reviewed for curriculum delivery that addresses the state's technology core curriculum standards. Programs that do not have current technological resources must develop a compliance plan in a timely manner or lose state approval.

(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 sub-recipient has submitted to ensure that academic achievement has been included and addressed. In addition, core performance indicators will be reviewed, and the secondary and postsecondary partners will develop and implement a strategy for improvement or continuation of the core performance indicators on a regular basis. All recipients will be required to utilize a continuous improvement strategy, such as the Academic Quality Improvement Program (AQIP) or a comparable continuous improvement program based on basic quality principles (postsecondary), and the high school academic course content expectations and corresponding assessment results, to review their program outcomes.

Applications for eligible recipients are reviewed to assure program standards are met to be eligible to receive Perkins funds. The review consists of a series of questions covering topics in each area: Budget, Assurances, Long-Range Plan, Action Plan, Required Activities, Permissive Activities, Expected Outcomes, and strategies to address Core Performance Indicators. Applications must address the required activities of: Authentic Instruction, Use of Technology, All Aspects of the Industry, Program Development/Improvement, Support Services/Special Populations, Secondary/Postsecondary Aligned Curriculum and Linkages, Professional Development, and Data/Evaluation/Accountability.

ii. Promote continuous improvement of technical skill attainment; and

Continuous improvement of technical skill attainment begins 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 agencies will be required to utilize their local CTE program advisory committees to make certain that the necessary technical skills match the instructional program outcomes/standards. Finally, all recipients 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. The state is investigating the use of statewide cluster advisory committees to assist with current and future business and industry needs. State consultants provide technical assistance to teachers/faculty through annual workshops highlighting best practices.

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. OCTE and the Bureau of Career Education Programs recognize that there are new and emerging occupations that may surface as high-wage, high-skill, and/or high-demand. Each year eligible agencies can apply to operate a 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 adult education and postsecondary programs.

In addition, both current and emerging occupational opportunities and the promotion of those opportunities will be addressed in the local application. Michigan is also an advocate of entrepreneurship programs at both the secondary and postsecondary level and has provided technical assistance and resources to help incorporate entrepreneurship into career and technical education programs of study.

(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;

- Recipients will be required to address, in their Perkins application, state approved 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 Michigan high school graduation requirements that include relevant and 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 with a secondary education diploma. Services may include, but are not limited to, modification of curriculum delivery strategies, equipment and classroom modifications, language support, academic support, academic integration, tutoring, counseling, academic advising and paraprofessional assistance, note takers, sign language interpreters, and/or assistive technology.
- CTE programs of study will include appropriate academic content expectations integrated into CTE coursework.

Career and technical education programs will prepare all students with the knowledge and skill levels necessary to enter into their chosen field of work and/or postsecondary education. All CTE programs will support the Michigan high school graduation requirements for all CTE participants. CTE programs may offer credit toward high school graduation and articulated credit toward a college degree.

(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;

Secondary

Through aligned programs of study, career and technical education students, including special populations, are being well prepared for postsecondary education and employment. Michigan requires curriculum alignment to the National Career Clusters that incorporate career exploration into the foundation skills for all students. Michigan has recently increased requirements for high school graduation, which strengthens the rigor in all CTE programs. The requirements were developed to better prepare students for postsecondary education and training at the same academic level that is now needed for entry into the workforce.

Career and technical education/occupational programs provide rigorous academic and technical standards within their program curriculum that lead to a non-duplicative, articulated, sequence of courses for the postsecondary level and offer the same industry approved certifications, insuring students the ability to graduate with skills needed for the high-skill, high-wage, and/or high-demand occupations.

CTE/occupational programs also meet the needs of the local community by remaining consistent with the focus of their local and regional workforce development and economic development plan. The programs must be comprehensive, meet the needs of business and industry, and prepare students for high-skill, high-wage, and/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 and economic needs of the community.

In Michigan, students are made aware of career opportunities when they are given the opportunity to begin a comprehensive career development process starting with an Educational Development Plan (EDP) in 7th grade. Through career exploration, assessments, and other career development activities, 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 Michigan Jobs and Career Portal is also available free to students and parents, www.michigan.gov/som/0,1607,7-192-29940---,00.html. The OCTE website, www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html, is also a valuable resource. Many agencies choose to utilize other resources, such as *Career Cruising*.

Postsecondary

At the postsecondary level, programs that address high-skill, high-wage, or high-demand occupations will prepare students in current and meaningful ways necessary for employment. The postsecondary institutions have already defined these terms and have them at their individual colleges and housed on a website with the Community College Services Unit (CCSU). Secondary and postsecondary staffs work in conjunction with other state agencies regarding employment trends and needs in the state in making the determination of which programs are defined as high-skill, high-wage, and/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 short-term or special programs by looking on the state *No Worker Left Behind* website previously mentioned.

(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 Education Act of 1965, as amended;**

All students in Michigan, including those enrolled in state approved CTE programs, must meet new, rigorous graduation requirements that include credits in specific academic courses. The increase in required credits for graduation may bring challenges for students trying to schedule CTE courses, specifically those offered in regional career centers. Funds will be used to develop new career and technical education programs 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 that could be taught in Health Sciences, Law and Public Safety, Marketing, and Business Administration.) Curriculum resources are currently being developed with state approved CTE and academic teachers in the 16 career clusters to incorporate academic content 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, i.e., 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. Fast Track grants are provided for faculty professional development to improve and update curriculum.

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

Currently, Michigan uses a *Rank List* for the distribution of state funding to secondary CTE programs. Data on current wages, job openings, and placement is used to target funding toward the instructional programs that prepare students for available better paying positions. Labor statistics, employment projections, and input from

business/industry and advisory committees will be used to define high-skill, high-wage, and/or high-demand occupations.

In addition, Michigan's Governor, Jennifer Granholm, has identified four (4) key areas of growth related to the economic needs of our state. Specific emphasis is needed in health care, alternative energy, homeland security, and advanced manufacturing. When appropriate and possible, CTE programs will support these initiatives as they relate to high-skill, high-wage, and/or high-demand occupations.

- (j) How you will 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 Education and the Community College Services Unit have a variety of ways to communicate best practices of Tech Prep programs across the state. There are numerous newsletters and listserves that communicate this information. State level program consultants regularly communicate with the field to convey updated information and best practices. The OCTE Director sends a monthly newsletter to CTE administrators and community college contacts that spotlights Tech Prep programs on a regular basis. The manager for CCSU provides current updates five to six times per year at planned meetings with all occupational deans in the state.

In addition, the OCTE and CCSU hold numerous professional development events where Tech Prep programs are presented and highlighted. Some of them are: the OCTE Fall and Spring Updates, annual grant dissemination meetings, OCTE 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, CCSU Data Workshop and the Michigan Educational Apprenticeship Training Association. Additionally, there is an annual recognition for CTE programs, *Excellence in Practice Awards*, for both secondary and postsecondary institutions. This award highlights programs that exemplify the very highest standards in preparing Michigan's students for higher education and careers. A similar awards program recognizing outstanding faculty occurs at the postsecondary level at their annual inservice and TRENDS conference.

There are continuous efforts to improve Tech Prep programs. Each year Tech Prep grant applicants submit a Tech Prep Program Status report to indicate which programs have been aligned between secondary and postsecondary institutions. The applicants also submit documentation to demonstrate the aligned articulated programs between the partners. This provides an opportunity for annual review and feedback to continuously improve the process. Within the timeframe of this plan, all state approved CTE programs will be Tech Prep programs.

All new program applications submitted for secondary CTE programs now require applicants to provide evidence that the program is aligned and articulated to the appropriate postsecondary program. All consortia must have evidence of a 2 + 2 alignment and articulated state approved programs in their annual application to be eligible for Tech Prep funding.

- (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.**

Secondary CTE programs of study must include the career clusters knowledge and skills and 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/Michigan Merit Exam to better prepare students for postsecondary admission. The secondary and postsecondary teachers/faculty within programs of study will collaborate for increased academic and technical achievement.

Funds will be used to strengthen the academic and career technical skills of students participating in state approved CTE programs through the integration of academics within CTE programs. OCTE will also use funds to develop and implement evaluations and assessments of state approved secondary CTE programs. Funds will be used to assist or provide professional development for CTE teachers to update curriculum for the integration of academic content, implement CTE state technical standards, and assist future practitioners in becoming CTE educators.

State approved CTE programs will be linked at the secondary level and postsecondary level by offering the relevant elements of not less than one program of study consisting of a sequence of instructional units that will demonstrate the seamless alignment between secondary and postsecondary programs. Michigan will develop more programs of studies with the funds available during the term of this plan, with a focus on CTE programs that are high-wage, high-skill, and/or high-demand occupations.

The Office of Career and Technical Education and Community College Services Unit will provide professional development for educators and career guidance counselors who are involved in integrated CTE programs. State approved CTE programs must involve parents, businesses, labor organizations, postsecondary partners, and students in the development, implementation, and evaluation of CTE programs through two required program advisory committee meetings annually. Also, grant funds will support work-based learning for faculty to enhance exposure to current practices and cutting edge technology. Funds will be used for program improvement to include updating equipment and instructional resources including distance learning, where appropriate, within state approved CTE programs.

- (I) How you will 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. [Sec. 122(c)(1)(A)-(L)]**

In 2006, the Michigan Legislature enacted new and rigorous changes to high school curriculum content and high school graduation requirements. The language in the law allows for delivery of academic content using a variety of methods, including career and technical education. These changes prompted a transition of the secondary Perkins program office from the Michigan Department of Labor & Economic Growth to the Michigan Department of Education. This change enables a closer working relationship between state level curriculum consultants for the specialty areas in CTE and the academic curriculum consultants who offer specialized support in mathematics, English/language arts, social studies, and science.

Moreover, Michigan has recently adopted a set of statewide technical standards for each secondary CTE program of instruction. Over the next few years, alignment of academics within the CTE programs will take place, and technical assistance and professional development will occur to assist teachers to implement the standards within their classrooms.

Guidelines for awarding academic credit through CTE have been recently developed. The extent of the integration will be evaluated through program reviews and onsite monitoring.

- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

The move of the Office of Career and Technical Education to the Michigan Department of Education will facilitate increased professional development activities for teachers, administrators, guidance counselors, and others for the implementation of the new, very rigorous Michigan high school graduation requirements

(ACT/Michigan Merit Curriculum) approved by the Michigan State Board of Education in December 2005 and CTE technical standards.

It is very clear that the academic content expectations now required for graduation may be met through career and technical education programs. Therefore, collaborative professional development with academic state consultants is critical. OCTE is currently working collaboratively with MDE Core Academic staff to finalize instructional units (for example, English Language Arts) that can be taught within CTE, allowing the student to earn credit toward meeting the academic content expectations. Collaborators will continue to develop strategies for providing appropriate professional development to insure that all local educational personnel are informed of and trained in using these new instructional units.

The Merit Curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as career and technical education programs. Required credits include:

- 4 Credits: Mathematics including Algebra I, Geometry, Algebra II, including one credit in senior year
- 4 Credits: English Language Arts aligned with subject area content expectations developed by MDE
- 3 Credits: Science including Biology; Physics or Chemistry; and one additional science credit
- 3 Credits: Social studies including .5 credit in Civics; .5 credit in Economics; U.S. History and Geography; World History and Geography
- 1 Credit: Physical Education/Health
- 1 Credit: Visual, Performing, Applied Arts (VPAA)

In addition to the credits outlined above, students must have a 20-hour online course or learning experience OR have the online learning experience incorporated into the required credits of the Michigan Merit Curriculum. Beginning with the class of 2016 (third graders in Fall 2006), students will need to complete two credits of a world language in grades 9-12 OR have an equivalent learning experience in grades K-12.

A personal curriculum option is available in the new high school graduation requirements. The legislation provides for students wishing to increase or modify academic rigor at the secondary level the opportunity to convert their core academic core requirements into higher level Math, Science, English Language Arts, and Social Studies. With the increased collaboration between academic and CTE programs, students are able to fulfill some of their academic core requirements in specific state approved CTE programs.

The Career Cluster Task Forces were convened in all 16 clusters consisting of academic and CTE teachers/faculty and administrators. The lessons designed enable teachers to meet technical standards while incorporating academics through a national research-based model for enhancing the academics in CTE. These lessons will be available on-line in Cluster Resource Guides and piloted in classrooms.

The Community College Services Unit has several methods of promoting the integration of coherent and rigorous academic content standards and career and technical education curricula. Each year, the annual inservice for all community college occupational contacts is held to update them on requirements of the Perkins Act, best practice information on cutting edge approaches working within the postsecondary arena, and professional development topics that are addressed by experts in their respective field. Additionally, the CCSU supports such groups as the Michigan Community College Educational Technology Initiatives (MCCETI), and the TRENDS Conference that both provide professional development activities for faculty, administrators, and any other individuals within the postsecondary arena who impact rigorous academic content standards and curriculum design.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

The Technical Review, Assistance, and Compliance (TRAC) monitoring visits conducted annually have verified a need to increase the number of appropriately certificated CTE teachers. Teacher Education grants will continue to be provided to the state approved CTE teacher preparation postsecondary education institutions in Michigan. Each institution will be required to develop strategies and plan professional development designed to increase the percentage of teachers who meet Michigan CTE teacher certification requirements and to assist in efforts to retain

the teacher. Teacher preparation institutions will continue to incorporate academics in CTE in order to reinforce skills necessary in the future for CTE teacher candidates.

The Michigan Department of Education, under the direction of the State Superintendent of Public Instruction, is conducting a complete review of all policies and procedures for the teacher preparation institutions and of the certification rules. This project will insure that institutions and certification rules are current, meet national standards, and prepare teachers with the academic and CTE skills that will be needed in the future. Consultants from the Professional Preparation Office will work with OCTE consultants to continually update certificate requirements, as necessary.

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

Michigan collaborates with and supports six Career and Technical Student Organizations (CTSOs) that provide mentor programs for new teachers and several professional organizations including the Michigan Career Placement Association (MCPA) which provides statewide training on work-based learning. Through the state professional content special organizations, Michigan reaches CTE instructors at the secondary and postsecondary levels [Michigan Business Educators Association (MBEA), Michigan Marketing Educators (MME), Michigan Health Occupations Educators Association (MHOEA), Michigan Association of Agriscience Educators (MAAE), Secondary Education of Early Childhood (SEEC), Public Safety Instructors Association (PSIA), and TRENDS conference]. In addition, professional development at the secondary level will be provided by OCTE to teachers in their specific program of study content area.

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**

OCTE holds a Grant Dissemination Workshop annually to provide technical assistance/professional development to school leadership for All Aspects of the Industry and Use of Technology related to the area, as well as use of data to provide continuous program improvement. Work-based learning training will continue to be provided by the Michigan Career Placement Association (MCPA) in collaboration with OCTE. Applied learning is one of the areas emphasized at OCTE Spring and Fall conferences for CTE personnel, the Career Education Conference, and new program meetings for CTE personnel.

The CCSU holds an annual inservice that provides technical assistance/professional development to college leadership with respect to the grant application, innovative ways of improving student success, and numerous examples of experiential learning. Additionally, support for an annual critical thinking conference provides opportunities for occupational faculty and administrators to increase their understanding and experience in using innovative, hands-on approaches to increase student learning and retention.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**

OCTE staff is working with academic staff in an "All Means All" project designed to deliver instruction opportunities for all students, including special populations. Using the *Universal Design for Learning Guidelines* (see the following description) and technology in professional development for Michigan educators, the "All Means All" project, through stakeholder collaboration, will provide knowledge and skills needed to work with and improve instruction for special populations. These strategies will provide a core of professional development activities.

Universal Design for Learning (UDL) provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. "Universal" does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners. UDL mirrors the universal design movement in architecture and product development. It uses

technology's power and flexibility to make education more inclusive and effective for all. UDL principles help educators customize their teaching for individual differences. A universally designed curriculum offers the following:

Multiple means of representation to give learners various ways of acquiring information and knowledge;

Multiple means of expression to provide learners alternatives for demonstrating what they know; and

Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Through use of *Using Universal Design for Learning Guidelines*, professional development sessions relating to increasing knowledge and skills to work with and improve instruction for special populations will be held. OCTE plans and organizes the Career Education Conference and special workshops targeting special populations training and other topics. These events will continue to support the knowledge and skills needed to work with and improve instruction for specific populations.

Postsecondary education addresses special population considerations and needs in numerous ways. Each quarterly meeting with the Michigan Community College Data and Evaluation Committee (MCCDEC) data contacts includes a discussion with core performance indicators and the impact on special populations. Analysis occurs that looks at trends in service approaches and successes. Additionally, CCSU sponsors several conferences that focus on special population requirements, changes in delivery approaches, successes, and areas to review further (TRENDS in Occupational Studies Conference, meetings, and the annual conference of the Michigan Occupational Special Populations Association). Finally, special populations is part of all technical assistance provided through either direct meetings at the colleges, phone contact, compliance visits, or attended meetings.

OCTE and DLEG are in the second year of a project called ONTO Michigan. ONTO Michigan is a professional development project (contracted with Illinois State University) targeting postsecondary and secondary CTE educators, administrators, and counselors. This project is designed to increase achievement of the Perkins nontraditional indicators.

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

The OCTE transfer to MDE ensures collaborative activities planned to integrate academics and CTE, including the development of resource documents to promote collaboration regarding the new high school academic curriculum standards. There will be “all MDE” (joint CTE and academic) activities for counselors, special education teachers, CTE teachers, academic teachers, administrators, and assessment personnel.

4. You must describe efforts that your agency and eligible recipients will make to improve—

- (a) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

The Office of Career and Technical Education has worked continually with the Office of Professional Preparation Services (OPPS) in the Michigan Department of Education to develop and implement a process to approve all institutions that want to recommend candidates for professional teacher certificates with CTE endorsements, as well as the interim/occupational certificate in the specific career and technical content area. OCTE has worked with OPPS on the updating of the requirements to the “Michigan Rules for Teacher Certification,” which includes changes in the requirements for CTE teacher candidates. OCTE staff will continue this collaboration to help

strengthen and increase the number of teacher educator programs, and increase the number of students, including under-represented groups, entering the teacher preparation programs in the state.

Through these efforts, OCTE will work with local districts and career centers with CTE state approved programs to identify their staffing needs and provide technical assistance to help identify qualified candidates for their existing programs and new programs that they may want to start. Michigan has also worked to recognize a collaborative teaching model so more teachers in the state approved CTE programs will be able to work with local academic staff so students may get academic credit for the CTE programs they complete in high school.

OCTE works with the counselor preparation institutions and counselor professional organizations to assist in delivery of current information about Michigan CTE programs. Counselors need this information to appropriately place students in CTE programs in their districts.

All regional grant recipients provide professional development to their local educators to assist in the retention and updating of faculty skills to meet the new and continuing changes in industry skills and academic integration. Michigan will work to develop tools to assist in this local delivery.

(b) The transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Michigan has several ways for persons from business and industry to enter the teaching profession in state approved CTE programs. At the postsecondary level, the candidates must demonstrate their employment in the industry and their expertise in order to be hired. At the secondary level, they must have a B.S. degree, and complete specialized coursework to be recommended for an interim occupational certificate that will allow them to teach in that specific content area. An emergency placement option, the Annual Authorization process, is available to a district to use if they are not able to find a teacher with the required academic credentials for the teaching position, but who have the technical expertise required. The annual authorization is issued to the district and the district needs to follow all rules in the *Michigan Rules for Teacher Certification* provided by the Office of Professional Preparation.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Postsecondary institutions in Michigan have the unique circumstance of having four universities acting in the capacity of a community college by offering associates degrees. As such, there has been a longstanding relationship with all the community college partners and universities in working on baccalaureate degree programs. Additionally, those four universities attend the same meetings and conferences as the community college deans and share transfer information about their programs on a regular basis. Finally, the annual grant application has the colleges addressing this issue and further embracing their relationships with four-year institutions.

Through Tech Prep partnerships, there are already many 2+2+2 programs in place to assist students in the transition to baccalaureate degree programs. This will continue to be emphasized through the programs of study and the partnerships between secondary and postsecondary education.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

For secondary education students, parent and industry involvement is essential for success. An Advisory Committee Handbook and a Toolkit for parents called “Parents as Partners in Career Development” have been developed and are available online. This information is available to school administrators, teachers, and counselors to use as resource materials for involving parents. Career development information and access to career exploration tools and information, as well as involvement in the Educational Development Plan process, are ways used to engage parents.

Career and technical education teachers, administrators, and faculty, and local business and industry partners have worked closely with OCTE to identify the essential skills in each of the CTE programs of study. As these new program standards are implemented throughout the state in the coming years, programs will be well positioned to be responsive to their local, as well as the state’s, economic needs.

Curriculum development, especially curriculum integration activities, provides the opportunity for academic teachers and CTE teachers to work together to strengthen instructional programs. A new set of guidelines has been developed that encourages local districts to use collaborative teaching to deliver academics through CTE and add relevance to academics within the occupational content area. These professional development and technical assistance activities will build collegiality between teachers, encourage innovation, build resources, and strengthen implementation strategies for high school CTE and academic teachers.

Students have opportunities for leadership development through the six Career and Technical Education Student Organizations available in Michigan. In addition, students have an opportunity to participate in “For Inspiration and Recognition of Science and Technology” (FIRST) Robotics competitions, the Automotive Youth Educational System (AYES), and apprenticeship programs throughout the state.

All state approved secondary and community college CTE instructional programs are required to use program advisory committees to provide input on program development and improvement. These advisory committees consist of local representation, including business, industry, labor, parents, academic and CTE teachers, administrators, faculty, and counselors.

7. You must describe efforts that your agency and eligible recipients will make to –

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in –

The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

In the spring of 2006, the Michigan Legislature enacted new and rigorous requirements for academic course content and high school graduation requirements, the Michigan Merit Curriculum. To earn a Michigan diploma, graduating seniors, including those who select CTE instructional programs, must have 4 credits of mathematics (Algebra I and II, Geometry, and an additional math or math-related course in their senior year), 4 credits of English/language arts, 3 credits of science (biology, chemistry or physics, and a third science course), 3 credits of social studies, a credit in health/physical education, a credit in visual, performing or applied arts, 2 credits in languages other than English beginning with the class of 2016, and an online learning experience.

The law recognizes that academic content can be taught using a variety of delivery methods, including CTE. A document has been developed providing guidance to local districts in using a collaborative teaching model to implement instructional strategies that integrated subject matter.

In addition to new graduation requirements, the ACT/Michigan Merit Exam (which includes additional assessments to measure student proficiency in all required subject areas) is used for high school assessment. All high school students, including those who select a CTE program of study, must take the test(s).

ii. Career and technical education subjects;

In the spring of 2007, new and rigorous technical standards were adopted for all CTE instructional programs. The adoption of a statewide set of standards will facilitate consistency in quality and provide a statewide structure to identify the academic content standards taught in state approved CTE programs. Professional development and technical assistance will be provided to encourage the use of a collaborative teaching model to integrate subject matter – academics within CTE and relevant, real-world examples within academic courses. Technical assessment options will be explored over the next few years for all CTE instructional programs.

**(b) Provide students with strong experience in, and understanding of, all aspects of an industry;
and**

In 2005, secondary programs in Michigan implemented the 16 Career Clusters. The “Cluster Foundation Knowledge and Skills” are used within each CTE instructional program to provide students with a strong and comprehensive experience within each Cluster. In addition, students are encouraged to complete work-based learning experiences, which can include capstone (co-op) placements in their selected program of study. Career and Technical Education Student Organizations also provide students with opportunities for leadership, competition, and evaluation by volunteers from business and industry. Program advisory committees are required for every CTE instructional program. The membership of these committees must consist of representatives from local business and industry, who meet twice each year to give input and guidance to educators so that they can provide state-of-the-art instruction to students. Business and industry partnerships are an essential component of a strong CTE program of study and assure that students acquire strong experience and understanding of all aspects of an industry.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

To earn a Michigan diploma, every student, including those who select a CTE instructional program, must meet the same graduation requirements (Michigan Merit Curriculum) and take the same high school assessment (ACT/Michigan Merit Exam). Local districts are encouraged to follow the newly adopted course content standards so that course offerings across the state will have equal rigor.

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. [Sec. 122(c)(15)]

OCTE provides technical assistance to eligible agencies and individuals on an ongoing and comprehensive 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 OCTE workshops, data quality issues, federal application dissemination, special populations services and resources, counselor workshops for administrators, and work-based learning policies and procedures. Technical assistance is part of the daily duties of each and every staff member as we strive to be responsive to the needs of schools and educators.

Annually, all new secondary CTE 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, resources, and best practices are shared to help the teachers get off to a good start.

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

OCTE provides many other annual events including the Data Quality Workshop, Career Initiatives Grant Dissemination, and a Fall and Spring OCTE Update. OCTE also provides technical assistance and support through other professional associations, including the Michigan Career Placement Association, Michigan Pupil Accounting and Attendance Association, Michigan Occupational Special Populations Association, Michigan School Counselors Association, Michigan Career Counselors Association, and 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 Business Education Association, Michigan Marketing Educators, Family and Consumer Science Educators of Michigan, Michigan Rehabilitation Services, Michigan Transitions Outcomes Project, Michigan School Business Officers, Michigan Association of School Administrators, Michigan Education Association, Secondary Educators for Early Childhood, Law and Public Safety Educators, Michigan Horticulture Teachers Association, and the Michigan Association of Agriscience Educators.

Technical assistance is also provided through the OCTE onsite monitoring process. Each of the 25 regions is visited on a five year rotation basis, targeted on the basis of risk management. The Technical Review, Assistance, and Compliance 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 CTE 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 OCTE website: www.michigan.gov/octe. These include the Advisory Committee Toolkit, Work-Based Learning Guide, new CTE program development process, Parents as Partners, Employers as Partners, School to Registered Apprenticeship (STRA) 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 or by referencing the website, <http://www.michigan.gov/postsecondary>. The second is through the Annual Perkins Workshop that is hosted by CCSU and attended by 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.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

At the Local Education Agency (LEA) level, planning for Perkins activities is completed using the same regional structure as is used for Workforce Investment Act (WIA) funding. The Perkins plans are reviewed by the local Workforce Development Board and the Education Advisory Group to ensure that the plans are aligned with local employment and workforce needs. With high unemployment and a struggling economy, CTE educators are acutely aware of the necessity for programs to address the needs of the state and region.

CTE instructional programs must be approved at the state level. Applications for new programs include an applicant assessment of employment information for the local area and review of this information by the OCTE consultant.

Perkins Core Performance Indicator data on placement results is also used when reviewing annual Perkins grant applications. Applicants who are deficient in the placement indicator must develop a regional activity to improve placement.

CTE Program Advisory Committees are used to validate locally available jobs and are also used as a means of recruitment and job placement assistance.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

At the secondary level, the Office of Career and Technical Education is within the Michigan Department of Education, which facilitates joint planning and coordination with other federal and state education programs. This includes technical assistance and professional development opportunities provided by the Department in the areas of curriculum and instruction, student support services, data collection, verification, and review as well as guidance and counseling activities.

At the postsecondary level, the Community College Services Unit is within the Department of Labor & Economic Growth (DLEG), Bureau of Career Education Programs. Included within the Bureau are the Office of Adult Education and the Office of Postsecondary Services, which includes the CCSU. Additionally, the Bureau of Workforce Programs is in the DLEG. This reporting arrangement provides opportunities for joint planning and coordination of other federal and state workforce programs that impact the adult population.

Perkins grant planning at the local recipient level is completed on a regional basis. The regions parallel the 25 local Workforce Development Boards that have been established for implementation of the Workforce Investment Act. Secondary regional applications for Perkins funds are reviewed by the corresponding local Workforce Development Board to ensure non-duplication of effort and alignment with local workforce and economic development needs.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The Community College Services Unit and the Office of Adult Education are within the Michigan Department of Labor & Economic Growth, Bureau of Career Education Programs. This organizational structure enables communication and collaboration between and among state offices to avoid duplication of programs for postsecondary students and school dropouts and to leverage dollars to support the programs and services made available.

The WIA one-stop delivery system in Michigan involves regional policymaking Workforce Development Boards (WDB) and at least one Michigan Works! Service Center per region. Each WDB is required to operate a Michigan Works! System via funds made available for that purpose. The system is governed locally by a partnership between the WDB and local elected officials. A Michigan Works! Service Center is a location where all of the "core" services are accessible by customer groups, employers, and job seekers, and where services from workforce development programs are co-located for easy customer access. Conceptually, the Michigan Works! System is a composite of one-stop service centers and satellite offices, establishing multiple approaches to services that permit expansion of service delivery to every community and all customers.

At the secondary level, Perkins grant planning at the local recipient level is also completed on a regional basis. The 25 regions used for Perkins are exact parallels to the configuration used for the planning and distribution of WIA funds. As previously stated, each region has a local WDB; each also has an Education Advisory Group (EAG). The WDB and EAG include members of business, industry, and education and meet at least quarterly to guide the employment and training needs of the local area. They review WIA and Perkins local applications as a means of ensuring comprehensive planning of grant activities to support local goals and objectives for education,

training, and economic development. This structure helps to ensure that career and technical education programs and local workforce programs plan together to meet regional employment needs.

B. Other Department Requirements

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

OCTE and CCSU will develop their grant applications to include all required uses of funding and provide technical assistance to grantees through professional development. This will include the development and approval of long range plans.

- 2. You must provide a description of your State's governance structure for vocational and technical education.**

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 State Board of Education is the sole state agency responsible for the administration of career and technical education in Michigan.

The responsibilities of the 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 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 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 & 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 State Board of Education.**

The Michigan State Constitution of 1963 requires the State Board of Education (SBE) to appoint a State Superintendent of Public Instruction, who serves as chairperson of the SBE and as chief administrative officer of the Michigan Department of Education. The Superintendent is the Department official authorized to submit all applications and plans to the federal government and to administer programs under the several acts incorporated in this Plan.

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

Executive Order 2007-4 also delegates the following responsibilities to the Department of Labor & Economic Growth (DLEG):

- a. The State Board of Education has delegated to DLEG all responsibilities regarding postsecondary career and technical education that may be delegated under Section 121(b) of the Perkins Act, 20 USC 2341.
 - b. Except for the responsibilities delegated to the SBE under Section II of Executive Order 2007-4, DLEG shall retain all other administrative authority, powers, duties, functions, responsibilities, and rule-making authority relating to postsecondary career and technical education under state and federal law.
3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Michigan's Workforce Investment System integrates workforce development, economic development, and education in order to meet the needs of both employers and job seekers. The Michigan Works! Service Centers (MWSCs) comprise a comprehensive subsystem within the state's Workforce Investment System of publicly and privately funded programs and services that addresses employers' needs for skilled workers and helps jobseekers and other individuals find new jobs, retain employment, and advance their skills.

MWSCs provide one-stop access to key workforce investment programs and partners, promoting seamless service delivery to employers, students, persons with disabilities, veterans, welfare recipients, migrant and seasonal farm workers, ex-offenders, unemployed, underemployed, and employed individuals.

Postsecondary CTE is a critical partner in Michigan's one-stop delivery system, since the community colleges provide the majority of the technical and occupational training for individuals referred by the MWSCs. In August 2007, Governor Jennifer Granholm instituted a new program in Michigan, *No Worker Left Behind* (NWLB), to help Michigan workers create a prosperous future. The NWLB program provides free tuition for up to two (2) years at any Michigan community college, university, or other approved training program. Qualifying individuals must pursue a degree or other occupational certificate in a high-demand occupation, emerging industry, or entrepreneurship program. The emphasis of this program is on connecting individuals to education and training programs that will lead to a certificate or degree of value and a job in a growing sector of Michigan's economy. Michigan's community colleges are a critical partner in this statewide initiative.

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 (both secondary and postsecondary) require recipients to:

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

Michigan's secondary programs have over 600 identified special populations coordinators, counselors, and other support staff at the local school district level which provide services to special populations to succeed in CTE/occupational programs, meet state-adjusted levels of performance, and gain the skills necessary for further

learning, and for entry into high skill, high wage, or high-demand careers. The state will continue to support local districts' use of these staff and encourage increases in support staffing when possible.

The term "special populations" includes:

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for nontraditional training and employment
- 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 – Title II, Section 504, Americans with Disabilities Act (ADA), Title VI, and Title IX. In addition, students will be provided with assistance and/or supplemental services (which may include):

Coordinating special services with external service providers

Coordinating special services with internal providers

Providing staff with professional development

Representing the interests of special populations students on advisory committees

Specialized activities and services that promote the mental, physical, and social well-being of students

Peer tutoring, paraprofessionals, and professional instruction assistance

- Interpreter services for persons with hearing impairments
- Note taking
- Reader
- Special adaptive equipment and approaches to learning
- Testing accommodations
- Support Services for students with limited English proficiency (LEP)

**(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 by describing their action plan including:

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

Special populations members will not be discriminated against on the basis of their status as members of special populations through the state's support and monitoring of the requirements of civil rights legislation. Those districts and colleges receiving CTE funds are required to provide assurances that they will comply with Title VI of the Civil Rights Act of 1964, Title II, ADA, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. Twenty percent (20%) of agencies are subject to an onsite monitoring review each year.

Districts/community colleges receiving funds must also comply with "least restrictive environment provisions" in the Individuals with Disabilities Education Act and Title II of the Americans with Disabilities Act of 1990. As appropriate, the state includes requirements to comply with these laws in documents that are developed and disseminated for purposes of funding, program development, program review, and other purposes.

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

Professional development activities provided by OCTE and CCSU that assist district and community college personnel to comply with Civil Rights Compliance Review requirements also help them to develop and implement strategies and guidelines that prevent discriminatory practices for all special populations groups.

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

Special populations students will participate in an educational environment that promotes the acquisition of occupational skills that meet the same expectations as other students and will emphasize high-skill, high-wage, and/or high-demand occupations. In addition, through counseling and academic advising, the same assistance will be given to special populations students in the development of career awareness, planning, career decision making, placement skills, and the knowledge and understanding of high-skill, high-wage, and/or high-demand jobs that focus on new and emerging careers, labor market needs, trends, and opportunities.

Career and technical education programs will offer relevant and rigorous academic and technical standards within their program curriculum that will lead to a non-duplicative, articulated sequence of courses.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

In Michigan, alternative education programs are provided by local and intermediate school districts for students who leave school for reasons of expulsion, poor attendance, poor academic performance, discipline problems, court order, voluntary dropout, teen pregnancy, or student choice.

According to the 1998 Study of the Status of Alternative Education in the State of Michigan, “alternative education can best be characterized as educational programming separate from and alternative to the conventional high school and/or middle school. The core purpose of this growing segment of K-12 education is preventing at-risk adolescents (or recovering them) from dropping out of the K-12 system and completing the requirements for a high school diploma. Typically, these programs are small in size and have low pupil-teacher ratios compared to conventional schools.” All programs offer core curriculum courses, while only some offer or provide access to CTE-type courses. Large programs tend to provide more CTE courses and job search assistance than do small programs.

As noted, some alternative programs offer CTE courses as part of their services, thus making CTE programming directly available to students. The programs that do not offer CTE programming can assist their students to enroll in area high school and area center CTE programs.

Students in alternative education programs enrolling in most CTE programs receiving Perkins funding will have special populations support staff available to assist them. The larger career and technical education special populations support staffs are in programs in the counties that serve the largest percentage of alternative education students. These programs have a special populations coordinator who assists in outreach activities, including outreach to alternative programs. Upon entry, a full range of supportive services is made available to assist alternative education students to successfully participate in CTE programs.

The state encourages and supports serving alternative education students by:

making students aware that all students enrolled in alternative education that otherwise qualify are eligible to participate in the state's CTE programs

having the recipients of Perkins funding include in their regional applications their plans for outreach to the alternative programs within their jurisdiction, and outreach to the students enrolled in these programs and their parents. The plans will include the specific outreach strategies to be used to reach these students and make them aware of the training opportunities available to them

- assisting local and intermediate school districts in making alternative training options available for students through programs such as the Less-Than-Class-Size program option when a student cannot enroll in regular CTE programs, or has an interest in an area for which there is no class-size program. Less-Than-Class-Size programs allow students to receive training through work-site based experiences that are comparable to the training students receive in traditional CTE class-size programs
- maintaining linkages at the state level with staff in Adult and Continuing Education who have responsibility for assisting the operation of alternative education programs in the state

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

In the spring of 2007, the Michigan Legislature passed comprehensive high school reform laws. Included in the package is the requirement that all Michigan students have the opportunity to develop an *Education Development Plan* (EDP) in the 7th grade. Comprehensive career development is recognized as an important component of an academically rigorous curriculum. Career exploration and information, including wages, projected job openings, and required education, are components of an EDP. The Michigan Comprehensive Guidance and Counseling Program (MCGCP) is a mechanism for providing systematic career development and occupational information to students. All available career opportunities are shared with students regardless of gender. Funds at the state and regional levels will be used to support professional development to promote and support preparation for high-skill, high-wage, and/or high-demand occupations and nontraditional fields.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Perkins funding is awarded to programs serving incarcerated adults and juveniles in Michigan's state institutions. There are two distinct state departments, the Michigan Department of Corrections and the Michigan Department of Human Services, that receive grant funding for career and technical education programming. Separate grants are administered by the Office of Career and Technical Education.

Designated prison facilities provide various career and technical education programming. Fourteen (14) areas of study are represented. Student enrollment in 2006 was 8,689. This is an 80 percent increase over the past 8 years. CTE programs have recently identified program curricula that reflect nationally identified standards associated with the area of study. This has increased the curricula's rigor and thereby the need for prerequisite knowledge and skills if students are to succeed in CTE programs.

The Michigan Department of Corrections places a strong emphasis on "re-entry" preparation and transitional services. There is increasing emphasis on the cultivation of entrepreneurial skills, best represented in Michigan's Business, Manufacturing, and Information Technology programs.

The most recent grant to the Michigan Department of Corrections was contracted via an “Inter-Agency Agreement” and has greatly simplified the administrative process. The use of funds is planned and noted in the “Work Statement.” It is monitored by the program consultant and the department designee.

The Michigan Department of Human Services has within it the Bureau of Juvenile Justice. Young persons, both male and female, ages 12 to 21, who have been adjudicated by the courts for class one and two felonies, are remanded to the Bureau’s custody. Treatment programming in the facilities varies and placement is based on individual need. The Bureau of Juvenile Justice is responsible for 400-500 young persons at any given time. Educational programming is a top priority at all facilities, especially that offered by career and technical education. The Bureau has eight state approved programs and grant administration is by “Inter-Agency Agreement” as well. It is expected that, over the next five years, additional existing programs, as well as new ones, will be state approved and funded by Perkins.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at:
<http://www.ed.gov/fund/gran/apply/appforms/gepa427.doc>.

All applicants for funds are required to include in their long-range plan and annual application, a description of how they will assure and take steps to ensure that there is equal access to, and participation in, their programs for students, teachers, counselors, and other potential program participants with special needs. In addition, all applicants sign very specific assurances that prohibit discrimination and assure opportunities for all eligible persons to participation. The OCTE monitors compliance with this requirement through several processes, including Civil Rights Compliance Reviews under the U. S. Department of Education, Office of Civil Rights; an annual data review to assure that protected groups are not being disproportionately represented or not represented in programs or services covered by the Act; and through our TRAC monitoring.

IV. Accountability and Evaluation

A. Statutory Requirements

Indicators: Secondary Level – 7 Indicators:

- 1S1 – Academic Attainment – Reading/Language Arts**
- 1S2 – Academic Attainment – Mathematics**
- 2S1 – Technical Skill Attainment**
- 3S1 – Secondary School Completion**
- 4S1 – Student Graduation Rates**
- 5S1 – Secondary Placement**
- 6S1 – Nontraditional Participation & Completion**

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 Council (MCCDEC), Michigan Occupational Deans Advisory Council (MODAC), 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 OCTE Spring 2007 Update. 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 review local, regional, and state performance indicator data and provide input on the state adjusted level of performance measurement. The state will also work with representatives from the community colleges through MCCDEC to run preliminary data using the new measurement definitions and gather input.

3. You must identify, on the forms in Part C 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)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1).

The measurement definitions and approaches are identified on the forms in Part C.

Validity and Reliability of Definitions:

Michigan community colleges will continue to work with a statewide committee (MCCDEC) in order to ensure that all colleges are using the same definitions and criteria. The MCCDEC workgroup has run preliminary data based upon the definitions and reviewed the data in order to make sure they are pulling the correct student populations for each of the indicators.

To ensure that "concentrators" are identified in a valid and reliable manner, the state has identified standards for each program of study describing the content students must master in order to complete a state approved secondary program. These were disseminated to operating agencies through a statewide webcast on May 22, 2007. Onsite monitoring will be used to ensure that program content is consistent with state standards. Student mastery of the standard content will be assessed by a state approved state-developed or third party assessment (see discussion of reliability and validity of measures below).

Validity and Reliability of Measures:

2S1—Technical Skill Attainment: Measured through state-developed or third party skill assessments reviewed and approved by the state. Where information is available on the following criteria, state approval of skill assessments will include evaluation of 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 National Association of Partners in Equity (NAPE) crosswalk. Michigan 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.

Validity and Reliability of Measures

All data will be tested by each individual community college. Prior to submitting their data, the colleges will test a sample of student records to ensure that the proper students are being extracted from their files and the data being pulled is the correct data. Year-to-year comparisons, edit checks, and comparison of like variables are methods to ensuring validity and reliability. On-site reviews will include a discussion and verification of the logic used to extract data from their databases. A review of student records will also be undertaken to make sure the college-level and program-level data submitted is both valid and reliable.

The MCCDEC workgroup has taken each of the indicators and run preliminary data based upon the new indicators. The following has been found;

1P1—Community colleges will report on those programs for which skill assessments exist and colleges are able to get information (e.g., Nursing). They will work on gathering data for more programs through the life cycle of the grant and will refer to the MODAC survey currently being compiled that is gathering information on the assessments available throughout the state. The state will develop a list of approved assessments.

2P1—Community colleges can report on certificate and degrees but colleges will continue to investigate possibilities for identifying students who received an industry recognized credential, but did not receive an award conferred by the college.

3P1—While no major computer-related issues were uncovered, it is recognized that numbers will be small and transfer data may be difficult to get. The colleges will work through the grant period to increase these numbers.

4P1—Workgroup members agreed that survey questions that pertain to this core indicator should be standardized and will work towards achieving this throughout the grant period. This will ensure more reliability and validity of the data.

5P1 and 5P2—While no significant challenges exist in reporting on these data, those programs considered non-traditional will be standardized at the state level. The NAPE crosswalk will be used in order to ascertain that colleges are reporting on the same programs.

Desk reviews and 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. The Office of Career and Technical Education and the Office of Postsecondary Services (OPS) participate 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.

The measure of High School Completion (3S1) will be the same measure used by the state for other reporting. The measure is currently under development, but is proposed to include students who graduate within five (5) years and include district exit codes 1, 2, 3, 4, 5, 20, and 21.

5. See Core Performance Indicators tables.

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)(II); 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, and 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 is essential. The data will be pilot 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. MCCDEC conducts annual inservice meetings and quarterly reviews definitions and report mechanisms to assure complete, reliable, and accurate data.

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). [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 of the 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, leadership, safety, instruction, professional development, work-based learning, and secondary-postsecondary linkages. Twenty percent (20%) of the self-reviews and accompanying program improvement plans are submitted annually to OCTE for review by the content-area consultant and a targeted 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 Professional Preparation Services on onsite reviews, and sharing data used for NCLB and Perkins.

Additional evaluation of the effectiveness of secondary state CTE programs includes 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 Education (PROE). Each year 20% of their programs are reviewed and colleges complete the PROE form and/or similar system approved by the state (example-Dashboard). 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.

Student Definitions

A. Secondary Level

Participants – A secondary student who has completed a minimum of 10% of state approved standards in any career and technical education (CTE) program area.

Concentrators – A secondary student who has completed a minimum of 50% of state approved standards plus enrolled in more credits, courses, hours or units in a single program area to meet the additional standards.

B = Baseline

L = Targeted Levels of Performance

A = Actual Performance

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
1S1 Academic Attainment – Reading/ Language Arts 113(b)(2)(A)(i)	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. 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.	State/Local Administrative Records	B: 42.25	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:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	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. 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.	State/Local Administrative Records	B: 38.58	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:
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year. Denominator: Number of CTE concentrators who took assessments during the reporting year.	State-developed or 3 rd party skill assessment	B: 89.50	L: 86.89 A:	L: 87.39 A:
3S1 Secondary School Completion	Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED)	State/Local Administrative Data	B: 99.38	L: 98.12 A:	L: 98.62 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
113(b)(2)(A)(iii) (I-III)	credential or earned a State-recognized equivalent, during the reporting year. Denominator: Number of CTE concentrators who left secondary education during the reporting year.				
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.	State/Local Administrative Records	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 11 th and 12 th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the third quarter following the program year in which they left secondary education. Denominator: The number of 11 th and 12 th grade CTE completers who left secondary education during the reporting year.	State Developed and Locally Administered Survey	B: 94.69	L: 94.50 A:	L: 95.00 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: 14.90	L: 14.90 A:	L: 15.40 A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: Number of CTE participants from underrepresented gender groups, who 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 fields and who left school in the reporting year.	State/Local Administrative Data	B: 12.96	L: 12.96	L: 13.46

B. Postsecondary/Adult Level

Concentrators – A student officially enrolled in a CTE program who: (1) has completed at least 12 credits in non-developmental courses that apply to a program area; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Participants – A student officially enrolled in a CTE program who has earned one or more credits in any CTE program area.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-07)	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: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year (that can be identified). Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year (that can be identified). Will report on those programs for which skill assessments exist and colleges are able to get information (e.g. Nursing). Will work on gathering data for more programs through the life cycle of the grant	State/Local Administrative Records	B: To be determined during 2007-08 transition year	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	State/Local Administrative Records	B: To be determined during 2007-08 transition year	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year	State/Local Administrative Records	B: To be determined during 2007-08 transition year	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	State/Local Administrative Records	B: To be determined during 2007-08 transition year	L: A:	L: A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	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 Records	B: To be determined during 2007-08 transition year	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State/Local Administrative Records	B: To be determined during 2007-08 transition year	L: A:	L: A:

- 1. 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.

Data on skill assessments is extremely difficult to get from the assessment agencies; however, community colleges will report on those programs for which skill assessments exist and colleges are able to get information (e.g. Nursing).

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. [Sec. 203(a)(1)]**

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 urban designated-buildings. Any remaining balance of the total state allocation is divided equally to the 25 regions. Funds generated by this formula are pooled at the regional/consortium level.

- 2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d). [Sec. 204(d)(1)-(6)]**
 - a. Provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs.**
 - b. Assure applications are developed in consultation with business, industry, community colleges, institutions of higher education, and labor organizations.**
 - c. Address effectively the issues of retention, school dropout prevention and reentry, and the needs of special populations.**
 - d. Provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under section 118.;**
 - e. Demonstrate how Tech Prep programs will help students meet high academic and employability competencies.**
 - f. Demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title 1.**

All consortia will be asked to address the following areas of special consideration through the consortium five-year plan:

- a. Effective employment placement activities for students who complete a Tech Prep program of study as defined in Section V.A.4(b) or linkage to baccalaureate degree programs.**
- b. Development in consultation with business, industry, higher education, and labor, including each region's Workforce Development Board/Education Advisory Group.**
- c. Address effectively issues of retention, school dropout prevention and reentry, and the needs of special populations.**
- d. Provision of education and training in skills and areas with significant workforce shortages, including the information technology industry.**
- e. Demonstrate how Tech Prep Programs will help students meet high academic and employment competencies using the Michigan Comprehensive Guidance and Counseling Program.**
- f. Align activities systematically with secondary and postsecondary activities, including how student services are delivered to students.**

- d. Provision of education and training in skills and areas with significant workforce shortages, including the information technology industry.
- e. Demonstrate how Tech Prep Programs will help students meet high academic and employment competencies using the Michigan Comprehensive Guidance and Counseling Program.
- f. Align activities systematically with secondary and postsecondary activities, including how student services are delivered to students.

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

The Tech Prep Funding Formula is designed to provide a consistent, simple, and unbiased method of distributing funds.

Funds are distributed to Tech Prep fiscal agencies based on the region's 11th and 12th grade enrollments of participating high schools. Rural school buildings generate a slightly higher per student rate than urban school buildings. The funds remaining after the per student calculation is performed will be distributed equally among the 25 regions of the state. Data on rural/urban designation is obtained from the Michigan Geographic Framework at the Michigan Center for Geographic Information. All public school locations were geo-coded and mapped to determine rural/urban designation. The rural/urban designations come from Census Tiger geography.

4. You must describe how your agency will ensure that each funded tech prep program—

- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

Michigan will ensure that each funded Tech Prep program is carried out under an articulation agreement by requiring that each consortium submit an annual list identifying all Tech Prep programs agreed to within the consortium. In addition, the consortium must submit an annual sampling of articulation agreements with their annual application for funding. The articulation agreements must meet specific criteria and identify all agencies that are part of the agreement, the specific programs in the agreement, the aligned academic and career and technical education coursework included as part of the 2+2 (+2) agreement, and the specific articulated credit within the program.

- (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);

Michigan will ensure that each funded consortium will identify the specific program of study requirements for each Tech Prep program to be funded through the annual application process. Tech Prep programs require that State Board approved programs at the secondary level be aligned and articulated with state approved programs at the postsecondary level. The Tech Prep programs of study require that the articulation agreements clearly identify the specific articulated coursework so as to eliminate duplication of coursework and ease the students' transition to postsecondary education. The programs of study must combine:

- a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education in a non-duplicative sequential course of study; or an apprenticeship program of not less than 2 years;
- integration of academic and CTE instruction and utilize work-based and work-site learning experiences where appropriate and available;
- technical preparation in a career field, including high-skill, high-wage, or high-demand occupations;
- building student competence in technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
- leads to technical skill proficiency, an industry recognized credential, a certificate or a degree, in a specific career field;
- leads to placement in high-skill, or high-wage employment, or to further education; and
- utilizes career and technical education programs of study.

- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);**

All Tech Prep programs in Michigan are:

- established between state approved CTE programs at the secondary level and state approved programs at the postsecondary level.
- established by each consortia and link high schools, intermediate school districts, career center programs where available, with community colleges, and four-year institutions of higher education
 - i. the Tech Prep programs include rigorous academic and career and technical education courses that are non-duplicative, and sequential, building student competence.
 - ii. articulation agreements are required to clearly identify the participants and terms of the agreement.
 - iii. consortia are encouraged to utilize concurrent postsecondary enrollment options as a part of their Tech Prep programs of study.
- encouraged to utilize work-based or work-site learning experiences in conjunction with all aspects of an industry, where appropriate and available.
may utilize educational technology and distance learning to more fully include all participants in the consortium in the development and operation of programs.

- (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).**

Each funded Tech Prep Consortium will be required to provide professional development for teachers, faculty and administrators. The professional development will include activities that support:

- effective implementation of Tech Prep programs;
- joint training in the Tech Prep consortium;
- the needs, expectations, and methods of business and all aspects of an industry;
- the use of contextual and applied curricula, instruction, and assessment;
- the use and application of technology; and
- assistance in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments.

- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);**

Each funded Tech Prep Consortium will be required to provide professional development for counselors designed to support and enable counselors to more effectively:

- provide information to students regarding Tech Prep programs;
- support student progress in completing Tech Prep programs, which may include the use of graduation and career plans;
- provide information on related employment opportunities;
- ensure that students are placed in appropriate employment or further postsecondary education;
- stay current with the needs, expectations, and methods of business and all aspects of an industry; and
- provide comprehensive career guidance and academic counseling to participating students, including special populations.

- (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**

Tech Prep programs in Michigan shall provide equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations. Tech Prep consortium applicants will address this criterion in their long range plans and annual application.

- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**

Michigan shall provide preparatory services to assist participants in Tech Prep programs. All students in Michigan have access to career exploration activities through the free website, *Career Forward* and at *MyDream Explorer* where they can develop an educational development plan to help guide their academic and career development path. Students have access to career assessments, career information, education requirements, and career growth opportunities through the Michigan Jobs and Career Portal.

- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**

Each Tech Prep Consortium will describe how they plan to coordinate activities with both the secondary and postsecondary partners under Title I of the Act. Coordinated activities will ensure responsible use of funds and avoid duplication of programs and services.

- 5. 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 sections 113(b) and 203(e). [Sec. 204(e)(1)]**

A consortium must include a community college and/or institution of higher learning, the intermediate school district, local education agencies, and business, industry and/or organized labor. Advisory boards for the consortia must include representation from the aforementioned agencies and entities, as well as other community organizations and representatives to include parents, workforce development, career development, and economic development.

The consortium five-year plan also requires the following information be provided which ensures the above areas are addressed:

- Identification of consortium members
An annual application and work plan that includes projected goals, objectives, activities, and outcomes with supporting projected budget and work plan
- Identification of how the seven areas in Perkins, Section 204, will be addressed
- Evidence of previous program success where applicable
- Description of strategies to address Special Populations as previously defined
- Identification of involvement of business, industry, and labor in curriculum and career development and work-based learning experiences

To address the reporting requirements in Perkins IV, each Tech Prep consortium will annually report the secondary data to the Office of Career and Technical Education and the postsecondary data to the Community College Services Unit. The Office of Career and Technical Education will prepare a report reflecting how grant funds have achieved the purposes of the Perkins IV Tech Prep program, and the list of grantees and funds awarded.

B. Other Department Requirements

You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Applications, long-range plans, and technical review criteria will be developed and submitted with the state plan.

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(a) 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)]**

Michigan will not consolidate the Title II Tech Prep funds with the Title I funds. Secondary schools will receive 60% of the funds available under section 112(a)(1) with postsecondary institutions receiving 40% of the funds. Michigan will utilize the 10% funding level for state leadership activities, of which \$150,000 will be allocated for nontraditional training and employment and \$268,500 will be allocated for corrections. The remaining state leadership funds will be distributed using the 60/40 split between secondary and postsecondary.

The Tech Prep funds will continue to be distributed to the Tech Prep Consortia, which includes both secondary and postsecondary partners. All 25 regions will continue to be eligible to apply for Tech Prep funds. The state is considering transitioning to a competitive application process and will investigate the best way to proceed with this option.

- 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); Sec. 202(c)]**

Funds generated by the formula stated in VI.B.3. 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 local educational agency (LEA) chooses not to participate in the regional consortium, it will not be included in the statewide distribution formula. (Attachment A)

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.

- 3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

Preliminary funding allocations will be available in early 2008 and will be included in the state plan before submission.

- 4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, 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 regions (consortia) are described in VI.B.3. and distribution under VI.A.2. Once funds are distributed to the regional fiscal agency/consortium, members of a consortium are reimbursed based on approved regional activities.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary 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 postsecondary members of a consortium do not apply in Michigan.

6. 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 National Center for Educational Statistics (NCES) student membership data in the formula provides for the inclusion of charter school data, which is not available by using the census data.

7. 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.

B. Other Department Requirements

- 1 You must submit a detailed project budget, using the forms provided in Part B of this guide.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1 (For Federal Funds to Become Available Beginning on July 1, 2008)

TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$
<i>Reserve (not more than 10% of Line D)</i>	\$
a. Secondary Programs (<i>% of Line D</i>)	\$

- b. Postsecondary Programs (% of *Line D*) \$
- 2. Available for formula allocations (*Line D minus Line D.1*) \$
 - a. Secondary Programs (60% of *Line D.2*) \$
 - b. Postsecondary Programs (40% of *Line D.2*) \$
- E. State Leadership (not more than 10%) (*Line C x 10%*) \$
 - a. Nontraditional Training and Employment (\$)
 - b. Corrections or Institutions (\$)
- F. State Administration (not more than 5%)
(*Line C x 5%*) \$
- G. State Match (*from non-federal funds*)¹ \$

TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$
- C. Amount of Title II Funds to Be Made Available
For Tech Prep (*Line A less Line B*) \$
- D. Tech Prep Funds Earmarked for Consortia \$
 - a. Percent for Consortia
(*Line D divided by Line C*) [95%]
 - b. Number of Consortia 25
 - c. Method of Distribution (*check one*):
 - X Formula
 - _____ Competitive
- E. Tech Prep Administration \$
 - a. Percent for Administration
(*Line E divided by Line C*) [5 %]
- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

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.

Secondary allocations to regions/consortia are provided under VI.A.2 . Relative to section 112c, Michigan is not using the reserve option. Section 112(c) is not applicable in Michigan.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

- 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 are 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. Each postsecondary institution receives an amount that bears the same relationship to the number of Pell grant and Bureau of Indian Affairs (BIA) recipients enrolled in occupational education programs. Information is not 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 identifying alternate data for economically disadvantaged. Each data set 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.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Michigan is not implementing the reserve provision at this time.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

This is not applicable to Michigan.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

This is not applicable to Michigan.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

STATE OF MICHIGAN

I HEREBY CERTIFY THAT:

- (a) This plan is submitted by the State Board of Education as the eligible agency. [34 CFR 76.104(a)(1)].**
- (b) The State Board of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**
- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**
- (e) The Superintendent of Public Instruction has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]**
- (f) The Superintendent of Public Instruction has authority to submit the plan. [34 CFR 76.104(a)(6)]**
- (g) The State Board of Education has adopted the plan. [34 CFR 76.104(a)(7)]**
- (h) The plan is the basis for State operation and administration of the program. [34 CFR 104(a)(8)]**

Date

Michael P. Flanagan
Superintendent of Public Instruction

B. Other Assurances

STATE OF MICHIGAN

I HEREBY ASSURE THAT:

A copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372. [34 CFR Part 79]

- 2 The State will comply with lobbying; debarment and suspension, and other matters; and drug-free workplace requirements (ED Form 80-0013 and SF LLL enclosed).
- 3 The State will comply with regulations regarding non-construction programs (sf424b.doc enclosed).
- 4 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.
5. The State assures that 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.
6. The State assures that it 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.

The State assures that it 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.

8. The State and eligible recipients that use funds under this Act for inservice and pre-service 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.
9. The State assures, 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.
10. The State assures 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.

Date

Michael P. Flanagan
Superintendent of Public Instruction