

SECTION 9

DATA, EVALUATION AND RESEARCH

RECOGNIZED POSTSECONDARY CREDENTIALS

Under Perkins V, States are required to report on student attainment of career and technical proficiencies, including student achievement on recognized postsecondary credentials that are aligned with industry-recognized standards.

The Career Pathways Grant is a collaborative grant opportunity offered by the Michigan Department of Education - Office of Career and Technical Education (MDE – OCTE) and the Labor and Economic Opportunity-Workforce Development (LEO-WD) to fund secondary/postsecondary collaborative partnerships for the purpose of developing seamless secondary/postsecondary programs of study aligned to local labor market needs and student interest; with learner-friendly on-ramps and off-ramps, that culminate in postsecondary recognized credentials. Grant recipient collaborative partners will work with employers to identify the credentials valued by employers and link those credentials to state Career and Technical Education (CTE) program standards and ensure aligned, high quality CTE programs of study. Credentials will be implemented gradually, throughout the duration of Perkins V legislation. Information on postsecondary credentials and the Career Pathways Grant may be found on the OCTE website under the Perkins V section: <https://www.michigan.gov/mde/0,4615,7-140-2629-496258--,00.html>

Questions regarding the selection and implementation of recognized postsecondary credentials may be directed to Dr. Valerie Felder at 517-335-1066 or FelderV@michigan.gov.

CAREER TECHNICAL EDUCATION INFORMATION SYSTEM

The CTEIS is a secure web-based information system that can be accessed from any computer with an internet connection. CTEIS is used to collect information required for mandated state and federal reporting. This includes information on student enrollment and completion of SA CTE programs, recognized postsecondary credentials, and student placement in employment and continuing education. Districts upload data to CTEIS either through direct upload from district student management systems, through student data submitted via the MSDS submissions to CEPI, or through entry/upload of postsecondary credential(s) student data . Users of the system are granted access to one or more reporting roles by an authorized official for their fiscal agency.

The system allows OCTE and districts to:

- Collaborate and share data securely
- Securely collect data necessary to report back to districts and the federal government

- Generate all of the state CTE required reports, including:
 - End-of-Year Unduplicated Student Enrollment and Completion
 - Spring Program/Course/Section Enrollment Counts (for state aid funding purposes)
 - Placement (Follow-up) Survey

CTEIS also provides access to CTE data collected over time. This enables districts to better analyze, plan, and forecast to improve programs and meet the needs of students. Aggregate data reports are available to districts and the public on the MDE website at: [MI CTE Reports](http://reports.cteis.com/) [http:// reports.cteis.com/](http://reports.cteis.com/) and the MI CTE Dashboards available at analytics.cteis.com.

CTEIS requires that each student record be identified using the student UIC to allow matching of student data in CTEIS with student data already collected in other state systems including the MSDS and the Michigan Merit Exam. The UIC also prevents accidental reporting of duplicate data.

The URL for [CTEIS](http://www.CTEIS.com) is: www.CTEIS.com. Users must have a MEIS ID (soon to be transitioned to MiLogin) and have been granted access to the system by the authorized official for a fiscal agency.

PERKINS PERFORMANCE INDICATORS

Perkins requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in CTE. The state-developed performance measures must consist of core indicators, additional indicators that the state determines, and the state-adjusted levels of performance for the core indicators. States are required to continually make progress toward improving the performance of CTE students.

The Core Indicators contained in the Perkins CTE (Section 113. Accountability) are:

1. The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).
2. CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
3. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service

program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
5. Indicators of career and technical education program quality as the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

With input from eligible recipients, the state has established and included in the Michigan Perkins State Plan measurable levels of performance for each core indicator. MDE and each local eligible recipient obtained agreement to accept the State determined levels of performance for each year of the plan established. The State determined levels of performance may be revised for any of the core indicators of performance for the subsequent program years (prior to the third program year) covered by the State plan, and submit the revised State determined levels of performance to the Secretary. Levels may also be revised if unforeseen circumstances (such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the state) arise that affect the outcome at the end of program year.

The state must submit a Consolidated Annual Report, to the USDE each year regarding the state's progress in achieving the performance levels, including the performance of student demographics, special populations, and career clusters. The USDE will make state-by-state comparisons and will issue a report to Congress and the public.

REGIONAL IMPROVEMENT PLAN

The OCTE is required to evaluate eligible recipients' performance using regional adjusted levels of performance. If an eligible recipient does not meet at least 90% of an agreed upon adjusted level of performance for any core indicator, the eligible recipient (region) shall develop and implement a program improvement plan in consultation with OCTE during the first program year succeeding the program year for which the region failed to meet the adjusted level of performance. (Section 123(c)(2)).

All or a portion of a region's Perkins allotment may be withheld if the region:

1. Fails to implement an improvement plan.
2. Fails to make any improvement in meeting any of the regional adjusted levels of performance.

3. Fails to meet at least 90 percent of an agreed upon regional adjusted level of performance for the same core indicator of performance for 2 consecutive years.

If a state does not perform satisfactorily (less than 90% on any CPI level), does not implement an improvement plan, or shows no improvement within a year of implementing an improvement plan, the USDE may withhold some or all funds to the state under this title. Likewise, if the state has performed unsatisfactorily for two or more years, the USDE may withhold some or all funds. Before withholding funds, an opportunity for a hearing must be granted. If an appropriate and effective use can be found, withheld funds must be distributed by the USDE within the state to provide services and activities that meet the purposes of Perkins. If such use of funds cannot be found, funds must be redistributed to other states.

The legislative mandate to develop an improvement plan for failure to meet 90% of any performance target, and reporting results as part of the Consolidated Annual Performance Report, are consistent with those mandated for reporting the Title I Core Performance Indicators.