



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: October 29, 2019

TO: State Board of Education

FROM: Michael F. Rice, Ph.D., Chairperson 

SUBJECT: Presentation on the Draft Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Plan

On July 31, 2018, President Trump signed the *Strengthening Career and Technical Education for the 21st Century Act* into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 and will be referred to as Perkins V. This law is dedicated to increasing learner access to high-quality Career and Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

States requesting assistance under the law are required to develop a state plan, in consultation with stakeholders and the governor, and make the state plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format.

State-determined performance measures and state-determined levels of performance must be developed in consultation with stakeholders who are provided with the opportunity to provide written comments regarding how the levels of performance:

- (I) Meet the requirements of the law;
- (II) Support the improvement of performance of all CTE concentrators, including subgroups of students, and special populations; and
- (III) Support the needs of the local education and business community.

The Michigan State Plan for Career and Technical Education supports Michigan's Top 10 in 10 Strategic Plan, Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment – through a multi-stakeholder collaboration with business and industry, and higher education – to maximize lifetime learning and success.

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Attachment A is the Draft Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Plan, Attachment 1 is the Secondary and Postsecondary Michigan Electronic Grants System Application, and Attachment 2 is the Secondary and Postsecondary Local Needs Assessment.

The final draft, incorporating public comment and editorial changes, will be presented to the State Board of Education on February 11, 2020.

TABLE OF CONTENTS

COVER PAGE.....	1
I. NARRATIVE DESCRIPTIONS.....	4
A. Plan Development and Consultation	4
B. Program Administration and Implementation.....	6
1. State’s Vision for Education and Workforce Development	6
2. Implementing Career and Technical Education Programs and Programs of Study	20
3. Meeting the Needs of Special Populations.....	37
4. Preparing Teachers and Faculty	41
C. Fiscal Responsibility	42
D. Accountability for Results.....	54
II. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS	61
A. Statutory Assurances	61
B. EDGAR Certifications	62
C. Other Forms.....	63
III. BUDGET.....	64
A. Instructions	64
B. Budget Form	64
IV. STATE DETERMINED PERFORMANCE LEVELS	65
A. Instructions	65
B. State Determined Performance Levels (SDPL) Form	66

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

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

I. COVER PAGE

- A. State Name: Michigan
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Michigan Department of Education, Office of Career and Technical Education (OCTE)
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.
1. Name: Brian L. Pyles, Ph.D.
 2. Official Position Title: Director, OCTE
 3. Agency: Michigan Department of Education, Office of Career and Technical Education
 4. Telephone: (517) 335-5224
 5. 6. Email: pylesb@michigan.gov
- D. Individual serving as the State Director for Career and Technical Education:
- X Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: _____
 2. Official Position Title: _____
 3. Agency: _____
 4. Telephone: () _____ 5. Email: _____

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:⁴

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

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

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

- Yes
- No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:⁵

- Yes (*If yes, please indicate year of submission*: _____)
- No

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):⁶

Date Governor was sent State Plan for signature:

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

⁴ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

⁵ Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

⁶ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

- J. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

Michigan's Career and Technical Education Vision

Michigan's Career and Technical Education (CTE) system will provide learners with access to equitable, high-quality secondary and postsecondary CTE Programs aligned to rigorous academic and technical standards, and career ready practices.

The CTE system will:

Encompass multiple Career Pathway entry and exit options, including progressively intensive work-based learning, and leadership opportunities, culminating in a postsecondary credential;

Cultivate multi-stakeholder collaboration with business, industry, labor, and community partners, to develop in-demand, credential driven, robust career pathways;

Support strong alignment and partnership between K-12 educators, employers, community colleges and higher education institutions and;

Prepare the existing and emerging workforce to result in educated, skilled, informed and responsible residents.

I. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

- 1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The Michigan Department of Education - Office of Career and Technical Education (MDE - OCTE) and the Michigan Department of Labor and Economic Opportunity - Workforce Development (LEO - WD) conducted four Executive Committee meetings, which consisted of representatives from both secondary and postsecondary education as well as community and employer representatives. Representatives included: Career Education Planning District (CEPD) Council; Intermediate School Districts; Michigan Occupational Deans Administrative Council (MODAC); Community Colleges; a representative from a historically Black University; Tribal Organizations; Tribal College representative; Workforce Development; Adult Education; Charter Schools; Teachers; Faculty; Secondary School Leaders; Specialized Instructional Support Personnel; Career and Academic Guidance Counselors for Secondary and Postsecondary; Paraprofessionals; Parents; Students; Community Organizations, Workforce Innovation and Opportunity Act (WIOA) Representative; Every Student Succeeds Act (ESSA) Representative; Michigan Associate of Career and Technical Education (MI ACTE); Representatives For Special Populations; Michigan School

Counselor Association; Members of Special Populations; Small Business; Industry and Sector Partnerships; Businesses; Employers; Labor Organizations; Representative for Out of School Youth; Representative for Homeless Children; At-Risk State Coordinator; Tribal Council of Governments; Representative from the Governor's Office; Michigan Department of Corrections; Michigan Economic Development Corporation; Representative for the Marshall Plan; Representatives from the Michigan Department of Labor and Economic Opportunity - Workforce Development (LEO - WD); and State Plan Subcommittee Chairs.

Four State Plan subcommittees were also convened: the Accountability Subcommittee; the High Quality CTE Programs of Study Subcommittee; the Equity and Special Populations Subcommittee; and the Comprehensive Local Needs Assessment Subcommittee. Each subcommittee consisted of interested stakeholders who made recommendations regarding the relevant section of the State Plan and implementation of Perkins V.

The purpose of the Executive Committee and subcommittee work was to provide all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

In addition to the Executive Committee and subcommittees, individual meetings with specific stakeholder groups were held where requested. MDE - OCTE and LEO - WD Perkins staff met with Tribal Education Directors on August 15 for initial information sharing and formal consultation. The MDE - OCTE held a conference call with a representative of an Authorized Public Chartering Agency on August 7.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State Agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The amount and uses of funds proposed to be reserved was reviewed and discussed with all groups required under section 122(e)(1)(A)-(C) which included representatives from both secondary and post-secondary education.

- 3. Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)**

The MDE - OCTE and LEO - WD will conduct five public hearings in the State for the purpose of providing the public, all required stakeholders, interested organizations and groups (including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders, employers, labor organizations, parents, students, Indian Tribes and

Tribal organizations, and community organizations) the opportunity to provide feedback and make recommendations on the State Plan. The draft will be made available on the Michigan Perkins V website, distributed as an email attachment, and mailed upon request. The State Plan hearings will be held in five regions of the state to assure access for interested parties to participate and will allow participation in person or via conference call. These hearings will be held at:

Southeast: Wayne County RESA (December 4, 2019)
MidMichigan: Ingham ISD (November 26, 2019)
West: Grand Rapids Community College (November 25, 2019)
Northwest: Charlevoix-Emmet ISD (December 10, 2019)
Upper Peninsula: Marquette-Alger ISD (December 4, 2019)

The public will also be provided the opportunity to review the State Plan and comment through an online survey posted on the Michigan Perkins V website along with a copy of the State Plan draft. The survey will be available for submission of comments for 30 days. Comments will also be accepted in writing by mail during the same 30-day period. The opportunity to comment regarding how the State Determined Performance Levels meet the requirements of the law, support the improvement of performance of all CTE concentrators, including subgroups of students and special populations, and support the needs of the local education and business community will be provided through the online survey or by mail for 60 days.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Michigan's vision for education and workforce development is reflected in the strategic plan of the Michigan Department of Education (MDE), and the Strategic Focus areas of the Michigan Department of Labor and Economic Opportunity – Workforce Development (LEO – WD). The Michigan Department of Education Top 10 in 10 Years Strategic Goals include: 1) Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education—to maximize lifetime learning and success; and 6) Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens. LEO – WD Core Focus areas include: #2: Grow existing talent development programs and services to enhance the skills of Michigan's workforce, and #5: Strengthen Michigan's Career & Technical Education (CTE) infrastructure. Strategic Focus Key Measures

for LEO – WD include: Key Measure #1: Work-Based Learning, and Key Measure #2: Industry-Recognized Credentials.

Consistent with this state vision, Michigan secondary and postsecondary CTE programs are aligned with and address the education and skill needs of Michigan employers to maximize lifetime learning, student success, and a skilled Michigan workforce. School districts and community colleges utilize current labor market information to demonstrate need for proposed secondary and postsecondary CTE programs. High Quality CTE Programs of Study provide Michigan students with an aligned, seamless transition from secondary to postsecondary education through dual and concurrent enrollment opportunities, CTE Early Middle College programs, and local and statewide articulation agreements. Business and industry representatives on secondary and postsecondary advisory committees provide ongoing guidance on the knowledge and skills required in the industry. These secondary-postsecondary-employer connections are supported through adoption of statewide secondary CTE standards aligned with the National Career Cluster standards culminating in credentials. Reserve funds in Perkins V will be used to support further alignment of secondary and postsecondary instruction and identification of recognized postsecondary credentials valued by Michigan employers.

The Michigan Future Talent Council (MFTC) is the principal private-sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals. Created by Executive Order 2018-13, MFTC is a business majority led board of industry executives, legislators, labor officials, education leaders, local elected officials, State Agency directors, and other representatives consistent with the provisions of the WIOA Section 101(b). The MFTC provides a vital role in bringing citizen involvement, engagement, and oversight to the state's talent enhancement effort, and serves as a catalyst for talent enhancement and economic development entities. The MFTC recommends policies to the Governor and state departments that guide workforce investment and training at both the state and local levels.

Michigan's Governor issued an executive order, creating the Department of Labor and Economic Opportunity/Workforce Development (LEO - WD). A myriad of training, education, and workforce development programs reside within LEO - WD. The MDE – OCTE administers the secondary Perkins program, and the state's postsecondary program operates under LEO - WD. Exclusive of \$15 million in federal postsecondary Perkins funding, the total dollar value of education, training, and workforce development programs currently administered under LEO - WD is approximately \$400 million. This includes approximately \$300 million in federal funding and \$100 million in State of Michigan funding. The education, training, and workforce development programs are organized within LEO - WD under four divisions consisting of: 1) Industry Engagement, 2) Targeted Services, 3) Talent Development, and 4) Operations. The creation of LEO - WD enables the state to marshal and align programs and resources to increase postsecondary CTE outcomes in the state. This will enable and empower

more Michigan residents to increase their quality of life through high-wage, high-skill, in-demand jobs.

Secondary state school aid categorical CTE funding is prioritized based on high-wage, in-demand occupations aligned with secondary CTE programs to provide incentive for districts to align program offerings with employer needs.

Exhibit 1: LEO - WD Education, Training and Workforce Development

Activities

Industry Engagement	Targeted Services	Talent Development	Operations
Carl D. Perkins Postsecondary Career and Technical Education Program	Food Assistance Employment & Training (FAE&T)	Adult Education	Michigan Career and Education Pathfinder (Pathfinder)
Going Pro Talent Fund (Talent Fund)	Foreign Labor Certification	Re-Employment Services & Eligibility Assessment (RESEA)	Michigan Training Connect (MiTC)
Michigan Advanced Technician Training Program (MAT ²)	Jobs for Veterans State Grant	Trade Adjustment Assistance (TAA)	Pure Michigan Talent Connect (PMTCC)
State Apprenticeship Expansion	State Approving Agency (GI Bill Higher Education)	Wagner-Peyser Employment Service	Michigan Future Talent Council (State Workforce Board)
Community College Skilled Trades Equipment Program (CCSTEP)	Migrant and Seasonal Farm Workers and Foreign Labor	Workforce Innovation & Opportunity Act (WIOA): Adult Program	
Business Resource Network/Community Ventures (BRN)	Michigan Gaining Early Awareness & Readiness Undergraduate Programs (GEAR UP)	WIOA: Dislocated Worker and Rapid Response	
Talent Development Liaisons	High School Equivalency (HSE) & GED®-To-School	WIOA: Youth Program	
Michigan Industry Cluster Approach (MICA)	Partnership. Accountability. Training. Hope. (P.A.T.H)		
	Work-Based Training for Special Populations		

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Michigan's Career and Technical Education Vision

Michigan's Career and Technical Education (CTE) system will provide learners with access to equitable, high-quality secondary and postsecondary CTE Programs aligned to rigorous academic and technical standards, and career ready practices.

The CTE system will:

Encompass multiple Career Pathway entry and exit options, including progressively intensive work-based learning, and leadership opportunities, culminating in a postsecondary credential;

Cultivate multi-stakeholder collaboration with business, industry, labor, and community partners, to develop in-demand, credential driven, robust career pathways;

Support strong alignment and partnership between K-12 educators, employers, community colleges and higher education institutions and;

Prepare the existing and emerging workforce to result in educated, skilled, informed and responsible residents.

The State's strategic vision and set of goals for preparing secondary and postsecondary students for an educated and skilled workforce must address the skills gap. The skills gap in the state of Michigan is the number one issue addressed by employers in conversations about community development, economic development, and workforce development. Michigan businesses cannot find workers with in-demand skills to fill jobs that require new products, services and technology.

Increasingly, Michigan residents require credentials or postsecondary degrees, to qualify for available high-skill, high-wage jobs in the state. It is becoming more difficult for workers to navigate options and seize opportunities within a fast-changing economy, to bridge skills-gaps and transition to high-skill, high-wage jobs. Approximately 545,000 professional trade jobs will be created through 2026 with career opportunities in growing industries. By 2020, 70 percent of the jobs in Michigan will require some postsecondary education. As of 2017, only 45 percent of our workforce has such a postsecondary credential.

Michigan has a statewide goal of increasing the number of Michiganders with a postsecondary credential (a high-quality industry certificate, associate degree or higher) from 45 percent to 60 percent by 2030. Attaining this goal will require that for all learners

Michigan must¹:

- Continue to enhance and improve career awareness and college/career counseling at both high school and postsecondary levels;
- Enhance collaboration between K-12 and Higher Education institutions to improve alignment, articulation and acceptance of credit in appropriately rigorous academic and CTE content areas.
- Improve transfer and credit acceptance between various higher education institutions for seamless and efficient learner progression to credential-earning;
- Increase high school student participation in all forms of powerful and cost-saving early postsecondary credit-earning programs (dual enrollment, Early Middle Colleges, Career and Technical Education and AP/IB course taking)
- Enhance institutional credential completion and success strategies for learners among colleges and universities.

¹Total Talent: Equipping all Michiganders with the education and skills needed for success in the economy of today and tomorrow—Executive Summary.

Michigan’s strategy is centered around the positive correlation between education attainment and household income levels. Proposals to close Michigan’s skills gap, and lift the education attainment of our workforce, were recently introduced into the Michigan House and Senate. Good-paying jobs in Michigan don’t always require a four-year degree, but all good-paying careers require some sort of postsecondary education, be it an apprenticeship, specialized credential, certificate or associate degree. Regardless of zip code and generational barriers, everyone deserves a path to a high-wage skill.

To that end, Michigan’s strategy will align with Michigan’s state vision for CTE, the LEO – WD strategic focus areas and MDE Top 10 in 10 Goals and Strategies, made explicit in MDE’s Goal 4: to reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

[<https://www.michigan.gov/documents/mde/ MDE Goals and Strategies 2-8-16 514042 7.pdf>]

In order to ensure that all students have equitable access to quality educational opportunities, the goals for secondary and postsecondary special populations students will be met through partnerships between state agencies and other organizations to identify academic needs to prepare students to meet workforce employment demands. Both secondary and postsecondary agencies collaborate with Michigan Occupational Special Populations Association (MOSPA) while secondary consults with the Bureau of Services for Blind Persons, Michigan Rehabilitation Services, Michigan Transition Services Association, Michigan Department of Education – Special Education Office, and Michigan Department of Education - Special Populations Office. Partnerships between secondary, postsecondary and community organizations allows CTE secondary and postsecondary educators the opportunities to learn and apply strategies to educate and prepare special populations students to enter the workforce and to meet the needs of employers.

One organization that was formed in 2019 is the Michigan Interagency Transition Team (MITT). The MDE - OCTE is part of the MITT. This team is comprised of various external and internal agencies that collaborate and focus on the needs of students with disabilities

to prepare them to transition from secondary education into adult life. The Educational Development Plan (EDP) that is addressed in Michigan's ESSA plan also outlines that students, specifically students with disabilities, English learners, and low-income students will be given individualized assistance in planning coursework to support progress toward educational and career goals and opportunities offered through CTE. Students and parents will discuss educational career opportunities and available academic and financial supports that may be available to students with disabilities, English learners, and low-income students. The ESSA plan also states students are encouraged to enroll in instructional programs that are non-traditional for their gender.[\[CE\(1\)\]](#)

The *Michigan Reconnect* program was introduced as a strategy to address upskilling Michigan adult population (25 and older) for high-skill, high-wage careers through increased access to education, training, registered apprenticeship and credentialing. The *Michigan Reconnect* program will provide a tuition-free opportunity for adults 25 years old or older to earn an industry recognized credential or associate degree in order to build a career pathway to a high-skill, high-wage job. The MI Opportunity was also introduced, which will offer high school graduates a debt-free path for up to two years of higher education at a community college or 4-year public or private non-profit college or university. In alignment with Michigan's education attainment goal, LEO - WD and MDE have four primary goals pertaining to secondary and postsecondary CTE programs; 1) Increase the number of Michiganders with a postsecondary career and technical education credential; 2) Increase career and technical education innovation; 3) Increase career and technical education professional development opportunities; and 4) Identify and close equity gaps.

Goal 1:

Increase the Number of Michiganders with a Postsecondary Career and Technical Education Credential

LEO - WD, MDE - OCTE and secondary and postsecondary institutions will utilize Labor Market Information as well as information from industry and employers to identify employment demands and skills required for high-wage, high-skill and in-demand occupations. With completion of the Comprehensive Local Needs Assessment, input from employers, program advisory committees, special population representatives, and faculty and administrators, assistance will be provided to secondary and postsecondary institutions to determine new CTE programs that meet industry demands. Secondary and postsecondary institutions will identify activities; work-based learning opportunities, such as apprenticeships; and support services, such as tutoring, accommodations, attendance costs and academic advising; and guidance and counseling needs within the Local Annual Grant Application to assist secondary and postsecondary CTE students to complete their declared programs of study. Additionally, continuous assessment and evaluation of student needs and performance will assist students to overcome barriers to persistence, complete their programs of study, and receive an industry recognized postsecondary credential.

Goal 2:

Increase Career and Technical Education Innovation

Strengthening Career and Technical Education for the 21st Century will require innovative approaches to CTE programming and instruction. MDE - OCTE and LEO - WD will collaborate to promote innovation in the development of articulated career pathways

utilizing support from reserve funding to spur strong secondary-postsecondary education partnerships with business and industry. Well-designed innovative proposals will align identified technical skill standards to academic standards and recognized postsecondary credentials. The integration of technical skill development and academics with the collaboration of industry will assure the identification of credentials of value that are aligned with the occupational safety, and career ready practices required for high-skill, high-wage and in-demand occupations. This approach will produce High Quality CTE Programs of Study offering industry recognized credentials ensuring a prepared and quality workforce of today and tomorrow.

Goal 3:

Increase Career and Technical Education Professional Development Opportunities

LEO – WD and MDE – OCTE will provide multiple professional development opportunities for secondary and postsecondary educators, administrators, counselors, and instructional support personnel. These opportunities will include a Community College Dean’s in-service for new and/or current occupational Deans and the New CTE Administrator’s workshop to introduce policies and regulations related to the use of Perkins V funding. These events also provide an opportunity for Deans and New CTE administrators to network and share best practices to promote the success of occupational students and programs of study. Perkins V funds will be used to support occupational organizations and conferences such as the Michigan Occupational Special Populations Association (MOSPA), Michigan Community College Data and Evaluation Committee (MCCDEC), Michigan Educators’ Apprenticeship and Training Association (MEATA), the TRENDS in Occupational Studies Conference, OCTE Fall and Spring Updates, Perkins Grant Dissemination, the CTE Data Workshop, and the Michigan Career Education Conference to support CTE instructors, faculty, administrators and industries working in career and technical education programs. These organizations and conferences support CTE educators, faculty and administrators to acquire innovative strategies to retain and prepare secondary and postsecondary students for a highly skilled workforce. Additionally, MDE – OCTE and LEO - WD will seek to enhance these professional development opportunities to ensure emerging occupational demands are addressed through secondary and postsecondary programs of study.

Secondary and postsecondary institutions use Perkins funds to support CTE instructors, faculty, administrators and career, academic and guidance counselors to partake in activities that will increase their teaching skills based on research and to improve community involvement. Secondary and postsecondary professional development opportunities also assist in the development and delivery of teaching and learning modalities, builds teacher and instructor confidence and competence, and promotes continuous evaluation of the current purposes and practices in the classroom to support student success.

Goal 4:

Identify and Close Equity Gaps

The MDE–OCTE and LEO-WD will strive to close gaps in equity irrespective of background, income or life circumstances for CTE secondary and postsecondary students to achieve access, inclusion, excellence, and promote their success in achieving an industry-recognized postsecondary credential. To close the equity gaps, both MDE–OCTE and LEO-WD secondary and postsecondary institutions must develop a system-wide reform that addresses academic expectations, access to learning opportunities, high quality learning

instruction, resource allocation and how to utilize accountability measures for program planning.

Secondary and postsecondary institutions do not discriminate based on race, age, sex, national origin, religion, disability, height, weight or marital status and has a board approved non-discrimination policy that applies to institution's operational functioning. Special population representation on occupational program advisory committees ensure that the needs of members of this group are identified and they are informed of available programs of study and the requirements for program completion. Program reviews completed by students and staff assess the diverse needs of secondary and postsecondary students and provide meaningful insight and a framework to understand the complexity of equity gaps in education and employment.

Data analysis will assist secondary and postsecondary institutions to identify disparities or gaps, students who are facing challenges and can help to create meaningful insights into program changes and recruitment and retention strategies. Support services will address the needs of students and ensure all students have the resources to graduate, receive a recognized industry-recognized postsecondary credential and are prepared for in-demand employment.

Information on available programs of study will be advertised at the secondary and postsecondary levels through printed materials, websites, admissions applications, career fairs, and throughout the community and in their regions. Outreach to secondary and postsecondary students provide valuable information on secondary and postsecondary CTE programs and services to increase the enrollment of students in CTE programs. Secondary and postsecondary Institutions will also promote equity and inclusion in their hiring practices by advertising available occupational job opportunities in diverse arenas, such as: The Hispanic Outlook, Crain's Business, the Michigan Chronicle, Women in Higher Education, the Higher Education Chronicle, and local newspapers.

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

Michigan's Career Readiness Cross-Sector Team is an MDE strategy to engage stakeholders in ACTION to transform Michigan's Career Preparation System and achieve the career readiness goals identified in Michigan's Top 10 in 10 strategic plan. These long-term goals reflect and align to the recommendations set forth in the Study of Michigan's Career and Technical Education and Career Readiness System (May 2016), the Governor's Talent Investment Board resolution (Sept. 2016), the Governor's 21st Century Education

Commission (Feb. 2017), the Michigan Career Pathways Alliance recommendations (June 2017), and The Marshall Plan (Feb. 2018). The Career Readiness Cross-Sector Team is part of MDE's participation in the Career Readiness Network (CRN)—a Council of Chief State School Officers (CCSSO) initiative to support states in improving career readiness. The Career Readiness Cross-Sector Team includes representatives from employers, employer organizations, organizations representing k-12 and postsecondary educational institutions, and state agencies. MDE – OCTE and LEO – WD will continue to work together through the Cross-Sector Team, to collaborate on career readiness initiatives across funding sources. One task of the Cross-Sector team involves asset mapping of resources and funding. The objective is to identify opportunities for the education and workforce development communities to align and leverage resources, including the braiding of funding. The Cross-Sector Team will align with secondary and postsecondary efforts to promote and grow CTE by various means. This includes engaging employers and educators to comprehensively address workforce talent needs, including skill gaps, in key industries in regional areas statewide. This engagement will be achieved via existing state, regional and local workforce and economic development efforts. This process will be used to identify opportunities to leverage and align Workforce Innovation Opportunity Act (WIOA) resources and activities occurring at local workforce development agencies (Michigan Works! Agencies) with secondary and postsecondary CTE.

In addition, representatives from MDE – OCTE and LEO – WD will continue to regularly attend Michigan Future Talent Council meetings (the employer council required under WIOA), and Michigan Works! meetings, and collaborate across agencies on multiple initiatives related to delivery of education and workforce development services, administration of Perkins funding, and collaborate on aligning and utilizing education and workforce data.

MDE-OCTE will continue to work with other MDE offices in implementing statewide initiatives, including initiatives aligned with Michigan's ESSA state plan. These include a new statewide school improvement initiative—MICIP. The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. MICIP involves a shift in how we think about improving student outcomes (mindset) to engage in a comprehensive and iterative continuous improvement cycle (process) using a streamlined, integrated, web-based software application (platform). MDE – OCTE also continues to work with other offices to implement Multi-Tiered System of Supports (MTSS)—a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The MDE Essential Components of MTSS are: Team-Based Leadership, Tiered Delivery System, Selection and Implementation of Instruction, Interventions and Supports, Comprehensive Screening & Assessment System, and Continuous Data-Based Decision Making.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

- (1) Conduct State leadership activities to improve career and technical education, which shall include support for:
 - (A) Preparation for non-traditional fields in current and emerging professions

Local leadership funds will enable secondary and postsecondary institutions to work with local businesses to develop programs that lead to high-skill, high-wage and in-demand careers, including support programs for special populations and nontraditional students. Funds will be used for faculty, secondary and postsecondary partnerships to develop new courses, evaluate and/or modify existing courses, and consider new programs based on regional workforce needs and emerging programs.

Michigan allocates \$150,000 in Nontraditional funds which support a Gender Equity consultant and Special Populations Consultants within the MDE – OCTE and WDA - LEO. Additional staff members contribute by working on special projects for non-traditional students such as nontraditional student data analysis. These staff members provide ongoing support and professional development to subrecipients regarding non-traditional students including technical assistance, support with grant activities within the annual application designed for the recruitment, retention, and completion of non-traditional students, and targeted technical assistance to regions not meeting non-traditional Core Performance Indicators (CPIs), including assistance in Regional Improvement Plan activities. These staff members provide ongoing support through telephone calls and emails; as well as present at several workshops and conferences throughout the year. Staff create a Special Populations Newsletter that is disseminated to all subrecipients. The funding supports non-traditional activities such as non-traditional CPI calculations. Funds are also used for nontraditional student recognition during the annual Breaking Traditions Award ceremony that recognizes students in secondary and postsecondary education who have found success in career and technical education programs nontraditional for their gender. These students serve as ambassadors for nontraditional career and technical education programs in their local schools, often assisting in the recruitment of nontraditional students by serving as leaders in nontraditional CTE programs.

New Recruitment of Special Populations (\$50,000):

The MDE – OCTE and WDA – LEO have decided to dedicate \$50,000 for the new recruitment of special populations students. The MDE – OCTE and WDA - LEO staff will attend training for promising practices regarding Special Populations (POPS). The training will be in train-the-trainer format so that staff members can provide professional development to sub-recipients at both the secondary and post-secondary level. Additional funds will be used to provide technical assistance and/or professional development to

subrecipients regarding special populations through activities geared towards their recruitment. These activities may include workshops, guest speakers and materials, creation of best practices documentation, and other activities deemed necessary. Funds may also be used for targeted technical assistance to subrecipients who are not meeting the 4S1 indicator (Nontraditional Program Concentrator).

(B) Individuals in State institutions

The State of Michigan allots 1% of the amount allocated to serve individuals in State correctional institutions and institutions that serve individuals with disabilities. A portion of those funds are granted to:

The Department of Human Services (DHHS):

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 needs. The Bureau of Juvenile Justice is responsible for 80 young persons at any given time. Educational programming is a top priority at the two facilities (Bay Pines and Shawono), especially that offered by career and technical education. The Bureau has two state approved programs and funding grant administration is by "Inter-Agency Agreement." It is expected that, over the next five years, existing programs will be state approved and funded by Perkins

The Department of Corrections (DOC):

The Michigan Department of Corrections is utilizing the funds to update and expand career and technical education programs to ensure they are providing the skill sets required in the current job market. special attention was given to current textbooks, equipment, and related supplies for career and technical education classrooms at various correctional facilities. The department conducts school improvement meetings for the career and technical education committee, administration, and school principals. The overall goal is to review, implement, revise, and improve career and technical education curriculum within DOC. In addition, professional development training is provided for career and technical education instructors and administrative staff. Last year, the average monthly enrollment of prisoners in a career and technical education program was 2,106. The programs that are available and offered are:

- Auto Mechanics
- Building Trades Carpentry
- Building Trades – Masonry/Concrete
- Building Trades – Plumbing
- CNC/Machine Tool/Robotics
- Commercial Truck Driving - CDL
- Computer Service Technician
- Custodial Maintenance
- Employment Readiness
- Food Technology
- Horticulture
- Optical
- Welding

A portion of Perkins funds support individuals with disabilities in State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities. These funds are managed and distributed by the MDE - OCTE. Michigan's ESSA plan outlines that one of Michigan's goals is to improve the transition of children and youth to/from locally operated programs in their community. The transition team within the juvenile facility will consult with CTE teachers to identify effective methods to support the student's transition to further education and/or career.

(C) Recruiting, preparing CTE teachers and faculty

The MDE – OCTE and LEO - WD will:

- Work with the Higher Education Teacher Education Preparation Programs throughout the State of Michigan to support their on-going efforts to recruit, prepare, and retain CTE teachers for secondary and postsecondary CTE programs.
- Invite higher education faculty to participate in MDE - OCTE and LEO – WD professional development events to foster continuous communication and collaboration.
- Actively strive to increase the number of secondary Education General programs offered to secondary and postsecondary students throughout the state to promote teaching as a viable career pathway.
- Continue to work closely with the MDE - Office of Educator Excellence and teacher preparation institutions to support alternate pathways for skilled professionals to transition into teaching careers.
- Partner with the Michigan Association for Career and Technical Education (MIACTE) to provide multiple New CTE Teacher Workshops annually in support of new CTE teachers.
- Provide New CTE Administrator Technical Assistance Workshops annually to support administrators who are new to leadership roles in CTE.
- Provide multiple professional learning opportunities to support administrators, teachers, instructional support personnel, and paraprofessionals through such annual events as:
 - MDE - OCTE Updates
 - Understanding and Using CTE Data Workshop
 - Perkins Grant Dissemination Meeting
 - Early Middle College Getting-Started Workshop
 - Michigan Career Education Conference
 - Michigan Occupational Special Populations Association (MOSPA) Workshop
 - CEPD Summer Leadership Workshop
 - Michigan Educators Apprenticeship and Training Association (MEATA) Annual Conference
 - Annual Dean's Inservice
 - TRENDS in Occupational Studies Conference
 - Michigan Community College Data and Evaluation Committee (MCCDEC) Annual Data Workshop

Additionally, MDE - OCTE and LEO – WD staff will participate as requested as speakers at all curriculum specific association workshops to assure continuous communication and high-quality programs.

(D) Technical assistance for eligible recipients

Technical assistance will be provided to eligible recipients and state-approved secondary and postsecondary CTE programs through workshops on use of student and program performance and outcomes data for program improvement and use of labor market information. MDE - OCTE and LEO - WD staff will provide individual and group technical assistance to assist with accurate data reporting and interpretation of data reports. MDE – OCTE contracts for training and a toll-free help line to assist school districts with accurate data reporting. Perkins funds are also used to support an online data collection and reporting system to ensure accurate CTE data, alignment of data with other state K-12 data, and multiple data reports to support CTE program effectiveness, including an online interactive dashboard for CTE programs. In addition, technical assistance in reporting and data interpretation will be provided to subrecipients during onsite monitoring visits.

The LEO - WD will collaborate with the Michigan Community College Data and Evaluation Committee (MCCDEC) to determine disparities or performance gaps in CTE programs. MCCDEC's major purpose is to provide technical assistance to Michigan Community Colleges in data collection, data reporting, and evaluation procedures. Perkins funds will support technical assistance workshops on the use of student and program performance, outcomes data, and the use of labor market information for program improvement. Additionally, State leadership funds will be allocated to assist the community colleges in improving institutional capacity to collect the data.

(2) Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A) and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

MDE - OCTE will utilize the funds to report on effectiveness in achieving the goals of the state plan through online interactive dashboards that depict Perkins Core Performance Indicators by race, gender, Special Populations, CIP code and building (<http://analytics.ptdtechnology.com/>). Districts and the public will be able to examine the impact of various factors on student and program outcomes and achievement gaps through these dashboards. In addition, MDE - OCTE will continue to collaborate with the Center for Educational Performance and Information to integrate secondary CTE data into the MISchoolData.org portal.

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

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

The MDE-OCTE requires all state-approved secondary career and technical education programs to develop a program of study, including secondary and postsecondary course work. MDE-OCTE works with regional and local agency career and technical education curriculum experts and CTE administrators, to review current programs of study and ensure they include academic and technical skills and career ready practices that students need for success in high school, postsecondary education, and/or the workforce.

At the secondary level, the programs of study support the Career Cluster model adopted by the State. These program standards provide students the required knowledge and skills for transition to postsecondary education and/or the workforce. In addition, Michigan adopted a 17th Career Cluster in Energy consistent with Michigan's needs. The 17 Career Clusters are a solid model because they have been validated by businesses and industries around the nation and include the academic and technical components of strong career and technical education programs.

At the postsecondary level, program requirements and course determination reside with the local boards of trustees at the institutions. LEO - WD approves courses and programs of study for participation in Perkins programs. Award recognition is granted upon completion of an established number of credits, contact hours, and/or courses within a CTE program. There are two types of postsecondary awards: certificates and associate degrees; including, three classifications of courses: General Education, Supportive, and Occupational Specialty.

LEO - WD administers Perkins postsecondary and the WIOA, creating better coordination of services and identification of needs between the educational institutions and employers. Both programs focus on the development of career pathways through academic instruction and work-based learning opportunities for the attainment of industry recognized postsecondary credentials for in demand careers.

Michigan state leaders in MDE - OCTE and LEO - WD have decided to utilize the reserve fund opportunity to further address the needs for better alignment between secondary and postsecondary educators. A competitive grant application process will provide funding to identify recognized postsecondary credentials and demonstrate how these credentials align with the program standards for High-Quality CTE Programs of Study. Secondary and postsecondary Perkins eligible recipients must establish consortia and work collaboratively with local employees to identify

credentials which employers agree to utilize for hiring and which will be used for mandated Perkins reporting. This bold initiative will foster collaboration and alignment between secondary, postsecondary, and business and industries culminating in a postsecondary credential.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

The proposal for a new program of study begins with a Comprehensive Local Needs Assessment (CLNA). The gaps identified in the CLNA are used to determine new programs of study that meet employment demands at the local, regional and statewide levels. Labor market information will be analyzed to identify current, new, and projected industry demands throughout Michigan. Additionally, program advisory committees, inclusive of industry partners, special populations representatives, faculty and administrators, provide invaluable information about the skills required or lacking in CTE programs. Information garnered from advisory committees will drive the development and the criteria used to approve new programs of study or career pathways. Curriculum developed within an approved program of study will address industries' education and workforce needs.

The MDE - OCTE and LEO - WD will approve locally developed programs of study and career pathways. The MDE - OCTE and LEO - WD require all locally developed programs of study to complete a rigorous approval process at both the local, regional, and state levels, prior to being designated as a state-approved CTE program. Online resources such as the [New CTE Program Application Tool Kit](#) and the Michigan Community College Network provide clear step-by-step directions, resources, and templates to assist applicants throughout the process. Program approval requires the applicant to:

- Conduct a needs assessment to determine whether the program is consistent with the needs of the local, regional, or state economy
- Determine credentials and hire teachers with the requisite skill set
- Assess needs and provide teacher professional development
- Establish a program advisory committee including a majority of business or industry partners
- Implement program standards and technical and academic course content including career ready practices to support employability skills
- Identify barriers and implement strategies to support special populations student enrollment and success in CTE programs
- Establish secondary-postsecondary program of study to assure a successful transition to postsecondary education and leading to a postsecondary credential

CTE state-approved program elements required at 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 CTE programs
- Provide comprehensive professional development for academic, guidance, and administrative personnel, including CTE and academic teachers and faculty, counselors, special populations and instructional support, paraprofessionals, 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 CTE. This includes articulations with 2+2+2 curriculum alignment, dual enrollment, direct credit, and other linkages

Following program approval and implementation, all programs are required to review student and program performance data to assure that the programs are meeting the academic and technical targets and industry needs.

i. Promote continuous improvement in academic achievement and technical skill attainment

To promote continuous improvement in academic achievement and technical skill attainment, the state-approved Program of Study must integrate core academics with CTE to ensure that CTE students are taught at the same level and proficiency as non-CTE students. The state-approved program of study will align secondary and postsecondary course work to assure that there will not be a duplication of course competencies or outcomes as the student transitions to postsecondary education. Outcomes from student participation in CTE programs are continuously assessed to assure a foundation of skills and knowledge that will support student success and completion in CTE programs of study, and meet the skills needed by employers.

ii. Expand access to career and technical education for special populations

The Comprehensive Local Needs Assessment will allow secondary and postsecondary institutions to disaggregate data by subgroups, determine gaps in performance, and determine the inequities in services so as to expand access to CTE programs for special population students. Results from the assessment will allow institutions to develop targeted strategies to increase awareness, promote increased access and expand opportunities for special population students. Additionally, the needs assessment will help to identify gaps and areas of overlap between CTE Programs of Study and WIOA services by identifying barriers, resources, activities, and support services across programs, which will improve coordination and expand student access, retention, and completion in CTE programs.

To further expand access to CTE programs for special population students, representatives of special population groups will participate on advisory committees and other committees to increase an awareness of unique needs of special population students and foster a system of support in CTE.

The Perkins Local Annual Application will require secondary and postsecondary institutions to include opportunities for special populations students to participate in work-based learning activities. Work-based learning provides an opportunity for students to learn about the workforce by participating in short-or-long-term experiences such as visiting a job site, shadowing employees, or actually doing job functions at an employer site. Local secondary and postsecondary institutions will include activities that address inequities and expand access to CTE programs for special populations students. All groups of special populations students will be exposed to work-based learning activities regardless of status as a special populations student.

Secondary and postsecondary institutions will assist employers to understand the unique needs of special population individuals. Increasing employers understanding of the needs of special population individuals, affords special population students increased employment opportunities in high-skill, high-wage, and in-demand careers.

Secondary and postsecondary institutions will expand access for occupational students in careers that are non-traditional for the students' gender by providing outreach and recruitment about the opportunities available in CTE, the requirements for eligibility for enrollment in CTE programs, information on accommodations, work-based learning and employment opportunities, promoting CTE programs of study at the institution and in the community, and developing multiple strategies and service delivery techniques. Increased knowledge of CTE program requirements as well as support services will enable CTE

Technical Review Assistance and Compliance visits at secondary and postsecondary institutions will ensure that all students have access and equitable opportunities to Career and Technical Education. Compliance visits will also ensure that facilities, equipment, and classroom materials are accessible to students with disabilities allowing them to enroll and complete CTE programs of study.

iii. Support the inclusion of employability skills in programs of study and career pathways.

In addition to academic and technical skills, state-approved CTE programs of study will integrate career ready practices to assure that students have the requisite skills to function effectively in the workplace. Employers consistently identify the importance of employability skills as the critical component to be successful in all industry sectors. Work-based learning opportunities must be integrated into the program of study to assure that students are learning the essential skills of the business or industry they are preparing to enter. Progressively more intensive work-based learning opportunities will assist the learner's growth and understanding of their career field and all aspects of the industry. Incorporating core academics, specific technical competencies, hands on work-based learning skill development, and career and employability skills will ensure that CTE students have the essential requirements to be viable candidates and workers in high-skill, high-wage, and in-demand careers.

Advisory committee members representative of the business or industry are key partners in assuring that programs remain current and responsive to the evolving workforce.

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

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

The MDE – OCTE will provide information on state-approved programs of study readily available to the public through Career and Technical Education Information System (CTEIS) website. This site provides easy access to the general public seeking information regarding state-approved CTE programs available in local school districts and at CTE centers statewide. In addition to program options, the site includes easily searchable data regarding student program performance at local, regional, and statewide levels. This valuable resource is available to students, parents, teachers, and school counselors.

In addition, Michigan will continue to support a dedicated Career and Technical Education page on Michigan's student data portal, which provides an interactive map showing the location of all CTE programs and contact information for regional CTE administrators, links to other career education data portals, and additional outcome reports for secondary and postsecondary CTE students:

<https://www.mischooldata.org/DistrictSchoolProfiles2/CareerAndTechnicalEducation/CareerAndTechnicalEducation.aspx>

Michigan also provides information on CTE programs through Pathfinder, an online Michigan career exploration tool targeted to middle school students, parents, teachers, and counselors: <https://pathfinder.mitalent.org/#/home>

Michigan will also continue to develop its database of credentials offered by both secondary and postsecondary career and technical education programs through its participation in Credential Engine.

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

In addition to MDE - OCTE's statewide resources, local and regional programs provide outreach to make information about state-approved programs of study, guidance and advisement resources available to students, parents, and special populations. All school districts in Michigan are required to implement the Michigan Career Development Model to support all students in their career education and preparation.

At the postsecondary level, new student orientations, career guidance and academic counseling regarding approved Programs of Study, and career pathways, will be provided to current and potential CTE students. Information on dual or concurrent enrollment, linkages to work-based learning opportunities (such as apprenticeships and internships), resources and support services available to special populations, and counseling and career exploration will ensure students make good career and postsecondary choices.

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

Career counselors provide students and parents with information about apprenticeships and how these programs align with postsecondary credentials and

employment. Additional information about apprenticeships may also be accessed through the Pure Michigan Talent Connect website located at www.MiTalent.org/apprenticeships. Apprenticeships provide additional opportunities for students as career seekers, and more options for their work-based learning experience. Students can learn industry skills and earn wages with in-demand and high-wage occupations. Apprenticeships support students in their career options and meet the talent demand for employers and industry.

Michigan has a valuable resource through the Pure Michigan Talent Connect website. This website includes information for faculty, counselors, parents, students, administrators, and business and industry. The Michigan Education & Career Pathfinder, which the public can access from www.mitalent.org, provides interest inventories, career assessment tools, occupational profiles, job search techniques, interviewing skills, financial aid information, and links to all state public and private postsecondary institutions.

Michigan Training Connect, is the state's Eligible Training Provider List which captures statewide training programs available to current and potential students looking to enhance their skills and credentials to seek gainful employment and advancement opportunities. This online tool can track participants as well as program participation and completion. Occupational students may benefit from Michigan Training Connect as these training programs may be supported with WIOA funding.

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

The MDE - OCTE supports the collaboration among eligible recipients by requiring all new secondary CTE program applications to be approved on a regional level. The Career Education Planning District (CEPD) administrators meet regularly with the Career Education Advisory Councils (CEAC) to assure communication and collaboration, assuring that programs are responsive to the regional needs of business and industry. All regional state-approved programs must complete a classification of instructional program (CIP) self-review which is a method to assure continuous program improvement of local state-approved CTE programs and to assure that these programs are consistent with regional workforce needs. The education levels in each pathway span high school graduation to advanced degree, allowing individuals to enter, exit, and continue at multiple points within the career pathway.

Programs of study are developed based upon the state-identified and industry-recognized standards for each CTE program. Each state-approved program must meet all criteria as identified in 2b.i-iii. All state-approved secondary and postsecondary programs will be reviewed to ensure that they meet these criteria. The MDE - OCTE and LEO - WD will review and update the new program approval processes, identifying specific academic and technical competencies and

outcomes. The Michigan CTE system leverages the WIOA in assuring secondary and postsecondary are aligned to workforce needs.

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

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

Collaboration between secondary and postsecondary eligible recipients will be a requirement of the Career Pathways Project Competitive Grant. This is a collaborative grant opportunity offered by MDE and LEO to fund secondary and 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 CTE program standards and ensure aligned, high quality CTE programs of study. The purpose of this grant is to provide funding to Carl D. Perkins Secondary and Postsecondary Grant subrecipients to identify recognized postsecondary credentials and demonstrate how these credentials align with the program standards for High Quality CTE Programs of Study. Secondary and Postsecondary partners must work collaboratively with local employers to identify credentials which employers agree to utilize for hiring and which will be used for mandated Perkins reporting.

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

Michigan will use State leadership funds to hold two statewide workshops to assist secondary and postsecondary subrecipients in understanding their regional Labor Market Information and alignment of their program offerings to regional labor

market demand. Regional LMI consultants from the Office of Labor Market Information and Strategic Planning in the Department of Technology Management and Budget will provide technical assistance to their regions. Subrecipients will utilize the data in developing their Comprehensive Local Needs Assessment.

The LEO - WD and the MDE under the State Board of Education have a strategic partnership with the Michigan Department of Technology Management and Budget, Bureau of Labor Market Information and Strategic Initiatives (LMISI). The LMISI is the official source of demographic and labor market information for the State of Michigan. Annually, this partnership will allow the LEO - WD to provide Perkins program participants and stakeholders high quality demographic and labor market data.

The CEPD administrator, Talent Development Liaison (TDL), and/or the postsecondary representative will attend regional CEAC meetings to gather information on local and regional industry needs and to foster collaboration between education and industry. The CEAC and/or the postsecondary representative provides information about industry needs to the postsecondary institution to assist in professional and curriculum development, and to identify the competencies necessary for employment. These sector groups will include local business members, education, workforce development, economic development, unions, and community-based organizations. Each Perkins recipient must convene occupational advisory boards, comprised of local stakeholders, such as area employers, to inform and further academic standards.

The LEO - WD and the MDE – OCTE have been diligently working to ensure secondary and postsecondary programs and programs of study are aligned with the State Workforce Board and/or local labor market data identifying industries and employers with demand for workers in high-skill, high-wage and in-demand occupations. Consultation from multiple stakeholders, including secondary and postsecondary educational institutions has been conducted. Additionally, in partnership with the Michigan Department of Technology Management and Budget, Bureau of Labor Market Information and Strategic Initiatives (LMISI), measures have been taken to ensure CTE programs will be data and demand driven by the most current labor market information.

In addition to the data forums, a standardized CLNA template was developed and formally distributed to Perkins eligible institutions. The CLNA template was developed based on Perkins V CLNA legislative requirements. Eligible postsecondary institutions completed the CLNAs using the template. Eligible institutions were required to demonstrate that CTE programs and programs of study are aligned to industries in need of workers for high-wage, high-skill, in-demand occupations identified by the State Workforce Board or regional labor market intelligence. The results of the CLNAs are included in the State of Michigan Perkins Plan. Ultimately, the CLNA will drive alignment with industry demand and programmatic decisions included in the Perkins V local applications.

iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

To ensure that secondary and postsecondary students, including special populations students, have equal access to approved career and technical education programs, local programs will work closely with the community and stakeholders, such as employers.

Under Perkins V legislation, local programs are required to disaggregate their data by special populations, career cluster, and CTE program/programs of study to identify the equity gaps that may exist and implement strategies to ensure that all students have equal access to CTE programs. Disaggregated data can reveal equity gaps that may exist in enrollment and performance of special populations students. This information will be used to drive annual grant applications to address disparities.

CTE programs that promote equity among students must also focus on the socio-emotional elements of the student and foster a sense of belonging in the CTE program. According to ESSA, schools and classrooms need an integrated approach to social, emotional, and academic development and this begins at the local level. Local CTE programs must work with other entities, such as special education staff and other support staff to integrate social-emotional elements into the CTE classroom as well.

Administrators and other staff will also be engaged in professional development and learning that will support their work in addressing the unique needs of special populations.

Michigan's secondary and postsecondary institutions have special populations coordinators, counselors, and support staff which provide services to special populations to increase student success in Programs of Study, meet state-adjusted performance levels, gain the skills necessary for further learning, and for entry into high-skill, high-wage, or in-demand careers. LEO - WD and MDE - OCTE will continue to support secondary and postsecondary institutions' use of staff and encourage increases in support staffing when possible, to ensure equal access for special populations in approved CTE programs of study.

Strategies, activities, and student performance data will provide the evidence used to document special populations access to approved CTE Programs of Study as listed under the Act. 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, secondary and postsecondary CTE students will be provided with assistance and/or supplemental services, which will include:

- Formal, comprehensive needs-based assessment to identify interests, abilities, and unique needs, to develop an Educational Development Plan (EDP)
- Continuous orientation to opportunities available in CTE
- Requirements for eligibility for enrollment in CTE programs
- Special services coordinating with internal providers
- Professional development for faculty, staff and administrators
- Support for attendance costs
- Work-based learning opportunities
- Employment opportunities; and placement
- Accommodations for students with disabilities

- Counseling and academic advising
- Special populations representation on advisory committees
- Peer tutoring and professional instruction assistance
- Support services for English Learners

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

The MDE – OCTE will present the Perkins State Plan to the State Board of Education to obtain their support for the development of career pathways and programs of study consistent with regional workforce needs. The State Plan will then guide the annual Perkins grant application process for the expenditure of these federal funds.

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

The responsibilities of the SBE include all of the following:

- Coordination of the development, submission, and implementation of the state plan required by the Perkins Act and the evaluation of the program, services, and activities assisted under the Perkins Act, including preparation for nontraditional fields
- Consultation with the Governor and appropriate agencies, groups, and individuals including parents, students, teachers, and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, state and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under the Perkins Act
- Convening and meeting at such time as the SBE determines necessary to carry out its responsibilities under the Perkins Act, but not less than four times annually
- The adoption of such procedures as the SBE considers necessary to do any of the following:
 - Implement state level coordination with the activities undertaken by the state of Michigan under Section 121 of the federal Workforce Investment Act of 1998, Public Law 105-228 1, as amended, 29 USC 2841 - - reauthorized in July 2014 as the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128, Section 121.
 - 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.
 - The responsibilities of the WDA under Section 511 of 2006 PA 341 that are required to be vested in the state’s “eligible agency” by Section 121 of the Perkins Act, 20 USC 2341, are transferred to the SBE.

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

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

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

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

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

MDE – OCTE and LEO – WD will support effective and meaningful collaboration to provide CTE students with experience in and understanding of all aspects of an industry. This is accomplished through the requirements of state-approved programs which are established based on the needs of business and industry. Michigan is working on the development of a work-based learning continuum to assure that students have access to progressively more intensive work-based learning opportunities.

All secondary state-approved programs must address the specific program standards and requirements as developed for each specific CIP code area. These program standards were developed in collaboration with business and industry standards, utilizing national and state workforce standards which were validated by business, industry, and postsecondary partners. Local programs conduct a gap analysis to demonstrate how these standards are utilized within each program. Program Advisory Committees composed of business and industry partners are required for all state-approved CTE programs and supported through a Program Advisory Committee Tool Kit.

Each secondary state-approved program is required to integrate four key components:

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

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

The WIOA coordinates services and resources to meet the needs of employers. Perkins aligns with the WIOA to support the effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers so as to provide students with experience in, and understanding of, all aspects of an industry, CTE students will have work-based learning opportunities such as apprenticeships, internships, mentorships, and simulated work environments. Through a partnership with the Michigan Works! Agency/American Job Centers, students and parents can meet with employers, labor organizations, and training institutions to discuss apprenticeship opportunities. Michigan Works! Agencies will provide career navigators to promote career awareness and education in support of the student's Educational Development Plan (EDP). The MiCareer Quest and Talent Tours provide secondary schools and postsecondary institutions, along with employers, the opportunity to provide hands-on career exploration and to showcase exemplary programs of study. These opportunities will provide students with industry-specific work experience and augmented course content with experiential application in the work setting. Agreements between secondary and postsecondary ensure the alignment of curriculum and proper course articulation. All articulated and translated credit for postsecondary CTE will lead to certificates, degrees, credentialing and/or job placement.

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

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

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

identify occupational and academic goals, and barriers to success.

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

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

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

Secondary

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

Postsecondary

Postsecondary state-approved CTE programs are required to have a program advisory committee. Each program advisory committee must have membership from the appropriate business and industry as related to the program employment area. In addition, program advisory committees must include parents, teachers, counselors, labor, and community representatives, (i.e. Tribal organizations) in the planning, development, implementation, and evaluation of each CTE program.

CTE faculty, counselors, and administrators, including business and industry, will be invited to occupational advisory board meetings. Advisory board membership may include individuals who are representatives of business and industry, labor organizations, community stakeholders, and representatives of special populations. Advisory boards are

in place for all occupational programs and provide input and recommendations for program planning, development, and evaluation. Advisory boards play a crucial role in providing direction for program development and/or elimination.

Additionally, all secondary and postsecondary Perkins subrecipients will consult with parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business, labor organizations, and representatives of Indian Tribes and Tribal organizations (as appropriate), as part of their Comprehensive Local Needs Assessment.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

The secondary and postsecondary local grant applications will be revised during the transition year to include the statutes, assurances, core performance indicators, special populations categories, and other new requirements for Perkins V.

Secondary

See Attachment 1- Michigan Electronic Grant System Plus – MEGS+ (2019-2020)

Postsecondary:

See Attachment 1 – Michigan Electronic Grant System Plus-MEGS+ (2019-2020 Local Annual Grant Application)

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

Secondary:

See Attachment 2 – Perkins V Comprehensive Local Needs Assessment

Secondary

Postsecondary:

See Attachment 2 – Perkins V Comprehensive Local Needs Assessment

Postsecondary

- h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Secondary and postsecondary each developed their own definitions of size, scope, and quality as follows.

Secondary Size, Scope and Quality

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

Michigan.

Size

- At least one state-approved CTE program in five different career clusters must be offered by each Perkins Region, consistent with the needs identified by business and industry partners in the Region or state and the Comprehensive Local Needs Assessment (CLNA).
- At least ten state-approved CTE programs, identified by program serial numbers (PSNs), must be delivered within the Perkins Region, consistent with high-skill and in-demand occupations identified by business and industry partners within the specific Region or state and the CLNA.
- Programs must be of sufficient size to be offered on a regular basis as relevant to the Regional needs.

Scope

- Each state-approved CTE program must document a high-quality CTE Program of Study, demonstrating the secondary and postsecondary linkages, assuring the opportunities to transition from secondary to postsecondary education and career.
- Region members must be invited to annual Perkins Grant planning meetings and be provided the opportunity to provide input into their Regional Perkins Plan.
- Region members must be invited to participate in the biennial CLNA, in order to provide input into the direction and planning of the Regional Perkins Grant.

Quality

- Program Advisory Committees are required for each state-approved CTE program. Program Advisory Committees must meet a minimum of twice annually to assure that the program is responsive to the needs of business and industry. Specific guidance is provided in the Program Advisory Committee Toolkit which is available in the Resource subsection of the MDE - MDE - OCTE website at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html.
- Each Region is required to achieve performance targets established for the Perkins Core Performance Indicators.
- Each state-approved CTE program is expected to make continuous improvement toward performance targets, consistent with the Regional performance targets.
- Each state-approved CTE program must utilize the CTE state standards as identified for each CTE specific program area (MCCTE Navigator - <http://ctenavigator.org/>).
- Each state-approved CTE program must employ appropriately certified instructors who receive annual industry-related professional development which may include industry externships.
- Each state-approved CTE program must meet the CTE program requirements which consist of:
 - Classroom Instruction, including Technical Skills, Academic Skills, and Career Ready Practices
 - Hands-On Laboratory Learning Experiences
 - Work-Based Learning Opportunities with Local Business and Industry Partners
 - Student Leadership Co-Curricular Experiences, i.e. Career and Technical Student Organization (CTSO).

- An online learning component may be incorporated into the CTE program.
- Each state-approved CTE program of study is required to culminate in a recognized postsecondary credential.
- Each state-approved CTE program learning environment must be barrier-free to assure access and equity for all students including special populations students.
- Each state-approved CTE program must demonstrate key components of a high-quality program of study.

Postsecondary Size, Scope and Quality

In Michigan, postsecondary CTE programs are structured into 28 community colleges, 3 postsecondary associate degree granting institutions, and 1 Tribal College. This structure has been in place since Perkins IV.

Size

Career and Technical Education (CTE) Programs of Study (POS) must be of comparable size, based upon enrollment, as compared to enrollment in non-CTE programs and total college enrollment. A program of study provides students an opportunity, via a non-duplicative sequence of academic and technical courses, to become a CTE concentrator. A concentrator is a postsecondary student who completes at least twelve credits of the academic and/or technical hours in a program of study; or completed a CTE program with fewer than 12 credits.

Scope

The scope of a Program of Study is defined through curriculum guidelines allowing students to gain a strong experience in and comprehensive understanding of all aspects of the industry, which prepare students to enter, including:

- occupations and careers that comprise an industry, from basic to advanced.
- principles of technology, labor and community issues, health and safety and environmental issues related to the industry.
- knowledge of the planning, management, finances, technical and production skills for the industry related to the program.
- developing problem-solving skills and includes applied academics in the context of the student's career pathway selection.

CTE programs should include classroom and laboratory experiences and work-based instruction where appropriate. Instruction must be competency-based with either state or national curriculum or, when such curriculum does not exist, locally developed curriculum.

CTE programs and POS must include linkages between secondary and postsecondary CTE programs with evidence of operational agreements between secondary and postsecondary institutions. This may include, but is not limited to, articulation agreements, transitional curriculum, and dual credit.

Quality

Eligible recipients offer students the opportunity to participate in *High Quality Programs of Study* that lead to two of the following three components: high-skill, high-wage, in-demand occupations.

Michigan defines a *high-wage* career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the 2018 Occupational Employment Statistics program. The FY18 average hourly rate in Michigan is \$18.08 and an annual income of \$37,620 according to the Michigan Bureau of Labor Market Information and Strategic Initiatives.

An *in-demand* industry is defined as an occupation in which state, local, or regional labor market data show that demand exceeds projected employment supply.

High-skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

- Courses include rigorous, coherent CTE content aligned with challenging academic standards.
- Eligible recipient's POS must offer students the opportunity to earn a postsecondary level industry certification and/or licensure or an associate or bachelor's degree.
- Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

Application reviews, onsite monitoring, CTE Program Approval and Program Review as well as enrollment and follow-up results are measures of quality in addition to those requirements of the Perkins Act. These activities provide valuable data regarding the quality of programs and services.

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations -

i. Will be provided with equal access to activities assisted under this Act;

The MDE - OCTE and LEO - WD will use the following strategies to meet the needs of special populations to support the successful transition from secondary to postsecondary education in CTE programs.

At the secondary level, special populations students are provided with equal access. Frequent reviews of data for special populations subgroups identify performance gaps for targeted support. Counselors and school administrators will assure accessibility to all students by providing information and resources to promote CTE program opportunities to special populations students. CTE local programs establish partnerships with the community, employers, and postsecondary programs to ensure students are gaining

access to the opportunities that exist within their communities. CTE staff work with support staff, such as paraprofessionals, special education staff, counselors and others to ensure students receive the required accommodations and or modifications needed to be successful in CTE programs and the workplace. The MDE – OCTE special populations coordinator collaborates regularly with staff from the Office of Special Education and also works with the Michigan Interagency Transition Team (MITT) to ensure coordinated services.

At the secondary and postsecondary level, special populations are afforded services necessary to promote equal access and success in CTE programs of study. Perkins funds support outreach to inform special populations students of the requirements for secondary and postsecondary programs of study and of non-traditional, high-skill, high-wage, or in-demand career opportunities. Information is provided to students through mentoring, simulation activities, marketing brochures, college catalogs, presentations, posters, career guidance, campus visits, campus websites, career fairs, guest speakers, community awareness, curriculum development, career counseling and academic advising, and in other materials.

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

Within CTE programs, all advisory committees are required to include in their membership, special populations student representatives and/or representation from appropriate student services offices. Special populations representatives on advisory committees help ensure that the specific issues and needs of special populations students are addressed at the program level.

ii. Will not be discriminated against on the basis of status as a member of a special population;

The MDE-OCTE and LEO-WD ensure recipients of Perkins funds comply with “least restrictive environment provisions” for Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Age Discrimination Act of 1975. Special populations students are not 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.

The state provides professional development and technical assistance to help recipients understand and maintain compliance with Civil Rights. The Civil Rights Compliance Review (CRCR) helps to develop and implement strategies and guidelines that prevent discriminatory practices for all special populations groups.

At the secondary level, Perkins special populations students have equal access to CTE programs. The application process to enroll in a program is open and inclusive to all students. Students are accommodated based on identified needs. For example, English Learners (ELs) receive necessary bilingual support. According to ESSA, the percentage of ELs in American public schools has increased nationwide and there are provisions in ESSA to ensure ELs receive a high-quality education. This high-quality education must also be reflected in the CTE classroom. Students with disabilities receive accommodations/modifications according to their Individual Education Plan (IEP) and all categories of special populations students receive the support required for their specific needs.

Secondary and Postsecondary special populations students participate in an educational environment that provides academic, technical, and employability skills that meet the same expectations as other students. Institutions are required to have board-approved policies of nondiscrimination available to students, staff, and the public, and to publish written procedures for filing complaints. Additionally, institutions are required to provide information describing how they will prevent discrimination against members of special populations. Annual risk analysis determines onsite monitoring, which includes a review of the institution's non-discrimination policies.

In the annual Perkins applications, recipients assure nondiscrimination practices by describing the:

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

iii. Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Students within special populations will be required to meet the same rigorous academic and technical standards as their non-special populations peers. Special population students may need accommodations to accomplish technical and academic standards; however, they are held to the same program requirements to meet or exceed State-determined performance levels. Achieving program standards will prepare special populations students to further their learning and/or be competitive when applying for high-skill, high-wage, or in-demand occupations.

The Local Annual Grant application will require secondary and postsecondary institutions to identify and describe the supplemental services (e.g., modification of curriculum delivery strategies such as online courses, equipment and classroom modification, language support, academic support, academic integration, tutoring, counseling, career advising, and academic advising and attendance costs) that will be

provided for individual special population groups to help them succeed in programs of study leading to high-skill, high-wage, or in-demand occupations and to meet or exceed state adjusted performance levels.

Institutions must conduct a formal assessment to identify needs and/or barriers for special populations students. The assessment informs, where possible, the development of an Educational Development Plan (EDP) and interventions that can be applied to help students meet or exceed the state adjusted performance levels and the successful retention and completion of programs of study.

iv. Will be provided with appropriate accommodations

Based on the results of the formal assessment the student's Educational Development Plan will drive what accommodations, if any, will be provided. Additional resources may include extended test time, tutoring services, equipment modifications, readers, open laboratories and skills labs for additional competency building and other interventions as needed for success. Students will receive continuous follow-up to assess and/or evaluate the appropriateness of the accommodations.

CTE staff will collaborate with special populations counselors/coordinators, special education staff, and other ancillary staff to ensure students have the appropriate accommodations, support staff, assistive technology, and other supports so that they can succeed in a CTE program.

v. Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

All CTE students, including special populations students, will have the opportunity to participate in work-based learning opportunities which will include field trips, job shadows, career fairs, in-classroom industry presenters, apprenticeships, and other opportunities as appropriate to their interest and career specific area.

The implementation of the Comprehensive Local Needs Assessment will require local programs to understand industry workforce needs by examining labor market data. This will lead to local programs focusing on industry driven needs, which in turn allows for students to experience work-based learning opportunities which are in alignment with the current needs of employers.

Special populations students will receive information regarding work-based learning opportunities through their program, counseling and academic advising. Institutions are required to create and expand partnerships with business, industry and community stakeholders. With this goal in mind, programming will include developing relationships with employers and connecting students with work-based learning opportunities.

Institutions will monitor and evaluate the resources and services available at the work-based learning site to assure special populations students are fully integrated in the work setting. The worksite will provide assistance and accommodations to support the development of academic, technical and essential career ready skills required for

success in each student's chosen program of study.

The LEO-WD will make concerted efforts to align with the WIOA to provide career development services that support continued preparation of special populations for work-based learning experiences and employment in high-skill, high-wage, or in-demand careers. Developing activities that meet the above criteria are essential for state-approval of activities in occupational programs.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The MDE – OCTE and LEO – WD will:

- Work with the Higher Education Teacher Education Preparation Programs throughout the State of Michigan to support their on-going efforts to recruit, prepare, and retain CTE teachers.
- Work with Special Education, Transitions, and the Michigan Occupational Special Populations Association (MOSPA) to support specialized professional development opportunities that provide the knowledge and skills needed to work with and improve instruction for teachers in support of their work with special populations.
- Collaborate with the Office of Educator Excellence in MDE to support recruitment and preparation of education personnel to meet the needs of CTE including establishing alternative routes to CTE teacher certification.
- Support recruitment and orientation for CTE faculty with the same standards as those applied to the academic faculty. Recruiting techniques such as ad placement with newspapers, national trade journals, and web-based services are used to recruit faculty, administrators, and specialized instructional support personnel. Utilizing a wide range of recruitment strategies ensures postings are received by a diverse (under-represented) audience that possesses the technical skill requirements necessary for the position. Specific advertising locations, directly related to the discipline of the faculty position, are identified and postings in national journals (example: Chronicle of Higher Education) are available for review. Existing faculty and administrators recruit industry professionals to become faculty through advisory committee participation. Advisory committee members also serve as adjunct faculty and often become candidates for full-time positions when full-time positions become available.
- Encourage faculty, including CTE faculty, to attend in-services that provide professional development regarding teaching and learning to assist with the transition from business and industry to education, including online (distance) learning.

- Provide professional development and training to assess student growth and identify areas to target for improvement, to identify training needed to meet CTE student needs, and to identify relevant curriculum rooted in institutional or industry-approved standards.
- Require institutions to develop processes and procedures for faculty to ensure that all students, including special populations, are treated with respect, and have access to support services to address any access issues within the educational environment.
- Support special populations coordinators and advisors to attend the annual Michigan Occupational Special Populations Association (MOSPA) and the Trends in Occupational Studies and Michigan Career Education annual conferences. These professional development opportunities provide a forum for postsecondary professionals to collaborate with secondary educators, employers, and occupational vendors to address the unique needs of special populations students, share best practices, and to strategize techniques to assist special populations students successfully transition from school to work.
- Provide ongoing technical assistance and support to teachers, faculty, administrators, and specialized instructional support personnel as well as CTE teacher professional associations.
- Collaborate with MI ACTE to provide support to CTE teachers and administrators.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

The eligible agency will approve eligible recipients for funds under this Act through an online application process. The criteria and process for how Michigan will approve eligible recipients for funds under the Act will strictly follow guidelines which are established by Perkins V, EDGAR, UGG, and state allowable uses of funds. The eligible recipient will use the CLNA in order determine what activities they will request funding for in the application.

a. Each eligible recipient will promote academic achievement

Eligible recipients will promote academic achievement through activities within the application and the criteria for determining the activities should be taken from the local needs assessment. The eligible agency will approve applications for funding only if each secondary and postsecondary subrecipient application ensures that academic achievement has been included and addressed. In addition, Core Performance Indicators (CPIs) aligned to ESSA (secondary) and WIOA (postsecondary) are reviewed, and each recipient will develop and implement a strategy for improvement or continuation of the CPIs on a regular basis. All eligible recipients are required to utilize a program quality self-assessment, such as the Academic Quality Improvement Program (AQIP) (postsecondary), and the Classification of Instructional Programs Self-Review (secondary) to ensure programs promote academic achievement.

b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential

The eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential by including activities in the local annual application. Each eligible recipient must ensure there is a plan for continuous skill attainment to meet or exceed the State Approved Levels of Performance. In addition, CPIs will be reviewed, and strategies will be developed and implemented for improvement on an annual basis. All institutions will be required to utilize their local CTE program advisory committees to make certain that the appropriate technical skills match the program of study and to develop and implement a program of study that leads to an industry recognized postsecondary credential. Finally, all eligible recipients will be required to utilize a program quality self-assessment, review certification/licensing data, as well as student placement results, to ensure appropriately rigorous skill attainment.

c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

Eligible recipients will ensure the CLNA takes into consideration local economic and education needs through consultation with the CEAC associated with their local Workforce Development Board. In consultation with the CEAC, the eligible recipient will review regional Labor Market Information and discuss short- and long-term talent needs for the region, which identifies in-demand industry sectors and occupations. The Michigan Department of Technology, Management and Budget, Office of Labor Market Information and Strategic (DTMB – LMI) Planning will continue to provide information, instruction, and technical assistance to eligible recipients regarding the use and interpretation of Labor Market Information for the CLNA. The DTMB - LMI will provide eligible recipients with contact information for their regional representatives so that the eligible recipients can receive continued technical assistance for their CLNA.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Michigan will utilize the 5% Reserve for a competitive grant initiative benefitting both Secondary and Postsecondary called the Career Pathways Project Grant. Michigan will utilize the 10% funding level for state leadership activities, of which \$150,000 will be allocated for Nontraditional Training and Employment. In addition, \$197,600 will be allocated for corrections. The remaining state leadership funds will be distributed using the 60%/40% split between secondary and postsecondary. This is a traditional split, based on

student enrollment at each level. By utilizing this split, Michigan can distribute funds which will most effectively create the needed skills base for all students involved in CTE.

b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

Funds will be distributed among consortia members, based on data, to most effectively provide students with the skills needed to succeed in the workplace. The following data sets will be utilized to calculate the secondary Perkins funding formula at the local educational agency (LEA) level:

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

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

Funds generated by the formula stated in above will be pooled at the regional level. Each region will receive its proportionate share based on the grant total of the constituent school district and public-school academies' generated amounts.

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

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

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

Preliminary Secondary CTE Perkins Regional Allocations
2020-21

Region	CTE Perkins Fiscal Agency	Allocation
01	Gogebic-Ontonagon Intermediate School District	\$ 111,194
02	Delta-Schoolcraft Intermediate School District	\$ 279,789
03	Eastern Upper Peninsula Intermediate School District	\$ 95,870
04	Alpena Public Schools	\$ 196,517
05	Wexford-Missaukee Intermediate School District	\$ 642,611
06	Clare-Gladwin Regional Educational Services District	\$ 356,236
07	Mecosta Osceola Intermediate School District	\$ 364,691
09	Muskegon Area Intermediate School District	\$ 392,155
10	Gratiot-Isabella Regional Educational Services District	\$ 458,643
11	Tuscola Intermediate School District	\$ 371,381
12	Ottawa Area Intermediate School District	\$ 408,347
13	Kent Intermediate School District	\$ 1,409,496
14	Clinton County Regional Educational Services Agency	\$ 976,993
15	Genesee Intermediate School District	\$ 1,108,448
16	Macomb Intermediate School District	\$ 1,789,947
17	Livingston Educational Service Agency	\$ 183,811
18	Oakland Schools	\$ 1,694,835
19	Berrien Regional Education Service Agency	\$ 639,392
20	Kalamazoo Regional Educational Service Agency	\$ 567,828
21	Calhoun Intermediate School District	\$ 521,510
22	Hillsdale Intermediate School District	\$ 572,614
23	Washtenaw Intermediate School District	\$ 456,145
24	Detroit Public Schools Community District	\$ 2,670,553
27	Bay-Arenac Intermediate School District	\$ 314,786
28	Saginaw Intermediate School District	\$ 427,277
29	Wayne Regional Educational Service Agency	\$ 2,744,206
30	Monroe Intermediate School District	\$ 227,688
	TOTAL	\$ 19,982,963

***Please note that region numbers 8, 25, and 26 are not listed as they were previously assigned to Perkins IV regions and with the new Perkins V regional configuration region numbers not used previously assigned to the new Perkins V regions.**

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

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

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

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

The postsecondary Perkins V allocations for 2019-20 are shown below:
 Postsecondary Perkins Local Annual Allocations
 2019-20

	Institution	Allocation
1.	Alpena Community College	\$110,974
2.	Bay College	135,839
3.	Delta College	722,075
4.	Glen Oaks Community College	50,000
5.	Gogebic Community College	84,148
6.	Grand Rapids Community College	1,007,440
7.	Henry Ford College	1,172,173
8.	Jackson College	406,393
9.	Kalamazoo Valley Community College	612,920
10.	Kellogg Community College	475,326
11.	Kirtland Community College	196,891
12.	Lake Michigan College	231,247
13.	Lansing Community College	880,443
14.	Macomb Community College	1,291,480
15.	Mid Michigan College	334,181
16.	Monroe County Community College	191,649
17.	Montcalm Community College	140,352
18.	Mott Community College	822,704
19.	Muskegon Community College	221,492
20.	North Central Michigan College	99,829
21.	Northwestern Michigan College	255,867
22.	Oakland Community College	891,914
23.	St. Clair County Community College	235,926
24.	Schoolcraft College	592,084
25.	Southwestern Michigan College	151,168
26.	Washtenaw Community College	675,536
27.	Wayne County Community College District	1,038,804
28.	West Shore Community College	85,607
29.	Bay Mills Community College	101,692
30.	Ferris State University	202,223
31.	Lake Superior State University	90,865
32.	Northern Michigan University	128,758
	TOTAL	\$13,638,000

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

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

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

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

No waiver has been requested.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
a. include a proposal for such an alternative formula; and
b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

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

No waiver has been requested.

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

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

POLICY

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

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

Procedures

1. **Categories of State Expenditures for CTE.**

The MDE - OCTE methodology uses the following categories of funds:

- State Administrative funds (MDE - OCTE Appropriation)
- State School Aid Appropriations, Section 61a(2) funds
- Postsecondary/Community College Services Appropriation (LEO – WD Appropriation)

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

The MDE - OCTE is confident that these funding sources are reliable and capture

the true integrity of Michigan's CTE program. Further, we believe these funding sources will remain relatively constant, not fluctuating from year to year.

2. Source of Student Counts

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

3. Sources of Expenditure Data

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

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

- MDE - OCTE: SIGMA Financial, BQ90LV2, Fiscal Year 2019, Agency 313, Fund Code 1000
- LEO - WD: SIGMA Financial, BQ90LV2, Fiscal Year 2019, Agency 086, Fund Code 1000
- State School Aid, Section 61a(2)

4. Consistent Application from Year-to-Year

The MDE - OCTE uses this methodology consistently from year-to-year. Any proposed Amendments to the methodology will be addressed as specified in the next paragraph.

5. Procedure and Schedule

Each year, beginning in November, MDE - OCTE staff will start to gather the necessary data to calculate MOE, and begin to conduct the appropriate calculations. Additionally, MDE - OCTE Staff will review all funding sources

benefitting CTE. If MDE - OCTE staff determine that a funding source should be included in the MOE calculation that is not included in the methodology, MDE - OCTE will document the funding sources, and the expenditure data that the funding source does in fact benefit CTE, as defined in the statute, and any reasons why the funding sources were not included in prior years' MOE calculation.

- No additional funding sources were identified during the December 2012 review.
- No additional funding sources were identified during the December 2013 review. This review included FY 2014 State School Aid Section 61a(3), Integration of Michigan Merit Curriculum Content Standards, and Section 64a, Establishing Partnerships for Statewide Transfer or Articulation Agreements, which are one-time appropriations
- No additional funding sources were identified during

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

- *The MDE has not submitted any proposals to amend the MOE methodology pending OCTAE approval of the original methodology.*

REVIEW OF ALL FUND SOURCES

1. Fund Sources Included in MOE

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

○ State Administrative Funds

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

- **MDE Appropriation for MDE - OCTE Building Occupancy Costs**
 The MDE - OCTE moved into a state-owned building during the middle of fiscal year 2009. Occupancy charges are paid with state funds that can be tracked through SIGMA. These expenditures meet the definition of CTE as these costs are necessary for the administration of the CTE program. The MDE determines the amount of occupancy charges that can be allocated to Perkins through the calculation noted in Procedure 3.
 - *During the December 2012 review, these funds were removed from the calculation when it was determined they were not stable or sustainable.*

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

- **Center for Education Performance and Information (CEPI) Funds**
 CEPI is the state agency responsible for warehousing all educational data in Michigan, including data related to CTE. CEPI maintains the student data system for the state of Michigan, as well as information on educational personnel (REP). It is on these data systems that all the student and personnel information relevant to Perkins is maintained. As CEPI manages the data systems relevant to the provision of Perkins, these activities meet the definition of CTE as stated in the statute. State expenditures in this category are determined by conducting the cost allocation calculation described in Procedure 3.
 - *During the December 2012 review, these funds were removed from the calculation when it was determined they were not stable or sustainable.*

- **Department of Education Office of Educator Excellence Funds**
 Office of Educator Excellence is an office within the MDE. This office is responsible for issuing professional licenses to Michigan teachers. As such, this office is responsible for the issuance of all CTE teacher licensing and therefore directly benefits career and technical education as defined in the statute. State expenditures in this category are determined by conducting the cost allocation calculation described in Procedure 3.
 - *During the December 2012 review, these funds were removed from the calculation when it was determined they were not stable or sustainable.*

- **Department of Labor and Economic Opportunity/Workforce Development - Postsecondary/Perkins-Postsecondary Appropriation**

The LEO – WD appropriation act contains a section for postsecondary education programs, with a specific line item for general fund/general purpose funds. A portion of these funds, as determined by the LEO - WD, is distributed to the Postsecondary/Community College Services Unit to administer the Perkins program at the postsecondary level. As such, this category of cost meets the definition of CTE as defined in the statute. All expenditures incurred for this funding source can be determined by running the appropriate expenditure report in SIGMA.

Fund Sources Excluded from MOE

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

- **Local Self-Reported Contributions (Secondary and Postsecondary)**

The MDE - OCTE is not required to include local costs in the MOE calculation, as each subrecipient, not the MDE - OCTE, has control over the amount spent, if any, on CTE.

- **Department of Corrections (DOC)**

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

- **State School Aid Appropriations (other than section 61a(2) funds)**

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

- **Pre-College Engineering**

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

- **Department of Human Services (DHHS)**

The MDE - OCTE provides federal Perkins funds to the DHHS for an education program for adjudicated youth. The MDE - OCTE has determined to exclude any state funds expended in this cost category because the MDE - OCTE cannot rely on the funds being spent from year-to-year. Furthermore, the CTE

courses offered through the program are not state-approved CTE courses as described in Michigan's State Plan for CTE, and therefore, the MDE - OCTE cannot reliably determine if the expenditures meet the definition of CTE found in the statute.

DOCUMENTATION

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

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

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

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

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

D. Accountability for Results

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Michigan has selected “the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential” as the secondary indicator of career and technical education program quality.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

For the chosen secondary quality indicator “Recognized Postsecondary Credential”, the numerator is the number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential. The denominator is the number of CTE concentrators who graduated from high school. Michigan is working with secondary, postsecondary, and employer partners through the Career Readiness Cross-Sector Team to develop a process for defining credentials that count for Perkins V reporting. The process includes an employer survey and a rubric to identify postsecondary credentials of value and in-demand programs. Identifying industry credentials of value to employers will take time, and therefore, the number of credentials approved for reporting will increase throughout the life of PV.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Form completed in Section V.B.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
- b. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V)**

Two subcommittees—one to address secondary accountability and one to address postsecondary accountability work. The secondary subcommittee composed of secondary and postsecondary education representatives assisted in 1) defining a “course” for determining secondary Perkins V Concentrators, 2) selecting a Secondary indicator of Program Quality, and 3) reviewing and commenting on proposed secondary State

Determined Performance Levels (SDPLs) and baselines. The subcommittee met five times. During the subcommittee meetings, the other states' Perkins IV core performance indicator in previous years were shared and compared with Michigan. The definitions, baseline data, and SDPLs were also presented to the Perkins V Executive Committee at least twice and also presented to secondary CTE administrators at a statewide meeting.

The Postsecondary Accountability Subcommittee composed of representatives from the LEO – WD, MDE – OCTE, postsecondary CTE providers, Michigan Community College Data and Evaluation Committee (MCCDEC), Michigan Occupational Deans Administrative Council (MODAC), and Center for Educational Performance and Information (CEPI). The simulated data, methodology, and proposed targets for each of the core indicators of performance were shared with the Postsecondary Accountability Subcommittee for validation. The subcommittee advised on the development of the postsecondary State determined performance levels. The Postsecondary Accountability Subcommittee also advised the committee members on measurement definitions for the core indicators of performance and the State determined performance levels for each indicator.

The MDE - OCTE and LEO - WD will conduct five public hearings in the state for the purpose of providing all required stakeholders, the public, interested organizations and groups the opportunity to provide feedback and make recommendations on the State Determined Performance Levels and baselines. The proposed state determined performance levels (SDPLs) and baseline data will be made available on the Michigan Perkins V website, distributed as an email attachment, and mailed upon request. Opportunities for the public comment on the SDPLs will include an online public comment survey tool, and opportunities for virtual and in person comments through 5 public hearings (see section A.3 for dates and locations).

b. An explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8

The MDE - OCTE proposed the State determined performance levels (SDPLs) are based on the preliminary data and trends analysis of Perkins IV core performance indicator data from prior years. Michigan CTE concentrators have consistently had graduation rates above 95%. Therefore, the proposed SDPLs for graduation rate are set at 95% for all four years in order to focus effort on improving the other performance indicators. The other proposed SDPLs started higher than or equal to the simulated baseline data and included a proposed increase for each year covered by the State Plan. The representatives from each of the 27 secondary regions were invited to review local, regional, and statewide performance indicator preliminary data during a webinar and provide input on the SDPLs.

The state determined performance levels for postsecondary were determined by applying the definitions for the Perkins V core indicators of performance to historical data collected and reported under Perkins IV. Simulated Perkins V data from 2014 – 2018 was created for each core indicator of performance to be utilized as the baseline for 2020 performance. The simulated data was averaged across the four-year period to adjust for anomalies in the data, and to identify realistic performance targets. Due to new or refined definitions under Perkins V, efforts to align the data to WIOA data, and historical data inconsistencies, the SDPLs were set at ninety percent (90%) of the average simulated outcomes for

Program Year 2020. The state will increase the target percentage in each of the following three program years to meet continuous improvement goals.

c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

Michigan’s challenging goal of identifying credentials of value for secondary CTE programs and our indicator baselines align with Michigan’s goal to become a top 10 education state in 10 years. In particular, the SDPLs align with goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success. The table below shows how Michigan’s Perkins indicators align with Michigan’s ESSA indicators.

Perkins CPI	Perkins Proposed SDPL	ESSA Components	Michigan ESSA Target
1S1 – Four-Year Graduation Rate (Perkins IV: 4S1)	95.00%	ESSA 1: Four Year Graduation Rate	87.93%
2S1 – Academic Proficiency in Reading Language Arts (Perkins IV: 1S1)	58.00%	ESSA 2: Proficiency - 11 th grade proficiency on the M-Step, SAT, and MI-Access ELA test	55.17%
2S2 – Academic Proficiency in Mathematics (Perkins IV: 1S2)	34.00%	ESSA 3: Proficiency - 11 th grade proficiency on the M-Step, SAT, and MI-Access Math test	43.11%
2S3 – Academic Proficiency in Science (Perkins IV: N/A)	N/A	ESSA 4: Data will be available 2020	N/A
3S1 – Post-Program Placement (Perkins IV: 5S1)	82.00%	ESSA 5: No Component	N/A
4S1 – Nontraditional Program Concentration (Perkins IV: 6S1 and 6S2)	19.00%	ESSA 6: No Component	N/A
5S1 – Program Quality-Attained Recognized Postsecondary Credential (Perkins IV: 2S1)	3.00%	ESSA 7: School Quality, as some elements of School Quality align (i.e. Postsecondary alignment) advanced coursework includes CTE completers	N/A

The proposed SDPLs for graduation rate and reading proficiency (95% and 58% respectively) exceed Michigan’s targets for ESSA (87.93% and 55.17%, respectively). The proposed SDPLs for math are 34%, compared to 43.11% for ESSA based on actual data on CTE student performance in math. Historically CTE students have performed slightly lower on the 11th grade math test in Michigan, compared to all students. The SDPL of 3% was set based on the MDE – OCTE's best estimate of the baseline for Recognized Postsecondary Credential based on limited available data (see below for description of process used to establish a baseline). The secondary Perkins SDPL for Recognized Postsecondary Credential for 2020-2021 is considerably lower than Michigan’s program year 2018 target for Credential Attainment Rate for WIOA Youth of 75.3%. However, the WIOA credential attainment indicator includes attainment of a high school diploma or equivalent for students who are employed or enrolled in postsecondary education, while the Perkins secondary indicator of program quality does not. Since the state baseline for high school graduation rate is almost 97%, the indicator baseline and target would be considerably higher if the Perkins indicator measure was comparable to the WIOA Youth measure.

Although the postsecondary core indicators of performance under Perkins V closely align with those measured under Perkins IV, the SDPLs for PY 2020 – 2023 are significantly different than the target levels under Perkins IV. This is due to a change in data collection methodology. Previously, the state measured student placement (Perkins IV, 4P1) for CTE concentrators based on responses to locally developed surveys. Survey response rates had a significant impact on the measure. Under Perkins V, the state will measure postsecondary retention and placement (Perkins V, 1P1) of all CTE concentrators, regardless of their response to the locally developed surveys. This methodology will more closely align with WIOA reporting. The state will explore additional methods for identifying positive placement outcomes for CTE concentrators. The state will continue to work with representatives from the community colleges through MCCDEC to evaluate the methodologies used to calculate the SDPLs.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The MDE - OCTE calculated the baseline for graduation rate, academic proficiency (Reading and Math), post-program placement, and nontraditional concentration using the average actual performance of the two most recently completed program years. For the new program quality indicator, credential attainment, the MDE - OCTE calculated the baseline value based on currently available data including information from the Michigan Student Transcript and Academic Record Repository Collection (STARR), and technical skill assessment data (Perkins IV 2S1 core performance indicator) for a subset of programs that utilized credentials for PIV reporting. Because the available technical skill assessment data required considerable cleaning to extract credentials from other technical skills assessments, the MDE - OCTE worked with deidentified student data cleaned by researcher partners to compute the baseline for this indicator. For Science academic proficiency, Michigan requested and was approved for a waiver to submit baseline and SDPLs by April 2021, due to lack of data because of a new assessment.

The MDE – OCTE conducted local level negotiations with CTE secondary subrecipients from 27 regions to determine the local performance levels. The region level Perkins V baseline data was used to propose the local performance levels for each CTE secondary subrecipient. Each region was asked to accept the SDPLs or request to negotiate levels for each core indicator of all 4 years covered by the state plan. The negotiated local performance levels took into consideration the SDPLs for each core indicator to ensure that the state determined performance levels can be met. Regions that did not accept the state determined performance levels were required to submit a written request to negotiate their local performance levels. The request includes: 1) proposed local performance levels; 2) justification and objective data for each proposed local level; and 3) detailed plan to raise agency performance levels to or above state adjusted levels.

The LEO-WD estimated the baseline for Post-Program Placement (1P1), Earned Recognized Postsecondary Credential (2P1), and Non-traditional Program

Concentration (3P1) using the average simulated performance of the four most recently completed program years. The LEO-WD applied Perkins V definitions to actual performance data from 2014 – 2018 for each of the 32 postsecondary CTE providers. The median value for each measure, each year was averaged across the four-year period to identify the estimated baselines. The LEO-WD provided postsecondary CTE providers an opportunity to provide feedback on their individual institution’s baseline data using locally available, student-level data prior to the submission of the state plan.

The LEO - WD will conduct local level negotiations with postsecondary CTE providers to determine adjusted performance levels. The same Perkins V simulated data from 2014 – 2018 has been used to identify target performance levels for each CTE provider. Provider level targets also take into consideration the SDPLs for each core indicator to ensure that the state determined level of performance are met. Eligible recipients that do not accept their adjusted performance levels may submit a written request to negotiate their adjusted performance levels. The request must include: 1) proposed adjusted performance levels; 2) justification (including objective supporting data) for each proposed adjusted level; and 3) a detailed plan and timeline for the agency to reach the state proposed target(s). Agencies will be allowed to revise their adjusted performance levels if the make-up of the local recipient changes in terms of number of students, programs, or buildings (programs or buildings open or close), or there was a change in factors outside the control of the local recipient.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

5. As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

A response will be developed after the public comment period.

6. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

MDE - OCTE will analyze the secondary Core Performance Indicators by race, gender, special populations subgroups and by Perkins grant region to identify disparities compared to all CTE concentrators in the state, and where possible, to all students (CTE and non-CTE) in the state. MDE - OCTE will analyze disparities, identify evidence-based improvement strategies and develop a plan to address the disparities. Strategies may include targeted statewide technical assistance workshops. Additionally, secondary Perkins grant regions which fail to meet one or more SDPLs will be required to complete an improvement plan addressing

achievement gaps and actions to be taken to address the gaps which must be reflected in their Perkins annual application and use of Perkins funds. Regions that fail to make improvement will be provided with specialized technical assistance and may have mandated funding requirements associated with use of their Perkins funds.

If a postsecondary institution fails to meet at least ninety percent (90%) of an agreed upon State adjusted level of performance for any core indicator of performance, as described in section 113(b)(3)(C)(ii)(II) of Perkins V, the institution will develop and implement a program improvement plan (with special consideration to performance gaps identified). The plan will be developed in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the State adjusted level of performance for any of the core indicators of performance. Postsecondary institutions will be required to address the gaps in performance in the Local Annual Grant application and the use of Perkins funds to develop activities to meet or exceed state adjusted performance levels.

LEO - WD will provide technical assistance to any postsecondary institution that fails to meet 90 percent of an agreed upon State adjusted level of performance in any core performance indicator, including monitoring visits and professional development opportunities.

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁸ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

II. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

X The eligible agency assures that:

- 1. It made the State plan publicly available for public comment⁹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)*
- 2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-*

traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. *It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)*
4. *It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)*
5. *None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)*
6. *It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)*

B. EDGAR Certifications

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

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

C. **Other Forms**

X The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) -
<https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013):_
https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form):_
<https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005):_
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
-

III. BUDGET

B: Budget Form

State Name: Michigan **Fiscal**

Year (FY): 2020-2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$41,244,506
2	State Administration	5%	\$2,062,225
3	State Leadership	10%	\$3,726,851
4	• Individuals in State Institutions	1%	\$197,600
4a	- Correctional Institutions	Not required	\$
4b	- Juvenile Justice Facilities	Not required	\$
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$150,000
6	• Special Populations Recruitment	%	\$50,000
7	Local Formula Distribution	%	\$
8	• Reserve	%	\$1,752,891
9	- Secondary Recipients	%	
10	- Postsecondary Recipients	%	
11	• Allocation to Eligible Recipients	%	\$33,304,939
12	- Secondary Recipients	%	\$19,982,963
13	- Postsecondary Recipients	%	\$13,321,975
14	State Match (from non-federal funds)	Not applicable	\$2,062,225

IV. STATE DETERMINED PERFORMANCE LEVELS

B: State Determined Performance Levels (SDPL) Form

State Name: Michigan

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	96.75%	95.00%	95.00%	95.00%	95.00%
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts	57.85%	58.00%	58.25%	58.50%	58.75%
2S2: Academic Proficiency in Mathematics	34.50%	34.00%	34.25%	34.50%	34.75%
2S3: Academic Proficiency in Science	*	*	TBD	TBD	TBD
3S1: Post-Program Placement	82.30%	82.00%	82.25%	82.50%	82.75%
4S1: Non-traditional Program Concentration	19.00%	19.00%	19.25%	19.50%	19.75%
5S1: Program Quality – Attained Recognized Postsecondary Credential	3.4%	3.00%	5.50%	7.50%	10.00%
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work- Based Learning					
5S4: Program Quality – Other ¹³					

¹³ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	13.02%	11.72%	12.11%	12.50%	13.02%
2P1: Earned Recognized Postsecondary Credential	37.05%	33.35%	34.46%	35.57%	37.05%
3P1: Non-traditional Program Concentration	16.51%	14.86%	15.35%	15.85%	16.51%

Provide any additional information regarding SDPLs, as necessary:

*Michigan requested and was approved for a waiver to submit baseline and SDPLs for the Science indicator in April 2021, due to lack of data because of a new assessment. Secondary Baseline is the average of most recent two years available. Postsecondary Baseline is the average of most recent four years available.

Attachment 1
Michigan Electronic Grant System Plus (MEGS+)
Secondary and Postsecondary 2019-2020 Local Annual
Grant Application

INITIATE THE APPLICATION

Level 5 from the regional fiscal agent must initiate the application:

- View "Available Applications/Tasks"
- Click "Initiate" for CTE Perkins
- Click on "HOME"
- Click on "My Applications/Tasks"
- Select CTE Perkins by clicking on the application identifier (CTE-P-2021-XXXX-XXXXX)

ADD CONTACTS TO MEGS+ BY AUTHORIZED OFFICIALS

- Click "Agencies"
- Select agency
- Click "Agency Contacts"
- Click "Add Contacts"
- Search on partial or whole name or MEIS ID
- Select User Role
- Select Save
- If the person is a new MEGS+ user, click "New Contact" instead of "Add Contacts"

APPLICATION MENU

- Click on "My Applications/Tasks"
- Select CTE Perkins by clicking on the application identifier (CTE-P-2021-XXXX-XXXXX)
- Select "View/Edit"

INDEX

1. Cover Page
2. Assurances and Certifications
3. Important Information
4. Amendment Justification
5. CMS Final Expenditure Report
6. CEPD CTE Administrators
7. Assurance of Participation of Private Non-Profit Schools
8. WDB Review of Perkins Federal Grant
9. CTE Perkins Coordinator Review
10. Participating Agencies (including Charter Schools)
11. Consortium Members for Funding
12. Activities
13. CTE Perkins Budget
 - A. Add Budget Item
 - B. Capital Outlay Budget Item
 - C. Consortium Member Budgets
 - D. Budget Contact Information
 - E. Budget Detail
14. Program of Study Status Page
15. Attachments CTE Perkins

1. COVER PAGE

If CTE Perkins Coordinator is incomplete or wrong, follow instructions on "CEPD CTE Administrator" page. If CTE Perkins Fiscal Contact is blank:

- From "Quick Links," select "Management Tools"
- Select "Add/Edit People"
- Search (if the person you are looking for is not already listed)
- Click the box next to the person's name
- Select "CTE Perkins Fiscal Contact" under Grant Contact. Type Click SAVE
- Return to Cover Page (click View/Edit in the Quick Links) to make sure fiscal contact has been completed
- Select SAVE

CTE PERKINS
GRANT CONTRACT AND FISCAL AGENT INFORMATION
2021

Region No. 6

CTE PERKINS COORDINATOR	Legal Name Sandra Russell		
	Legal Name of Agency Clare-Gladwin RESD		
	Address 4041 East Mannsiding		
	City Clare	State Michigan	Zip Code 48617
	Telephone Number (989) 229-8709	Fax (989) 386-5640	
	Email Address srussell@cgresd.net		

FISCAL AGENT	Legal Name Clare-Gladwin Regional Education Service District		
	Superintendent Sheryl Presler		
	FEIN 381714340	Recipient/District Code 18000	Building Code 00000
	Address 4041 EAST MANNSIDING RD		
	City CLARE	State Michigan	Zip 48617-9753
	County Clare County		Agency Type ISD
	Telephone Number (989) 386-3851		Fax Number (989) 386-3238
	Email Address spresler@cgresd.net		

CTE PERKINS FISCAL CONTACT	Legal Name Shay Anderson		
	Legal Name of Agency Clare-Gladwin Regional Education Service District		
	Address 4041 E. Mannsiding Road		
	City Clare	State Michigan	Zip 48617
	Telephone (989) 386-8623	Fax Number (989) 386-3238	
	Email Address slanderson@cgresd.net		

2. ASSURANCES AND CERTIFICATIONS

Information will be updated if needed to reflect and align with Perkins V.

CTE Perkins - Assurances and Certifications

Agency: Clare-Gladwin Regional Education Service District 2020-2021
Application Description: Region 8

Recipient Code: 18000

SECTION III: ASSURANCES AND CERTIFICATIONS

-FEDERAL PROGRAM-

ESTIMATED GRANT AWARDS

Estimated grant awards are based on federal program estimated funds allocated to Michigan for the next federal fiscal year and are for informational purposes. Actual grant awards are contingent upon the Michigan Department of Education (MDE) receiving sufficient federal funding for the program. **An estimated award does not constitute any binding agreement on behalf of the MDE. The MDE is not responsible for any costs incurred prior to the start of an expenditure period for an actual or final grant award.**

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it and their grant personnel are prohibited from text messaging while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. "Texting" or "Text Messaging" means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant or subrecipient assures that it adopts the requirements in the Code of Federal Regulations at 2 CFR 175 as a condition for this grant. A subrecipient and its employees may not --

- i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect ;
- ii. Procure a commercial sex act during the period of time that the award is in effect ; or
- iii. Use forced labor in the performance of the award or subawards under the award.

Under this condition, the Federal awarding agency may unilaterally terminate the grant award, without penalty, if a subrecipient that is a private entity—

- (i) Is determined to have violated a prohibition named above; or

3. IMPORTANT INFORMATION

CTE Perkins - Important Information

Agency: Clare-Gladwin Regional Education Service District
Application Description: Region 8

2020-2021

Recipient Code: 18000

Program Improvement: CTE Instructional Equipment defined as tangible property that costs \$5,000 or more per unit (or a lesser amount if that is the district's policy) and has a useful life of one year or longer. Instructional equipment purchased with Perkins funds, whether in whole or in part, must be tagged and inventoried per Uniform Guidance 2 CFR Part 200 requirements. The Capital Outlay budget item in the grant application budget must be completed for these purchases. Supplies/ Other Tangible Property: Defined as all tangible, personal property that aide the CTE instructional programs that does not rise to the level of instructional equipment and is not capitalized but which is vulnerable to theft (laptops, iPad, printers, other technology hardware or software, etc.) Tangible personal property means property owned by the school district which is movable and can be physically relocated . Uniform Guidance 2 CFR Part 200.453 and 200.62. While Federal regulations do not specify tracking requirements, MDE expects there to be safeguarding procedures in place for purchases with Federal funds. Subrecipients are expected to track Tangible Personal Property purchased with Federal funds to demonstrate there has been an allocable benefit to each program. Please refer to the MDE Memo from Kyle Guerrant dated February 2, 2017. These items may be purchased under the applicable 127 function code and object code 5000, supplies and materials. Perkins funds CANNOT be used to purchase furniture (teacher, student or office desks or chairs, bookcases, and display cases, for example) or storage buildings, units, containers, file, cabinets, copiers, etc. Use of federal grant funds to pay for food: The U.S. Department of Education has issued guidance on this subject. According to this guidance, it appears that a grantee would almost never meet the threshold that allows it to provide food at a meeting (see Use of Funds Guide and additional resources provided). Participating Agencies: Participating agencies are public secondary education agencies that are within the state-designated regional structure, and: • Have a signed cooperative agreement with the regional Perkins fiscal agency AND EITHER • Operate a State-approved CTE program OR • Send students to another agency with a State-approved CTE program Member agencies of a consortium must meet the conditions above to qualify as participating. The funding amounts generated by the participating agencies in the CTE Perkins formula are combined for the regional allocation. If a participating agency does not meet these criteria, then the region is not eligible for the funding generated by this agency. Signed cooperative agreements from participating local education agencies under secondary CTE Perkins grant provisions must be maintained and updated as necessary. Participating Agency Budgets: • Only CEPDs are eligible to have a budget as a participating agency. This means that for the majority of the regions, the agencies employing the CEPD administrators will be the only agencies eligible to submit a participating agency budget within the regional application. • A participating agency budget totaling less than \$15,000 in federal funds will be not accepted. This is to ensure that the funds are not being reallocated to ineligible recipients (those not generating the minimum allocation) and that the use of funds will benefit all members of the consortium (region). • Funding may not be reallocated to participating agencies but are for activities consistent with the approved regional grant activities. Any deviations from the approved activities or budget items must have prior written approval from the Michigan Department of Education, Office of Career and Technical Education. Expenditure line item deviations greater than 10% of the approved budget will result in a recovery of funds. Submission of this application certifies that it has been prepared by, or in cooperation with, the fiscal agency's business office; agency records will provide a clear audit trail and accountability for reporting of revenues and expenditures; and that accounts specified in Bulletin 1022, Michigan Public School Accounting Manual, are in use or are clearly cross-referenced to assure uniform account classifications. The final expenditure report must be submitted within 60 days of the grant ending date. Failure to comply with this requirement may result in the loss of up to 100% of previously reimbursed grant funds. Individual student enrollment data must be reported on the Career Technical Education Information System (CTEIS) in an accurate and timely manner for all state-approved CTE programs for accountability and measurement purposes. In the event that a participating education agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating education agency by the fiscal agency. If the participating education agency is requested to return federal funds received for the fiscal year, they may be prohibited from receiving any such funds in the subsequent fiscal year. All agencies participating in CTE Perkins must submit spring (4483-D) and end-of-year enrollment data (4301) for all related state-approved CTE programs through the CTEIS or funds will be withheld. All agencies must conduct a student follow-up on all completers of CTE programs offered by the agency using the OCTE survey format. CTEIS data must reflect appropriate identification of special population students and must be continually reviewed and updated to reflect current student populations.

4. AMENDMENT JUSTIFICATION

AMENDMENT JUSTIFICATION

Instructions:

- Provide a detailed description of the changes/updates made to this application.

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v

0 of 4000

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5. CMS FINAL EXPENDITURE REPORT

The link will be available at the end of the grant year.

CMS Final Expenditure Reports

This report will return any Final Expenditure Reports in CMS for the current year and the prior year.

Please click the **Search** button to display the results.

For more detailed instructions, select the **Show Help** button.

Export Results to Screen Results Per Page 20 Sort By -- SELECT -- ASC

Results (1)

Select	Grant Number	Grant	Project Number	Project Approved Amount	Final Expenditure Report Total	Final Expenditure Report Status	Final Expenditure Report Status Date	Final Expenditure Report Version Number
Select	180330	CTE Perkins	18126 2012	\$328,719.00	\$328,719.00	Processed	08/29/2019 7:50:43 AM	1

6. CEPD CTE ADMINISTRATORS

The first CEPD administrator listed is considered the CTE Perkins Coordinator - make sure the correct person is listed. If data is missing or incorrect, enter all CEPD CTE administrators' information. Phone numbers can be entered with or without a dash or parentheses. Once you have reviewed this information, select "Yes" from the "Has this page been updated since last year?" drop down.

CTE Perkins - CEPD CTE Administrators

Agency: Clare-Gladwin Regional Education Service District 2020-2021 Recipient Code: 18000
Application Description: Region 6

CEPD CTE Administrator
Name: Sandra Russell
Legal Name of Agency: Clare-Gladwin RESD
Address: 4041 East Mannsiding
City: Clare
State: MI
Zip Code: 48617
Telephone Number: (989) 229-8709
Fax Number: (989) 386-5640
Email Address: srussell@cgresd.net

CEPD CTE Administrator
Name: Jay Young
Legal Name of Agency: Iosco RESA
Address: 27 N. Rempert Road
City: Tawas City
State: MI
Zip Code: 48763
Telephone Number: (989) 362-3006
Fax Number: (989) 362-6905
Email Address: jyoung@ioscoresa.net

CEPD CTE Administrator
Name: Dan Beltz
Legal Name of Agency: COOR Intermediate School District
Address: 11051 North Cut Road, PO Box 827
City: Roscommon
State: MI
Zip Code: 48653
Telephone Number: (989) 275-9536
Fax Number: (989) 275-5881
Email Address: beltzd@coorisd.net

CEPD CTE Administrator
Name:
Legal Name of Agency:
Address:
City:
State:
Zip Code:
Telephone Number:
Fax Number:
Email Address:

To add CTE CEPD Administrators from districts other than fiscal agent:

- From "Quick Links," select "Management Tools"
- Select "Add/Edit People"
- Under "Person Search" type the name of the person to be added
- Click SEARCH
- Select the correct person by putting a check in the box next to the name
- Assign the role to "MEGS: Application Level 3b Consortium Member"
- Under "Grant Contact Type," select "Add'l Email Recipient"
- Click SAVE

7. ASSURANCE OF PARTICIPATION OF PRIVATE NON-PROFIT SCHOOLS

The entries from the 2020 application will pull forward; modify if needed.
Text box is limited to 750 characters.

- Answer the question, "Has this page been updated since last year?"
- Click SAVE

ASSURANCE OF PARTICIPATION OF PRIVATE NON-PROFIT SCHOOLS

Instructions: Please complete the assurance for participation of private non-profit schools portion of this application.

The regional fiscal agents are required to keep information on file and up-to-date pertaining to nonpublic school students including:

- The number of students enrolled in private schools who have been identified as eligible to receive benefits under the program,
- The number of students enrolled in private schools who will receive benefits under the program,
- Basis the applicant used to select the students, and
- The places and the times that the students will receive benefits under the program.

Please provide **specific** descriptions of how the applicant will meet the following federal requirements:

- *1. Allow the participation, to the extent practicable and upon written request, of non-profit private school career and technical education secondary school teachers, administrators, and other personnel in the career and technical education in-service and pre-service Career and Technical Education professional development programs supported by Perkins funds.

Region 7B agencies receiving federal funds continually welcome participation of students and staff from nonprofit private schools. Public awareness of our programs comes from the many outreach activities supported through these federal funds. They include newspaper articles.

277 of 750

- *2. Provide for the meaningful participation, upon written request, of non-profit private secondary school students living in the region, in Perkins supported career and technical education programs and activities.

Private non-profit districts are invited to enroll students in the Career and Technical Education programs via Career and Technical Education brochures.

152 of 750

- *3. Consult with non-profit private school representatives, upon written request, in a timely and meaningful manner regarding the meaningful participation of their secondary students in career and technical education programs and activities supported by Perkins funds.

All services will be provided to all students in CTE and related programs available whether public or non-profit districts. There are no distinctions between agencies.

168 of 750

8. CEAC AND WDB REVIEW OF PERKINS FEDERAL GRANT

The contact information will pull forward from 2020.

- Review and modify if needed
- Answer the question, "Has this page been updated since last year?"
- Click SAVE

CEAC AND WDB REVIEW OF PERKINS FEDERAL GRANT

Instructions: Completion of this page certifies that the Career & Educational Advisory Council and Workforce Development Board has reviewed, and had an opportunity to comment on, this application.

Chair of Career & Educational Advisory Council	
* Name:	<input type="text" value="Doug Baum"/>
* Legal Name of Agency:	<input type="text" value="City of Grayling"/>
* Address:	<input type="text" value="1020 City Blvd, PO Box 549"/>
* City:	<input type="text" value="Grayling"/>
* State:	<input type="text" value="MI"/>
* Zip Code:	<input type="text" value="49738"/>
* Telephone Number:	<input type="text" value="(989) 348-2131"/>
* Fax Number:	<input type="text" value="(989) 348-6752"/>
* E-Mail Address:	<input type="text" value="dbaum@cityofgrayling.org"/>
Chair of Workforce Development Board	
* Name:	<input type="text" value="Jay Jacobs"/>
* Legal Name of Agency:	<input type="text" value="MichiganWorks! Region 7B"/>
* Address:	<input type="text" value="402 N. First Street"/>
* City:	<input type="text" value="Harrison"/>
* State:	<input type="text" value="MI"/>
* Zip Code:	<input type="text" value="48625"/>
* Telephone Number:	<input type="text" value="(989) 539-2173"/>
* Fax Number:	<input type="text" value="(989) 539-0127"/>
* E-Mail Address:	<input type="text" value="BJHawkins@michworks4u.org"/>

9. CTE PERKINS COORDINATOR REVIEW

- Read the instructions and answer yes/no to all questions
- Click SAVE

CTE Perkins - CTE Perkins Coordinator Review

Agency: Clare-Gladwin Regional Education Service District

2020-2021

Recipient Code: 18000

Application Description: Region 6

Activity	Yes/No
1. The Annual Application for 2019-2020 and the Long-Range Plan are consistent with the educational goals of the region and have been reviewed by the CEAC/WDB.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. The Long Range Plan needs revision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. The development and planning of the application occurred in cooperation with all eligible participants including secondary and postsecondary educators, parents, students, representatives of business and industry, labor organizations and other interested individuals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. The Annual Application is consistent with the Long Range Plan and targets improvement based on a review of at least the following information: Perkins Core Performance Indicator Data CTE Perkins Regional Improvement Plan Special Populations to be served (available from CTEIS) CTE Perkins End-of-Year Report	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. The Fiscal Agent and Fiscal Contact information have been reviewed and updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6. Participation of Private Non-Profit Schools assurance has been reviewed and approved.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. Individual grant activities are allowable under the Perkins Act.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8. Budget provides adequate detail and is consistent with individual grant activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9. The CTE Perkins Regional Improvement Plan has been reviewed and submitted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10. Programs of Study and Articulation Agreements are attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

10. CONSORTIUM MEMBERS FOR FUNDING

Consortium Member Invitation

- Follow the on-screen instructions

CONSORTIUM MEMBERS FOR FUNDING

Add or remove consortium invitations using this page.

- To add an agency, enter the Agency Name (partial) or Agency Code/Agreement Number in the search window and click on **Search**.
- Locate the agency in the "Consortium Members Assigned" section below, select the checkbox next to it, and click on **Save**.
- To remove an agency from your consortium, locate the agency in the "Consortium Members Assigned" section, deselect the checkbox next to it, and click on **Save**.

[Consortium Member Search](#)

Consortium Members

Agency Name (partial) or Agency Code:

Consortium Members Assigned

<input type="checkbox"/> Agency	Agency Code	Building Code	Funding Source	Budget Information	Invitation Response	Response By	Response Date
<input checked="" type="checkbox"/> C.O.O.R. ISD	72000	00000	CTE Perkins	Budget: \$135,712.00	Accepted Funding And Services	3/6/2020	3/6/2019 12:28:43 PM
<input checked="" type="checkbox"/> Iosco RESA	35000	00000	CTE Perkins	Budget: \$66,014.00	Accepted Funding And Services	3/6/2020	3/6/2019 12:23:04 PM

- Click SAVE (this triggers the invitation to participate; if an agency has already been invited to participate, you will get an error message)

Consortium Member Acceptance

- Select "My Applications/Tasks"
- Select CTE Perkins identifier (CTE-P-2021-XXXXX-XXXXX)
- Select "View/Edit"
- Select "Consortium Invitation Acceptance" and follow the on-screen instructions
- The consortium member acceptance is recorded.

Consortium Members Assigned

<input type="checkbox"/> Agency	Agency Code	Building Code	Funding Source	Budget Information	Invitation Response	Response By	Response Date
<input checked="" type="checkbox"/> Allegan Area Educational Service Agency	03000	00000	CTE Perkins	Budget: \$217,450.00	Accepted Funding And Services	Blankenship, Ms. Linda	3/22/2019 1:55:27 PM

11. ACTIVITIES

The fiscal agency must complete activities for the entire region; consortium members can create only budget items related to regional activities. Follow the on-screen instructions to add activities:

Note: The CPI and Activity Selections document can be found in the 2020 Grant Dissemination Workshop meeting packet.

🔍 CPI

- Select a CPI, click SAVE. Then continue to follow the onscreen instructions.
- Do not worry about the "Page Error" message. This will disappear when you have completed the rest of the information.

Page Title: 2S1 – Academic Proficiency in Reading Language Arts



🔍 Activity

- Select an Activity; click SAVE
- The Activity Label will be displayed
- Do not worry about the "Page Error" message. This will disappear when

Page Title: 2S1 – Academic Proficiency in Reading Language Arts



ACTIVITIES

Instructions:

1. Select a CPI; click SAVE
2. Select an Activity, click SAVE
3. Complete the expected outcomes and evidence
4. Click SAVE
5. To add more CPI/Activities, click ADD and repeat Steps 1-4.

Related Budget Item Links

* CPI

* Activity

Activity Label CTE instructors will receive training on the integration of reading concepts in their CTE programs and the use of contextual reading activities.

* Alignment with Local Needs

* Provide a summary of the planned activity and expected measureable outcome of that activity.

Instructors will attend professional development activities to learn strategies to implement in the classroom. The goal is to see 1% growth for students in Region 6.

166 of 500

* Select the evidence of activity completion. Check ALL that apply. Retain evidences for on-site monitoring. Payroll records and employee timesheets must be checked if paying salaries and benefits.

- | | | |
|--|--|--|
| <input type="checkbox"/> Payroll records | <input type="checkbox"/> Meeting agendas | <input type="checkbox"/> Pre and post test scores |
| <input type="checkbox"/> Employee timesheets | <input type="checkbox"/> Meeting minutes | <input type="checkbox"/> Graduation rates |
| <input type="checkbox"/> Teacher logs | <input checked="" type="checkbox"/> Sign-in sheets | <input type="checkbox"/> Student grades |
| <input type="checkbox"/> Parapro logs | <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Student attendance records |
| <input type="checkbox"/> Counselor logs | <input type="checkbox"/> Updated curriculum | <input type="checkbox"/> Enrollment records |
| <input type="checkbox"/> Conference registrations | <input checked="" type="checkbox"/> Student assessment results | <input type="checkbox"/> Follow-up survey |
| <input type="checkbox"/> Conference agendas | <input type="checkbox"/> Course outlines | <input type="checkbox"/> Placement rates |
| <input type="checkbox"/> Travel expenses | <input type="checkbox"/> Receipts | <input type="checkbox"/> Program of Study completion |
| <input type="checkbox"/> Work-based learning logs | <input checked="" type="checkbox"/> Invoices | <input type="checkbox"/> New/revised Articulation Agreements |
| <input checked="" type="checkbox"/> Final Outcomes Reports | <input type="checkbox"/> Brochures/pamphlets | <input type="text" value=""/> |
| <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> |
| <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> |

you have completed the rest of the information.

Expected Outcome and Evidence of Activity Completion

- Complete the expected outcomes text box
- Check all applicable evidences
- Click SAVE
- To add more CPI/Activities, click ADD and repeat steps 1-4 onscreen

📌 Review, Revise or Delete a Saved Activity

• To Review: Select a saved activity from the Page Title drop down list, click GO.

Page Title:	1S1 – Academic Attainment/Reading Curriculum Integration	▼	GO
-------------	--	---	----

- To Revise: Select a saved activity from the Page Title drop down list; make changes as needed; click SAVE
- To Delete: Select the saved activity from the Page Title drop down box, click GO. Select DELETE.

The [2020-21 Use of Funds Guide](#) (Word document) can be found in the 2020 Grant Dissemination Workshop meeting packet.

12. CTE PERKINS BUDGET

Select "CTE Perkins" under Budget

Instructions:

- To add a budget item, click the **Add Budget Item**.
- To view the budget detail, click the **Budget Detail**.
- To add consortium/grant member budget items or view their budget details (if applicable), click on the underlined agency name.
- Add the name of your business and program representatives with phone numbers and emails and click **Save**.

Recipient Code	Grant Number	Project Number	CFDA Number	Starting Date	Ending Date	Fiscal Year
18000	21399520		84.048A	07/01/2020	06/30/2020	2020
CTE Perkins for Clare-Gladwin Regional Education Service District						

[Budget Summary](#) | [Budget Detail](#) | [Capital Outlay](#)

[Regional Budget Summary](#) | [Flagged Budget Detail](#)

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000, 8000	Total
120	Added Needs	\$41,966	\$29,730					\$71,696
210	Support Services - Pupil	\$30,479	\$17,338					\$47,817
220	Support Services - Instructional Staff	\$3,478	\$2,378					\$5,856
270	Pupil Transportation Services							\$0
280	Support Services - Central							\$0
	SUBTOTAL	\$75,923	\$49,446					\$125,369
410	Outgoing Transfers & Other Transactions	\$72,112	\$52,532	\$43,215	\$33,867		\$0	\$201,726
	SUBTOTAL	\$148,035	\$101,978	\$43,215	\$33,867		\$0	\$327,095
	TOTAL	\$148,035	\$101,978	\$43,215	\$33,867		\$0	\$327,095
	Administrative Costs Percent							4.50 %
	Total Allocation Amount (Estimated)							\$327,095

A. ADD BUDGET ITEMS

- Click **Add Budget Item** (located near to the top of the page)
- The budget item entry page shown below will appear. Complete fields for all budget items, excluding capital outlay, as described below. If the budget item is for equipment, follow the instructions for entering Capital Outlay Budget Item.

*Select the appropriate Function Code for this budget item:

*Indicate source of funds.

*Use of Funds

Activity

*Provide a specific description for this budget item. Do not repeat the Function Code description selected in the drop down menu or the heading(s) of the box(es) used below:

Enter the dollar amount associated with the budget item. Enter an amount in only one box unless the item is Personnel. Personnel must have both Salaries and Benefits. To enter Capital Outlay, use the link for Capital Outlay.

Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Other Expenditures (7000, 8000)
\$ <input type="text" value=""/>				

➤ Select the Function Code from the dropdown list

*Select the appropriate Function Code for this budget item:

127: Added Needs – Career and Technical Education

127: Added Needs – Career and Technical Education

212: Support Services – Pupil – Guidance Services

221: Improvement of Instruction

226: Supervision and Direction of Instructional Staff

227: Technical Skill Assessments

271: Pupil Transportation Services

281: Planning, Research, Development, and Evaluation

283: Staff/Personnel Services

➤ Select "CTE Perkins" or "Nonfederal share" for source of funds

*Indicate source of funds.

CTE Perkins

Nonfederal share

➤ Select the appropriate Use of Funds, which represents the function code terminology in the Use of Funds Guide. For example, if you selected "127: Added Needs Career and Technical Education" as the Function Code, the list will show the allowable uses of funds.

*Use of Funds

Integration of Academics

Use of Technology

All Aspects of Industry

➤ Select the saved Activity for which you are budgeting funds

- Enter a detailed description of the budget item
- Enter dollar amount under appropriate object code
- Click SAVE BUDGET ITEM
- Repeat these steps for each additional budget item (except capital outlay)

*Select the appropriate Function Code for this budget item:

127: Added Needs – Career and Technical Education

*Indicate source of funds.

CTE Perkins

*Use of Funds

Integration of Academics

Activity

151 – Academic Attainment/Reading Curriculum Integration

*Provide a specific description for this budget item. Do not repeat the Function Code description selected in the drop down menu or the heading(s) of the box(es) used below:

Enter the dollar amount associated with the budget item. Enter an amount in only one box unless the item is Personnel. Personnel must have both Salaries and Benefits. To enter Capital Outlay, use the link for Capital Outlay.

Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Other Expenditures (7000, 8000)
\$	\$	\$	\$	\$

B. CAPITAL OUTLAY BUDGET ITEM

➤ Select CAPITAL OUTLAY

[Budget Summary](#) | [Budget Detail](#) | [Capital Outlay](#) | [View/Edit Menu](#)

➤ Select ADD CAPITAL OUTLAY ITEM

ADD CAPITAL OUTLAY ITEM

GLOBAL ERRORS

- Select and complete all fields

- Click SAVE CAPITAL OUTLAY ITEM

*Select the appropriate Function Code for this capital outlay item:
 221: Improvement of Instruction

*Please enter a description for the capital outlay item.

Activity

*Please enter a justification for this capital outlay item.

Please enter the quantity for this capital outlay item.

*Please enter an amount for this capital outlay item.
 \$

Enter the TOTAL cost of this purchase (# of items X unit cost)

C. CONSORTIUM MEMBER BUDGETS

- Click on the underlined agency name to add or review budget items

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000, 8000	Total
120	Added Needs	\$41,966	\$29,730					\$71,696
210	Support Services – Pupil	\$30,479	\$17,338					\$47,817
220	Support Services – Instructional Staff	\$3,478	\$2,378					\$5,856
270	Pupil Transportation Services							\$0
280	Support Services – Central							\$0
	SUBTOTAL	\$75,923	\$49,446					\$125,369
410	Outgoing Transfers & Other Transactions	\$72,112	\$52,532	\$43,215	\$33,867		\$0	\$201,726
	SUBTOTAL	\$148,035	\$101,978	\$43,215	\$33,867		\$0	\$327,095
	TOTAL	\$148,035	\$101,978	\$43,215	\$33,867		\$0	\$327,095
	Administrative Costs Percent							4.50 %
	Total Allocation Amount (Estimated)							\$356,236

Consortium Members

Agency Name	Allocation	Budget	Last Changed
<u>C.O.O.R. ISD</u>	\$135,712	07/09/2020	4:03:41 PM
<u>Iosco RESA</u>	\$66,014	07/09/2020	4:05:16 PM
TOTAL	\$201,726		

D. BUDGET CONTACTS

- Enter the business office and program office contact information
- Click SAVE

CONTACT INFORMATION

Business Office Representative:
 *Name: *Phone: Ext: *Email

Project Contact Person:
 *Name: *Phone: Ext: *Email

E. BUDGET DETAIL

- Select BUDGET DETAIL to return to budget item entry
- Select BUDGET DETAIL to view all saved budget items

Func. Code	Description	FTE / Hours (h)	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000, 8000	Total
CTE Perkins									
120	Added Needs								
	1S1 - Academic Attainment/Reading Support: Para-professional wages and benefits	1.0 / 0	\$20,983	\$14,865					\$35,848
127									

13. PROGRAM OF STUDY STATUS PAGE

Enter program information per the uploaded instructions.

PROGRAM OF STUDY STATUS PAGE

Community College Number:Name	Postsecondary CIP Code: Program Name	Secondary Program CIP Code: Program Name	Secondary Program Serial Number: Operating Dist Code: Dist Name: Oper. Bldg Code: Name
<input type="checkbox"/> 01 : Alpena CC	47.0604 : AUTOMOTIVE SERVICE & REPAIR	47.0604 : Automobile Technician (ASE Certified)	
<input type="checkbox"/> 01 : Alpena CC	47.0604 : AUTOMOTIVE SERVICE & REPAIR	47.0604 : Automotive Technician	12841 : 69020 : Gaylord Community Schools : 01375 : Gaylord High School/Voc. Bldg.
<input type="checkbox"/> 01 : Alpena CC	47.0604 : AUTOMOTIVE SERVICE & REPAIR	47.0604 : Automotive Technician	791 : 16015 : Cheboygan Area Schools : 00655 : Cheboygan Area High School
<input type="checkbox"/> 01 : Alpena CC	47.0604 : AUTOMOTIVE SERVICE & REPAIR	47.0604 : Automotive Technician	9323 : 04010 : Alpena Public Schools : 00075 : Alpena High School
<input type="checkbox"/> 01 : Alpena CC	48.0501 : MANUFACTURING TECHNOLOGY (CERT)	48.0508 : Welding. Brazing/Soldering	18867 : 04010 : Alpena Public Schools : 00075 : Alpena High School
<input type="checkbox"/> 01 : Alpena CC	52.1401 : MARKETING AND MERCHANDISING	52.1999 : Marketing Sales and Services	16345 : 69020 : Gaylord Community Schools : 01375 : Gaylord High School/Voc. Bldg.
<input type="checkbox"/> 01 : Alpena CC	52.1401 : MARKETING AND MERCHANDISING	52.1999 : Marketing Sales and Services	16349 : 16015 : Cheboygan Area Schools : 00655 : Cheboygan Area High School
<input type="checkbox"/> 01 : Alpena CC	52.1401 : MARKETING AND MERCHANDISING	52.1999 : Marketing Sales and Services	16353 : 04010 : Alpena Public Schools : 00075 : Alpena High School

ADD A ROW DELETE SELECTED ROW(S) CHANGE

Community College Number : Name

Postsecondary CIP Code: Program Name

Secondary Program CIP Code: Program Name

Secondary Program Serial Number: Operating Dist Code: Dist Name: Oper. Bldg Code: Name

SAVE CLOSE

14. ATTACHMENTS CTE PERKINS

Follow the instructions onscreen to upload Program of Study documents.

When uploading the Articulation Agreements and Program of Study documents, please upload one for a state-approved postsecondary that is articulated with a state-approved secondary program.

For example, Ferris State University may be articulated with more than one program in a region; it is only necessary to upload ONE example for Ferris as a state-approved postsecondary. It is required to identify every articulated program on the program of study status page, but only one example for a state-approved postsecondary is required to be uploaded.

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency: 2019 – 2020
 Application Description

Recipient Code:

Created By: McCoy, Ms. Joyce on 06/05/2020 3:15 PM
Modified By: McCoy, Ms. Joyce on 06/05/2020 1:04 PM

ATTACHMENTS

Instructions:

- 1) Type in a descriptive title for the document that will be uploaded.
- 2) Click the **Browse** button and search for the document.
- 3) Once selected, the path to your file will appear in the Document Source field.
- 4) Click the **Save** button.
- 5) To upload another document, click the **Add** button.

NOTE: When the file is named to be uploaded, **DO NOT** leave any spaces, place a period between the words OR use any special characters, e.g. "/", in the document name. Attachments may be in **Word, PDF, JPG, XLS** or **GIF** format. The descriptive title entered does not have to be the same as the file name, and it can include spaces.

* **Title:**

* **Document Source:** DELETE

Related Pages

Status	Page Name	Comments	Created By	Last Modified By
	Attachments	04/22/2019(1)	Ms. Joyce McCoy 06/05/2020 3:39:15 PM	Ms. Joyce McCoy 06/05/2020 1:41:04 PM
	State of Michigan Attachments		Martinez 07/24/2020 1:07:34 PM	

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency: 2019 – 2020 Recipient Code:
Application Description

CCS LOCAL ANNUAL GRANT 2019 – 2020
GRANT AND CONTACT INFORMATION

Community College Code:

CCS PERKINS

OCCUPATIONAL CONTACT

Legal Name

Legal Name of Agency

Address

City

State

Zip Code

Telephone Number

Fax

Email Address

COLLEGE PRESIDENT

Legal Name

Legal Name of Agency

Address

City

State

Zip Code

Telephone Number

Fax

Email Address

ASSURANCES AND CERTIFICATIONS

The General and Specific Assurances, and Certifications apply to all Perkins grant applications that are submitted for funding.

The Certifications of these Assurances (1-31 and 1-9) are required in conjunction with the requested signatures under on the certification page under the heading "Required Attachments" (Attachment #4-Certification Signature Page). Grant applications will not be considered for funding until the Assurances and the Certification Signature page are all completed in the online grant application for Community College Services (CCS).

Instructions: Please read and review the assurances below to confirm that your institution is in compliance. The grantee must agree to all assurances.

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency: 2019 – 2020
Application Description

Recipient Code:

General Assurances (1-31):

1. **Project Changes** - The Grantee must obtain prior written approval for major project changes from the Grant Administrator.
2. **Record Retention** - The Grantee shall retain all financial records, supporting documents, statistical records, and all other pertinent records for a period of seven (7) years or greater as provided by law following the creation of the records or documents.
3. **Program Income** - If applicable, program income directly generated by the federally funded program shall either be added to the project budget and used to further eligible program objectives or deducted from the total program budget for the purpose of determining the amount of reimbursable costs. (EDGAR 80.25)
4. **Purchase of Equipment** - The purchase of equipment not specifically listed in the approved budget must have prior written approval of the Grant Administrator. Equipment is defined as non-expendable personal property having a useful life of more than one year. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. (2 CFR 200)
5. **Accounting Principles** - The Grantee shall adhere to the Generally Accepted Accounting Principles and shall maintain records that will allow, at a minimum, for the comparison of actual outlays with budgeted amounts. The Grantee's overall financial management system must ensure effective control over and accountability for all funds received. Accounting records must be supported by source documentation including, but not limited to, balance sheets, general ledgers, time sheets and invoices. The expenditure of grant funds shall be reported by line item and compared to the approved budget. (2 CFR 200.302)
6. **Assurance Regarding Access to Records and Financial Statements** - A fiscal agency that expends \$750,000 or more of federal funds during its fiscal year is required to have a Single Audit performed for that year. [2 CFR 200.501] The applicant assures that it will provide the Workforce Development Agency, officials of the federal agency, and auditors with access to records and financial statements as necessary for the Workforce Development Agency to meet the requirements of section 200.331, Sections 200.300 statutory and national policy requirements through 200.309 Period of performance, and Subpart F- Audit Requirements of this Part, of 2 CFR 200. [Section 200.331(a)(5)].

General. (1) The audit must be completed, and the data collection form described in paragraph (b) of this section and reporting package described in paragraph (c) of this section must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s), or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal holiday, the reporting package is due the next business day. (2) Unless restricted by Federal statutes or regulations, the auditee must make copies available for public inspection. Auditees and auditors must ensure that their respective parts of the reporting package do not include protected personally identifiable information. [Section 200.512 Report submission].

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:
Application Description

2019 – 2020

Recipient Code:

- 7. Competitive Bidding** - The Grantee agrees that all procurement transactions involving the use of state funds shall be conducted in a manner that provides maximum open and free competition. When competitive selection is not feasible or practical, the Grantee agrees to obtain the written approval of the Grant Administrator before making a sole source selection. Sole source contracts should be negotiated to the extent that such negotiation is possible. (2 CFR 200.317-.326)
- 8. Liability** - The State is not liable for any costs incurred by the Grantee before the start date or after the end date of this Agreement. Liability of the State is limited to the terms and conditions of this Agreement and the grant amount.
- 9. Intellectual Property** - The Grantee grants to the Grantor a non-exclusive, royalty-free, site-wide, irrevocable, transferable license to use the Deliverables and related documentation according to the terms and conditions of this Agreement. For the purposes of this license, "site-wide" includes any State of Michigan office regardless of its physical location.

The Grantor may modify the Deliverable and may combine the Deliverable with other programs or materials to form a derivative work. The Grantor will own and hold all copyright, trademarks, patent and other intellectual property rights in any derivative work, excluding any rights or interest in Deliverable other than those granted in this Agreement.

The Grantor may copy each Deliverable to multiple hard drives or networks unless otherwise agreed by the parties.

The Grantor will make and maintain no more than one archival copy of each Deliverable, and each copy will contain all legends and notices and will be subject to the same conditions and restrictions as the original. The Grantor may also make copies of the Deliverable in the course of routine backups for the purpose of recovery of contents.

In the event that the Grantee shall, for any reason, cease to conduct business, or cease to support the Deliverable, the Grantor shall have the right to convert these licenses into perpetual licenses, with rights of quiet enjoyment, but subject to payment obligations not to exceed the then current rates.

- 10. Safety** - The Grantee, all contractors, and subcontractors are responsible for ensuring that all precautions are exercised at all times for the protection of persons and property. Safety provisions of all Applicable Laws and building and construction codes shall be observed. The Grantee, contractors, and every subcontractor are responsible for compliance with all federal, state and local laws and regulations in any manner affecting the work or performance of this Agreement and shall at all times carefully observe and comply with all rules, ordinances, and regulations. The Grantee, all contractors and subcontractors shall secure all necessary certificates and permits from municipal or other public authorities as may be required in connection with the performance of this Agreement.

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:

2019 – 2020

Recipient Code:

Application Description

- 11. Indemnification** - Inasmuch as each party to this grant is a governmental entity of the State of Michigan, each party to this grant must seek its own legal representation and bear its own costs; including judgments, in any litigation which may arise from the performance of this grant. It is specifically understood and agreed that neither party will indemnify the other party in such litigation.
- 12. Cancellation** - The State may terminate this Agreement without further liability or penalty to the State, its departments, divisions, agencies, offices, commissions, officers, agents and employees for any of the following reasons:
 - a) **Termination for Cause** - In the event that Grantee breaches any of its material duties or obligations under this Agreement or poses a serious and imminent threat to the health and safety of any person, or the imminent loss, damage or destruction of any real or tangible personal property, the State may terminate this Agreement immediately in whole or in part, for cause, as of the date specified in the notice of termination. In the event that this Agreement is terminated for cause, in addition to any legal remedies otherwise available to the State by law or equity, Grantee shall be responsible for all costs incurred by the State in terminating this Agreement, including but not limited to, State administrative costs, reasonable attorneys' fees and court costs, and any reasonable additional costs the State may incur.
 - b) **Termination for Convenience** - The State may terminate this Agreement for its convenience, in whole or part, if the State determines that such a termination is in the State's best interest. Reasons for such termination shall be left to the sole discretion of the State and may include, but not necessarily be limited to (a) the State no longer needs the Services or products specified in the Agreement, (b) relocation of office, program changes, changes in laws, rules, or regulations make implementation of the services no longer practical or feasible. The State may terminate this Agreement for its convenience, in whole or in part, by giving Grantee written notice at least thirty (30) days prior to the date of termination. If the State chooses to terminate this Agreement in part, the budget shall be equitably adjusted to reflect those reductions.
 - c) **Non-Appropriation** - The Grantee acknowledges that continuation of this Agreement is subject to appropriation or availability of funds for this Agreement. If funds to enable the State to effect continued payment under this Agreement are not appropriated or otherwise made available (including the federal government suspending or halting the program or issuing directives preventing the State from continuing the program), the State shall have the right to terminate this Agreement, in whole or in part, at the end of the last period for which funds have been appropriated or otherwise made available by giving written notice of termination to Grantee. The State shall give Grantee at least thirty (30) days advance written notice of termination for non-appropriation or unavailability (or such time as is available if the State receives notice of the final decision less than thirty (30) days before the funding cutoff). In the event of a termination under this section, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the Agreement.

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:

2019 – 2020

Recipient Code:

Application Description

- d) **Criminal Conviction** - The State may terminate this Agreement immediately and without further liability or penalty in the event Grantee, an officer of Grantee, or an owner of a 25% or greater share of Grantee is convicted of a criminal offense incident to the application for, or performance of, a State, public or private contract or subcontract or grant; convicted of a criminal offense, including any of the following: embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, attempting to influence a public employee to breach the ethical conduct standards for State of Michigan employees; convicted under State or federal antitrust statutes; or convicted of any other criminal offense which in the sole discretion of the State reflects upon Grantee's business integrity.
- e) **Approvals Rescinded** - The State may terminate this Agreement without further liability or penalty in the event any final administrative or judicial decision or adjudication disapproves a previously approved request for purchase of personal services pursuant to Constitution 1963, Article 11, § 5, and Civil Service Rule 7-1. Termination may be in whole or in part and may be immediate as of the date of the written notice to Grantee or may be effective as of the date stated in such written notice.
- 13. No State Employees or Legislators** - No member of the Legislature or Judiciary of the State of Michigan or any individual employed by the State shall be permitted to share in this Agreement, or any benefit that arises from this Agreement.
- 14. Certification Regarding Nondiscrimination Under Federal and State Assisted Programs** - The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, shall not discriminate against any person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, familial status, or marital status, exclude from participation in, deny the benefits of, or otherwise subject to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from a U.S. Federal Agency or the Michigan Department of Education. [Michigan Public Act 453 of 1976 (Elliott-Larsen Civil Rights Act)]; [Title VI and Title VII of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4); Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683); Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.)]
- 15. Unfair Labor Practice** - Pursuant to 1980 PA 278, MCL 423.231, et seq., the State shall not award a grant a subcontract to an employer whose name appears in the current register of employers failing to correct an unfair labor practice compiled pursuant to section 2 of the Act. This information is compiled by the United States National Labor Relations Board. A grantee, in relation to the Agreement, shall not enter into a contract with a subcontractor, manufacturer, or supplier whose name appears in this register. Pursuant to section 4 of 1980 PA 278, MCL 423.324, the State may void any agreement if, subsequent to award of the Agreement, the name of Grantor as an employer or the name of the subcontractor, manufacturer or supplier of Grantor appears in the register.

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:
Application Description

2019 – 2020

Recipient Code:

16. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary

Exclusion – Lower Tier Covered Transactions - An entity who is debarred or suspended shall be excluded from federal financial and nonfinancial assistance and benefits under federal programs and activities. Except to the extent prohibited by law, entities who have been proposed for debarment under 48 CFR part 9, subpart 9.4, debarred or suspended shall be excluded from participating as either participants or principals in all lower tier covered transactions. A lower tier cover transaction includes any transaction between a participant and an entity under a primary covered transaction, such as a grant or cooperative agreement, within restrictions. [7 CFR 2200. 11 and 34 CFR Part 85-Government-wide debarment and suspension (non-procurement)]

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor any of its principals are presently excluded, disqualified, debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency.

At any time after you enter into a lower tier covered transaction with an entity at a higher tier, you must provide immediate written notice to that person if you learn either that --

- (a) You failed to disclose information earlier, as required; or
- (b) Due to changed circumstances, you or any of the principals for the transaction now meet any of the criteria. [2 CFR 180]

Contractors that apply or bid for an award of \$100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal Funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier, up to the non-Federal award. [31 U.S.C. 1352 (Byrd Anti-Lobbying Amendment)]

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:

2019 – 2020

Recipient Code:

Application Description

17. Certification Regarding Lobbying for Grants and Cooperative Agreements -

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

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a

Member of Congress in connection with this federal grant, the applicant shall complete and submit Standard Form SF–LLL Disclosure Form to Report Lobbying, in accordance with its instructions.

Grantees shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subcontracts, subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

a) [34 CFR Part 82, Appendix A to Part 82 - Certification Regarding Lobbying; 31 U.S.C. 1352 - Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions; 2 CFR 200.450 - Lobbying]

18. Governing Law - The Agreement shall in all respects be governed by, and construed in accordance with, the substantive laws of the State of Michigan without regard to any Michigan choice of law rules that would apply the substantive law of any other jurisdiction to the extent not inconsistent with, or pre-empted by federal law.

19. Jurisdiction - Any dispute arising from the Agreement shall be resolved in the State of Michigan. With respect to any claim between the parties, Grantee consents to venue in Ingham County, Michigan, and irrevocably waives any objections it may have to such jurisdiction on the grounds of lack of personal jurisdiction of such court or the laying of venue of such court or on the basis of forum non convenes or otherwise. Contractor agrees to appoint agents in the State of Michigan to receive service of process.

20. Assignment to Another Party - The Grantee shall not have the right to assign the Agreement, or to assign or delegate any of its duties or obligations under the Agreement, to any other party (whether by operation of law or otherwise), without the prior written consent of the Grantor. Any purported assignment in violation of this section shall be null and void.

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

- 21. Entire Agreement** - The Agreement, including any Attachments, constitutes the entire agreement between the parties with respect to the grant and supersedes all prior agreements, whether written or oral, with respect to such subject matter.
- 22. Independent Contractor Relationship** - The relationship between the State and Grantee is that of client and independent Contractor. No agent, employee, or servant of Grantee or any of its Subcontractors shall be or shall be deemed to be an employee, agent or servant of the State for any reason. Grantee will be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of the Agreement.
- 23. Conflict Between Terms** - In the event of a conflict between the terms of this Agreement and any federal or state laws or regulations, the federal or state laws or regulations will supersede any contrary term contained in this Agreement.
- 24. Assurance Against Trafficking in Persons** - The applicant or subrecipient assures that it adopts the requirements in the Code of Federal Regulations at 2 CFR 175 as a condition for this grant. A subrecipient and its employees may not --
- i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - ii. Procure a commercial sex act during the period of time that the award is in effect; or
 - iii. Use forced labor in the performance of the award or subawards under the award.

Under this condition, the Federal awarding agency may unilaterally terminate this grant award, without penalty, if a subrecipient that is a private entity-

- i. Is determined to have violated a prohibition named above; or
- ii. Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition named above through conduct that is either--

(A) Associated with performance under this award; or

a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.

b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

25. Assurance Regarding the Prohibition of Text Messaging and Emailing while Driving During Official Federal Grant Business - The applicant assures that it and their grant personnel are prohibited from text messaging while driving during official grant business. Federal grant recipients, subrecipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. "Texting" or "Text Messaging" means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e- mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

26. Certification Regarding Universal Identifier Requirements - The applicant or grant recipient certifies it has or will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of a subrecipient of a federal grant award, you must supply a DUNS number to the Workforce Development Agency (WDA). No entity may receive a federal subaward without a DUNS number. WDA will not make a subaward to an entity unless that entity has provided its DUNS number.

[OMB 2 CFR Subtitle A, Chapter I, and Part 25, Financial Assistance Use of Universal Identifier and Central Contractor Registration, September 14, 2010: Appendix A to Part 25, B. Requirement for Data Universal Numbering System (DUNS) Numbers.]

27. Assurance Regarding Reporting Subaward Data for Subrecipients - The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to WDA for the purposes of federal reports for any subaward on a grant awarded by the U.S. Department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111 -5).

28. Certification Regarding Boy Scouts of America Equal Access Act - A State of subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act. Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

designated open forum or limited public forum and that receives funds made available through the U.S. Department of Education shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

DEFINITION - Covered entity means any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

- (1) DEFINITION - In this section, the term "youth group" means any group or organization intended to serve young people under the age of 21.
- (2) RULE - For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

[Section 9525 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (the Boy Scouts Act), Pub. L. 107-110, 115 Stat. 1425, 1981-82 (20 U.S.C. 7905, 34 CFR Part 108)]

- 29. Certification Regarding Gun-Free Schools - Federal Programs** - The Gun-Free Schools Act requires each state that receives funds under the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), to have in effect a state law requiring districts to expel for at least one year any student who brings a gun to school or possesses a gun in school. No funds shall be made available under the ESEA to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

[Title IV, Part A, Section 4141, No Child Left Behind (Gun-Free Schools Act) and Section 380.1311, Subsection (2), Michigan Revised School Code]

The applicant certifies that is has in effect a policy requiring the expulsion from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, under jurisdiction of the school district, except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. The policy must require referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

served by the district. (The terms "firearm" and weapon are defined in Section 921(a) of Title 18, United States Code.)

- 30. Certification Regarding Mandatory Disclosures** - The Non-Federal entity or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies in described in Section 200.338 Remedies for noncompliance, including suspension or debarment. [2 CFR 200. 113].
- 31. CTE State Approved Program Elements Required at the Secondary and Postsecondary Level** – Career and Technical Education (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 articulations with 2+2+2 curriculum alignment, dual enrollment, direct credit, and other linkages." By electronically submitting their application indicates acceptance of all Assurances listed.

Specific Assurances (1-9):

- 1. Assurance of Compliance with Grant Program Requirements** - If awarded a grant, the grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, Executive Orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Workforce Development Agency may withhold funds otherwise due to the grantee from this grant program or any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee complies with the conditions and the amount

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

disallowed has been recaptured (forfeited) or the issue has been adjudicated. The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

- 2. Certification Regarding Comprehensive Civil Rights Protections for Individuals with Disabilities** - The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services provided by State and local government entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." Title III of the ADA covers public accommodations and places of public accommodation (including commercial facilities). Title III requires that, "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation." Title II requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with defined accessibility standards.

In accordance with ADA requirements, the applicant certifies that it is, and will remain, in compliance with the Americans with Disabilities Act.

[Title II, Part A of the Americans with Disabilities Act (A.D.A), P.L. 101-336, State and Local Government Services; Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]

- 3. Civil Rights** - The Civil Rights Compliance Program, administered by the Workforce Development Agency, enforces several statutes that protect the rights of beneficiaries of programs, activities or services as part of approved Career and Technical/Occupational Education programs that receive federal financial assistance. The laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990), and age (Age Discrimination Act of 1975).
- 4. Drug-Free Workplace** - The applicant or subrecipient assures that it maintains a drug-free workplace as a condition of receiving any federally funded award. [34 CFR 84.200]

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

- 5. Assurance Concerning Materials Developed with Funds Awarded under this Grant** - The applicant assures that, if a grant is awarded, the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, presentation materials, brochures, posters, and flyers: "These materials were developed under a grant awarded by the Workforce Development Agency."
- 6. Non-Construction Program Assurances** - The applicant certifies that it:
- a) Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
 - b) Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
 - c) Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
 - d) Will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
 - e) Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
- 7. Special Conditions for Disclosing Federal Funding in Public Announcements** - When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing this project or program, funded in whole or in part with federal money, all subrecipients shall clearly state: 1) the percentage of the total costs of the program or project which will be financed with federal money; 2) the dollar amount of federal funds for the project or program; and 3) the percentage and dollar amount of the total cost of the project or program that will be financed by nongovernmental sources. [Public Law 111-117, Title V, Sec. 506]
- 8. Supplement-not-Supplant** - Federal funds received under this Act shall be used to supplement, and not supplant State or local funds for any activity carried out in the delivery of this program. [The Carl D. Perkins Career and Technical Education Act of 2006, PL 109-270; 20 USC 2301; Title III, Part A, Sec 311(a)]

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

- 9. Conflict of Interest** - A Grantee may not permit a person to participate in an administrative decision regarding a project if ,
- (1) the decision is likely to benefit that person or a member of his or her immediate family; and
 - (2) the person is a public official or has a family or business relationship with the Grantee. A Grantee may not permit any person participating in the project to use his or her position for a purpose that is--or gives the appearance of being--motivated by a desire for a private financial gain for that person or for others.
(2 CFR 200.318 (c)(1))

IMPORTANT INFORMATION: Four (4) Documents Are Listed Below

- (1.) LA Grant Application Description and TIA Strategic Focus Local Annual Grant Application Description
- The Perkins Program Improvement Funds for the Local Annual Grant provide the eligible subrecipient the opportunity to improve their occupational education programs by supporting program improvement, curriculum development, assessment/evaluation, professional development, and support services to students.

Talent Investment Agency's (TIA) Strategic Focus: (Core Focus)

1. Grow existing talent development programs and services to enhance the skills of Michigan's workforce.
2. Attract and retain qualified talent to fill targeted industry skills gaps.
3. Strengthen Michigan's Career & Technical Education (CTE) Infrastructure.

Also, include quantitative metrics/benchmarks to ensure substantive value to illustrate how your activities foster the TIA strategies.

(2.) Timeline

STATE OF MICHIGAN

TALENT INVESTMENT AGENCY/ WDA/Work-Based Learning

2019-2020 TIMELINE FOR EFFECTIVE GRANT MANAGEMENT

January

- Review the Long-Range/5-Five Year plan for any changes
- Webinar – The Michigan Department of Education provides quarterly Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Drawdown grant funds for reimbursement of current year expenditures from the Cash Management System (CMS)

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

February

- Review current year grant for possible amendments and budget adjustments
- Core Performance Indicator (CPI) Levels Negotiation Process (due July 1)
- Drawdown grant funds for reimbursement of current year expenditures

March

- Drawdown grant funds for reimbursement of current year expenditure

April

- Michigan Occupational Deans Administrative Council (MODAC) Meeting March/April
- New Deans Orientation ...Probably at MODAC Mtg like last year--not an in-service
- Webinar – The Michigan Department of Education provides Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Perkins “Preliminary” Local Annual Grant Allocations announced for next year (WD-Work-based Learning pending receipt of Federal Award—preliminary amounts)
- Drawdown grant funds for reimbursement of current year expenditures

May

- Michigan Occupational Special Populations Association (MOSPA) Conference - Annual
- The CCS Perkins-New Year-Local Annual Grant Application Opens in MEGS+
- Review the Long-Range Plan/5-Five Year Plan for any changes, include an updated plan in the new year CCS Perkins - Local Annual Grant Application
- Perkins-New Year-Local Leadership Grant Application Opens in Michigancc.net website (Grant Submission Deadline June)
- Reminder to submit amendments to current year grant application
- Drawdown grant funds for reimbursement of current year expenditures

June

- Review current year grant application for possible modifications/amendments and budget adjustments prior to year. Grant Period Ends: June 30 for Perkins grants. No additional funds may be expended from this fiscal year grant.
- Approved Local Annual Grant Application is locked in MEGS+ on June 30 no changes can be made to the application – portions of application information transport into the MEGS+ Final Report
- Finalize CPI Negotiations Levels by July 1
- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Perkins Local Annual and Local Leadership Grant Applications submission deadline
- Drawdown grant funds for reimbursement of current year expenditures

July

- Core Performance Indicator (CPI) Levels Negotiations
- New Grant Period Begins: July 1 (new grant year 07/01-06/30)
- Submission of Year-End Reports/Applications - Prior to or on August 29, expenditures for

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

all closeout reports are due in MEGS+/Final Report and the CMS/Final Expenditure Report (FER): Local Annual Grant; and due in MCCNET/Application's Final Expenditures and CMS/FER: Local Leadership and State Leadership Grants

- Perkins "Final" Grant Allocations are announced (pending receipt of Federal Award Letter)
- Local Annual Grant awarded allocation availability/drawdown percentage of the original approved application's grant allocation: 25% available July 1 (75% available October 1)
- Webinar - MEGS+ "General" Training: Introduction & Intermediate sessions, system notifications sent to your MEGS+ "My Inbox"
- Prepare Program evaluation summary Reports. Reports must be completed by August 29 of the year in which the programs were scheduled for evaluation. The date the evaluation was completed and year to be evaluated should be entered into the Program Inventory <http://www.michigancc.net>. This can be done at any time; however, it is due no later than November 1.
- Drawdown grant funds for reimbursement of current year expenditures

August

- Year-End Deadline - Prior to or on August 29, expenditures for all closeout reports due in MEGS+/Final Report and the CMS/Final Expenditure Report (FER): Local Annual Grant; and due in MCCNET/Application's Final Expenditures and CMS/FER: Local Leadership and State Leadership Grants
- Complete Summary Reports by August 29 of the year in which the programs were scheduled for evaluation
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for 'pre-approval' of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Requests to modify an Approved/GFA status grant application require pre-approval before submitting in the grant application. E- mail revisions prior to entering in the grant application.
- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Drawdown grant funds for reimbursement of current year expenditures

September

- Core Performance Indicator (CPI) Levels Negotiations deadline
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for 'pre-approval' of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Drawdown grant funds for reimbursement of current year expenditures October

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

- Trends in Occupational Studies Conference – Annual
- Webinar – The Michigan Department of Education provides Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for ‘pre-approval’ of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Local Annual Grant awarded allocation availability/drawdown percentage of the remaining original approved application’s grant allocation: 75% available October 1 (25% available July 1)
- Drawdown grant funds for reimbursement of current year expenditures

November

- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for ‘pre-approval’ of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Review current year grant for possible amendments and budget adjustments
- Update Program Inventory by November 1 Deadline (between Aug 29-Nov 1)
- Evaluation Schedules must be updated when the Program Inventory is updated in November • Drawdown grant funds for reimbursement of current year expenditures

December

- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Drawdown grant funds for reimbursement of current year expenditures

(3.) ROLE OF OCCUPATIONAL ED CONTACT

1. Responsible for ongoing Perkins-related communication within your institution and in other colleges/universities with their Michigan Occupational Deans, including liaison communications with Community College Services (CCS). Share information with appropriate staff members.
2. Provide leadership to institution’s partners to assure Perkins programs are consistent with High Skill , High Wage and High Demand occupational needs in the state.
3. Review the Long-Range Plan/5-Year Plan annually, monitor progress towards goals, and update as necessary.

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency:

2019 - 2020

Recipient Code:

Application Description:

4. Share latest Core Performance Indicator (CPI) Results by School District, and Program with participating agencies, administrators, teachers, faculty, counselors and support staff.
5. Meet with your institution's appropriate staff members on a regular basis to assure efforts to accomplish the goals of the Long- Range Plan and the Local Annual Grant Application, are consistent with CCS Perkins CPIs and areas for improvement.
6. Review and approve grant's monthly reimbursement requests to assurance consistency with approved grant application. (Local Annual Grant awarded allocation availability and drawdown percentage of the approved application's grant allocation: 25% available July 1 and 75% available October 1.)
7. Process timely drawdowns from the State of Michigan in the Cash Management System (CMS).
8. Review and submit CCS grant application amendments/modifications and monitor grant activities, outcomes and expenditures. (Website Resource: Deans Guide - <http://www.michigancc.net/Perkins/resources-guide.aspx?PageFunction=ViewGuide>)
9. Monitor grant activities for successful implementation, desired outcomes and continuous improvement of core performance indicators.
10. Coordinate the submission of Local Improvement Plans and the Perkins grant applications.
11. Coordinate and submit target negotiations for CCS Perkins CPIs.
12. Maintain active communication and collaboration with your business and financial officers. Monitor grants activities for successful implementation, desired outcomes and continuous improvement of core performance indicators.
13. Coordinate the submission and closeout of the Perkins grant applications in the: 1) Michigan Electronic Grants System Plus (MEGS+), the MEGS+ Final Report and the CMS's Final Expenditure Report (FER); and 2) Michigancc.net website and the FER in the CMS. It is recommended that the occupational education contact and/or other appropriate project coordinators meet with the college's finance/business officer to review all of the expenditures and total figures in the final budget of the Perkins grant applications and/or Final Reports prior to submitting the FER in the CMS.

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

(4.) RESOURCES**2018-19 Resources**<http://www.michigancc.net/resource/default.aspx>

Located on the Michigancc.net website is the "Resources" Section which contains references and resource materials used by Michigan Community Colleges. Included are the Dean's Guide, Dictionary of Community College Terminology, and Classification of Instructional Programs (CIP) Code Search. List also includes the link to the Appropriations Legislation and our historical reports (i.e., North American Indian Tuition Waiver, At Risk, ACS, The Impact Paper, etc.). Many national and state links of interest are provided and the Reports Taxonomy (a tool utilized by community colleges to manage reporting requirements) is available for download.

Activity Classification Structure (ACS) (historical)<http://www.michigancc.net/acs/default.aspx>**At Risk Final Reports (historical)**<http://www.michigancc.net/resource/atrisk/default.aspx>**Appropriations Legislation**<http://www.michigancc.net/acs/legislation.aspx>**Certifications and Assessments**<http://www.michigancc.net/resource/ca.aspx>**Classification of Instructional Programs (CIP) Codes**<http://www.michigancc.net/resource/cips.aspx>**Dean's Guide**<http://www.michigancc.net/perkins/resources-guide.aspx>**Dictionary of Community College Terminology**<http://www.michigancc.net/resource/def/dictionary.aspx>**Directories – MI Public Community Colleges**<http://www.michigancc.net/resource/directories/default.aspx>**Developmental Education Studies**<http://www.michigancc.net/resource/develop/default.aspx>**Impact Papers (historical)**<http://www.michigancc.net/resource/impact/default.aspx>

Community College Services (CCS) Perkins / Local Annual - Important Information

Agency: 2019 - 2020

Recipient Code:

Application Description:

Links of Interest (Michigancc.net) <http://www.michigancc.net/resource/links/default.aspx>

Michigan Education Grant System Plus (MEGS+)

https://mdoe.state.mi.us/MEGSPlus/login2.aspx?APPTHEME=MIMDE_MEGSPLUS

Michigan Electronic Information System Plus (MEIS) <https://mdoe.state.mi.us/meis/Login.aspx>

Non-Traditional for Men (programs considered for Men) - Excel document_

<http://www.michigancc.net/Login.aspx> - Must link directly from website "Resources"

Non-Traditional for Women (programs considered for Women) - Excel document_

<http://www.michigancc.net/Login.aspx> - Must link directly from website "Resources"

North American Indian Tuition Waiver Final Reports (historical)

<http://www.michigancc.net/resource/naitw/default.aspx>

O'NET Crosswalks <http://www.michigancc.net/resource/onet/default.aspx>

PROE Handbook <http://www.michigancc.net/resource/Proe.pdf>

Programs of Study

<http://www.michigancc.net/resource/programsofstudy/default.aspx>

STARR PowerPoint Presentation - Must link directly from website "Resources"- PowerPoint

<http://www.michigancc.net/resource/default.aspx>

Taxonomy Reports (Reports Taxonomy Database)

<http://www.michigancc.net/resource/default.aspx>

Community College Services (CCS) Perkins / Local Annual – Perkins Occupational Contact Review

Agency: Alpena Community College
 Application Description: Region 01

2019 - 2020

Recipient Code: 040004942

- *1 The Local Annual Application for 2019-2020 and the Long-Range Plan are consistent with the educational goals of the college and have been reviewed by the Perkins Occupational Contact Yes No
- *2 The institution has attached the most current Long-Range Plan/5-Year Plan. Yes No
- *3 The development and planning of the application occurred in cooperation with all eligible participants. Yes No
- *4 The Local Annual Application is consistent with the Long-Range Plan and targets improvement based on a review of at least the following information: Perkins Core Performance Indicator Data Special Populations to be served Local Annual Year-End Report Yes No
- *5 The Occupational Contact information has been reviewed and updated. Yes No
- *6 The College President information has been reviewed and updated. Yes No
- *7 Individual grant activities are allowable under the Perkins Act. Yes No
- *8 Budget provides adequate detail and is consistent with individual grant activities. Yes No

*Please provide your methods for ensuring that your data were valid and reliable. Proposed Levels of Performance for 2019-20

CPI	Proposed State Level 2019-20	Accept State Level for 2019-20*	Proposed Alternative Level 2019-20
1P1 – Technical Skill Attainment	91.74%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2P1 – Credential, Certificate or Degree Completion	33%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3P1 – Student Retention or Transfer	72%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4P1 – Student Placement	86%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5P1 – Non-traditional Participation	28%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5P2 – Non-traditional Completion	22%	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Please provide justification if levels are not accepted.

Question 1: Describe how the career and technical education activities will be carried out with respect to meeting STATE AND LOCAL adjusted levels of performance established under Section 113, Accountability. Please include whether you will be meeting this requirement with Local funds or Federal funds or both.

Please read and describe how you will carry out career and technical education with respect to meeting STATE and LOCAL adjusted levels of performance, and be sure your response includes each of the following:

- A description of the activities and/or programs that will help students meet the State levels of performance.
- An explanation that describes how these activities will help students meet the State level of performance.
- An explanation of how these activities will impact the success in meeting the State and local adjusted levels of performance.
- Whether federal funds, local funds or a combination of funds will be used to accomplish this requirement.

Question 2: Describe how funds will be used to promote preparation for non-traditional fields. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of the type of information you give to students about non-traditional occupations.
- A description of how this information gets delivered to students.
- A description of how you let students know about the requirements of non-traditional programs.
- Includes a focus on programs that are non-traditional for both genders.
- A focus on non-traditional programs only.

- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response addresses the following:

- Examples of work-based learning offered through CTE programs.
- Descriptions of courses and programs that will provide students with knowledge of the industry.
- Examples of how you will provide students with information about wages and employment opportunities.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve, or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships and service-learning opportunities through Professional Development.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how you will develop and implement evaluations of the career and technical education programs, including an assessment of how the needs of special populations are being met. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of your process for developing evaluations.
- A description of your process for implementing evaluations.
- An explanation of how your evaluation process includes an assessment of the needs of special populations.
- Whether federal funds, local funds, or a combination will be used for this requirement.

Question 2: Describe how you will (a) review CTE programs and identify and adopt strategies to overcome barriers that lower the rates of access to or success in the programs for special populations, (b) provide programs designed to enable the special populations to meet the local adjusted levels of performance, and (c) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

This requirement is expanded to address access issues and achievement gaps for special populations. Priority should be given to students enrolled in programs that led to high-demand occupations that lead to self-sufficiency.

Please read and be sure your response includes each of the following:

- An explanation of the evaluation process.
- How the evaluation process looks at barriers for Special Populations students.
- An explanation on how barriers would be reduced to enable equal access and success for high-skill, high-wage, or high-demand occupations.
- A description of how the process leads to making sure Special Population students will meet or exceed local adjusted levels of performance.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Eligible recipients must dedicate funds to supporting activities that prepare special populations for high skill, high wage or high demand jobs that will lead to self-sufficiency. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of how you will provide activities to prepare special population students for high-skill, high-wage, or high-demand occupations.
- A plan that includes single parents and displaced homemakers.
- The methods are directly geared towards high-skill, high-wage, or high-demand occupations.
- The plan addresses the concept of self-sufficiency.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve or expand relationships with employers to increase the retention and completion for special population students.
- An explanation of how special population students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships and service-learning opportunities.
- An explanation of how faculty professional development will incorporate strategies to promote special populations student success.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how you will (a) offer at least one career and technical program of study, (b) improve student academic and technical skills through the integration of core academics with career and technical education (CTE) programs to ensure learning in career and technical education subjects, (letter "c" is addressed in Perkins 135), and (d) ensure that CTE students are taught at the same level and proficiency as all other students. Please include whether you will be meeting this requirement with federal funds, or local funds, or both.

Please read and be sure your response includes each of the following:

- The process the college will undertake in order to offer at least one Program of Study is provided.
- The Program of Study includes integration.
- A description of a sequence of courses is provided.
- The secondary component is included and addressed.
- An explanation is provided that explains how secondary education will would be aligned with post-secondary education.
- Non-duplication of skills is addressed.
- The program of study will lead to a post-secondary award or preparation for transfer to a baccalaureate institution.
- An explanation is provided that describes how all students would be taught to the same level.
- Whether federal funds, local funds, or a combination of funds for this requirement

Question 2: Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes integration of academic standards and relevant career and technical education, including curriculum development. Please include whether you will be meeting this requirement with federal funds, local funds or both.

The audience for professional development in Perkins IV is more specific and the substance of the professional development must focus on integration, including curriculum development.

Please read and be sure your response includes each of the following:

- A focus on integration of academics and career and technical education.
- Educators, guidance, and administrative personnel are all included.
- The plan includes a focus on curriculum development.
- Whether federal funds, local funds or a combination will be used for this requirement.

Question 3: Describe how members of special populations will not be discriminated against on the basis of their status as members of the special

populations. Please include whether you will be meeting this requirement with Federal funds, Local funds or both.

Please read and be sure your response includes each of the following:

- The methods taken to ensure non-discrimination of Special Population students.
- Special Population representation on advisory committees and other committees within the college.
- Your non-discrimination clause (if appropriate).
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training. This is a new requirement that focuses on how counseling will ensure students get the information necessary to make good career and postsecondary choices by being fully informed of their options. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of the role of career guidance in occupational education.
- A description of the role of academic counseling in occupational education.
- A description of how career guidance and academic guidance are accessible to students.
- An explanation of how CTE students receive information on possible transitioning to 4-year university.
- An explanation of how CTE students receive information about industry-based training (linkages to future education and training).
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 5: Describe efforts to improve (a) the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession, and (b) the transition to teaching from business and industry. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes each of the following:

- Examples of what you do to recruit faculty, career, and academic counselors.
- A description of your efforts includes improving the recruitment and retention of employees.
- All 3 groups (faculty, career guidance counselors, academic counselor).
- How you will increase the number of under-represented groups in the teaching profession.
- How you will develop, improve or expand the use of technology in retaining and attracting business and industry leaders (including distance learning).
- Whether federal funds, local funds, or a combination of funds are to be used for this requirement.

Question 6: Describe how you will strengthen the academic and technical skills of CTE students through the integration of core academics with career and technical education (CTE) programs through a coherent sequence of courses. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of your process for integrating core academics with career and technical education.
- Examples of a coherent sequence of courses.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 7: Describe how you will link career and technical education at the secondary and postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in Section 122(c)(1). Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response address each of the following:

- The processes for linking secondary and post-secondary education (articulation agreements, dual enrollment).
- How Secondary and post-secondary elements are included in the program of study.

- A coherent and rigorous content aligned with challenging academic standards and relevant career and technical content .
- Academic standards and career content are coordinated and not a duplication of courses.
- The program leads to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 8: Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title?

Please read and make sure your response includes the following:

- A description of the activities and/or programs that will be carried out under 135(b).
- A description of the process used to carry out the activities and/or programs.
- Identify key positions that will carry out the activities and/or programs.
- A timeline to carry out the activities and/or programs.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 9: Describe how the institution will encourage career and technical education students to enroll in rigorous and challenging academic subject (Section 134(b)(3)(E)).

Please read and make sure your response includes the following:

- A description of the activities that will be carried out under 134(b)(3)(E).
- A description and/or examples of the process used to carry out the activities.
- Identify key positions that will carry out the activities and provide support.
- A timeline to carry out the activities and/or the process.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 10: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include

(a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships, and service-learning opportunities through the institution's program of study.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, and representatives of business and industry, labor organizations and special populations are (a) involved in the development, implementation, and evaluation of career and technical education programs, and (b) how these individuals are informed about, and assisted in understanding, the requirements of Perkins IV, including career and technical programs of study. Please include whether you will be meeting this requirement with Federal funds or Local funds or both.

Please read and be sure your response includes each of the following:

- An explanation of how all stakeholders will be involved.
- All stakeholders are addressed.
- The description includes the development, implementation, and evaluation of occupational programs.
- A description of the steps it will take to make sure the stakeholders understand the requirements of the Act.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 2: Describe how you will develop, improve, or expand the use of technology in career and technical education, which may include (a) training on the use of technology, (b) providing CTE students with the academic and career and technical skills (including math and science knowledge) that lead to entry into the technology fields, or (c) encouraging collaboration with

technology industries to offer voluntary internships and mentoring programs. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to improve career and technical education via use of technology.
- An explanation of how CTE students will benefit from the use of technology.
- An explanation of how faculty professional development will incorporate the use of technology.
- An explanation of how you will collaborate with technology industries to offer internships and mentoring programs for students.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide professional development programs that are consistent with Section 122 to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education, including in-service and pre-service training on effective

(a) integration, (b) teaching skills based on research that includes promising practices, (c) practices to improve community involvement, and (d) use of scientifically based research and data. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Revised language further defines which areas of professional development should be a priority – integration, applied learning, working with special pops and incorporating the use of data. Professional development should result in greater percentages of certified or licensed teachers.

Please read and make sure your response includes the following:

- A plan that focuses upon those involved with integrating career and technical education.
- A description of pre-service and in-service training in effective strategies for integration.
- Opportunities for faculty to partake in activities that would increase their teaching skills (based on research).
- Opportunities for improving community involvement.

- Opportunities for staff to learn how to use scientifically based research and data.
- The plans aim specifically for faculty, administrators, and career guidance and academic counselors.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to use technology to initiate, improve, expand and modernize career and technical education.
- The description addresses all 4 factors: initiate, improve, expand, and modernize.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 5: Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient?

Please read and make sure your response includes the following:

- A description of the program evaluation process, including how the recipient addresses continuous improvement of performance.
- Identify key positions involved in the program evaluation process.
- A timeline used for the program evaluation process.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 6: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to utilize accountability measures to develop, improve or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships, and service-learning opportunities.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Instructions: Please complete the expected outcome for each Core Performance Indicator (CPI)

Review your institution’s data in the “Core Performance-State Level Achievements” document, located within the General Information section of the application. When preparing budget and activities, refer to your college’s Core Performance Indicators (CPI) levels. Activities should be developed to achieve and/or exceed the State approved core performance levels.

- *1P1 - Technical Skill Attainment:
- *2P1 - Credential, Certificate or Degree Completion:
- *3P1 – Student Retention or Transfer:
- *4P1 - Student Placement:
- *5P1 - Non-traditional Participation:
- *5P2 - Non-traditional Completion:

Instructions: Please select the evidence/support documents for all completed activities. Check ALL that apply. Retain evidences for on-site monitoring. Payroll records and employee timesheets must be checked if paying salaries and benefits.

<input type="checkbox"/> Payroll Records	<input type="checkbox"/> Meeting agendas	<input type="checkbox"/> Pre and post test scores
<input type="checkbox"/> Employee Timesheets	<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Graduation rates
<input type="checkbox"/> Counselor Logs	<input type="checkbox"/> Sign-in sheets	<input type="checkbox"/> Student grades
<input type="checkbox"/> Conference Registrations	<input type="checkbox"/> Lesson Plans	<input type="checkbox"/> Student attendance records
<input type="checkbox"/> Conference Agendas	<input type="checkbox"/> Updated Curriculum	<input type="checkbox"/> Enrollment records
<input type="checkbox"/> Travel Expenses	<input type="checkbox"/> Student assessment results	<input type="checkbox"/> Follow-up survey
<input type="checkbox"/> Work-based learning	<input type="checkbox"/> Course outlines	<input type="checkbox"/> Placement rates
<input type="checkbox"/> Invoices	<input type="checkbox"/> Receipts	<input type="checkbox"/> Program of Study completion
<input type="checkbox"/> Brochures/pamphlets	<input type="checkbox"/>	<input type="checkbox"/> New/revised Articulation Agreement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CCS
Perkins
Budget
Summary**

Recipient Code	Grant Number	Project Number	CFDA Number	Starting Date	Ending Date	Fiscal Year

Function Codes	Function Titles	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenses (7000, 8000)	Total
900	Pupil Support							
910	Instruction							
920	Administration							
	TOTAL							

Total Allocation Amount (Estimated)

Contact Information					
Business Office Representative					
Name:	Phone:		EXT:	Email:	
Project Contact Person					
Name:	Phone:		EXT:	Email:	

ISD/Agency:

District Code:

Application Description:

Func. Code	Description	FTE/Hours (h)	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenses (7000, 8000)	Total
910	Instruction								
	1P1 - Technical Skill Attainment								
910	in								
910	Sub-Total	0/0							
	1P1 - Technical Skill Attainment Sub-Total	0/0							
	2P1 - Credential, Certificate or Degree Completion								
910	Instruction								
910	Sub-Total	0/0							
	2P1 - Credential, Certificate or Degree Completion Sub-Total	0/0							
	3P1 - Student Retention or Transfer								
900	Pupil Support								
900	Sub-Total	0/0							
	3P1 - Student Retention or Transfer Sub-Total	0/0							
	4P1 - Student Placement								
910	Instruction								
910	Sub-Total	0/0							
	4P1 - Student Placement Sub-Total	0/0							
	5P1 - Non-traditional Participation								
900	Pupil Support								
900	Sub-Total	0/0							
910	Instruction								
910	Sub-Total	0/0							
	5P1 - Non-traditional Participation Sub-Total	0/0							
	6P2 - Non-traditional Completion								
900	Pupil Support								
900	Sub-Total	0/0							
	6P2 - Non-traditional Completion Sub-Total	0/0							
	Grand Total	0/0							
	Allocation								

Attachment 2
Secondary and Postsecondary
Perkins V Comprehensive
Local Needs Assessment


 **PERKINS V**

COMPREHENSIVE LOCAL NEEDS ASSESSMENT – REGION FORM

Perkins V

Due to the Michigan Department of Education no later than COB December 2, 2019
Submit via email to Jackie Martinez at martinezj9@michigan.gov



Table of Contents

Section 1: Student Performance	3
Data Questions.....	4
Analysis Questions	12
Section 2: Labor Market Alignment – Employer Demand	17
Data Questions.....	18
Analysis Questions	20
Section 3: Program Implementation – Student Demand	23
Data Questions.....	24
Analysis Questions	26
Section 4: Progress Toward Implementing Programs of Study.....	27
Data Questions.....	28
Analysis Questions	30
Section 5: Recruitment, Retention and Training of CTE Teachers and CTE Paraprofessionals.....	32
Data Questions.....	33
Analysis Questions	43
Section 6: Progress Towards Improving Equity and Access for Special Population Students	46
Data Questions.....	47
Analysis Questions	50

Section 1: Student Performance

(Perkins V, Section 134 (c)(2)(a))

State Interpretation: The law requires CTE programs, Operating Agencies, CEPDs, and Regions to consider the students' performance on the Perkins V Core Performance Indicators (CPIs) in the aggregate and disaggregate, for the Special Populations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESSA) and each of the Special Populations categories, which includes: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and/or is on active duty.

Perkins V Local Needs Assessment

Student Performance Data Questions

Reminder: In order to ascertain a percent for the operating agency (district) it may be necessary to combine your operating building data. Although this is the Region form, there are some instances where CEPD level data must also be included.

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
1	At the Region level, what percent of students are meeting the Perkins V Core Performance Indicators aligned to ESSA? Please also include CEPD data. <u>18-19 State Targets:</u> 1S1 - Grad Rate (formally 4S1): 96% 2S1 - Reading (formally 1S1): 51% 2S2 - Math (formally 1S2): 25.2%	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs analytics.ptdtechnology.com LEA Student Information System MI School Data

CEPD #:		
CEPD NAME:		
CPI	ESSA	Enter Percent
1S1	ESSA 1	
2S1	ESSA 2	
2S2	ESSA 3	

CEPD NAME:		
CPI	ESSA	Enter Percent
1S1	ESSA 1	
2S1	ESSA 2	
2S2	ESSA 3	

CPI	ESSA	Enter Percent
1S1	ESSA 1	
2S1	ESSA 2	
2S2	ESSA 3	

CEPD #:		
CEPD NAME:		
CPI	ESSA	Enter Percent
1S1	ESSA 1	
2S1	ESSA 2	
2S2	ESSA 3	

CEPD #:		
CEPD NAME:		
CPI	ESSA	Enter Percent
1S1	ESSA 1	
2S1	ESSA 2	
2S2	ESSA 3	

CEPD #:

REGION #
REGION NAME:

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
2	At the Region level, what percent of CTE students by gender are meeting the Perkins V Core Performance Indicators aligned to ESSA? Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs analytics.ptdtechnology.com LEA Student Information System

CEPD #:			
CEPD NAME:			
CPI	ESSA	Percent Male	Percent Female
1S1	ESSA 1		
2S1	ESSA 2		
2S2	ESSA 3		

REGION #:			
REGION NAME:			
CPI	ESSA	Percent Male	Percent Female
1S1	ESSA 1		
2S1	ESSA 2		
2S2	ESSA 3		

CEPD #:			
CEPD NAME:			
CPI	ESSA	Percent Male	Percent Female
1S1	ESSA 1		
2S1	ESSA 2		
2S2	ESSA 3		

REGION #:			
REGION NAME:			
CPI	ESSA	Percent Male	Percent Female
1S1	ESSA 1		
2S1	ESSA 2		
2S2	ESSA 3		

CEPD #:			
CEPD NAME:			
CPI	ESSA	Percent Male	Percent Female
1S1	ESSA 1		
2S1	ESSA 2		
2S2	ESSA 3		

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
3	At the Region level, what percent of CTE students by race are meeting the Perkins V Core Performance Indicators aligned to ESSA? Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs analytics.ptdtechnology.com LEA Student Information System

CEPD #:								
CEPD NAME:								
CPI	ESSA	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
1S1	ESSA 1							
2S1	ESSA 2							
2S2	ESSA 3							

CEPD #:								
CEPD NAME:								
CPI	ESSA	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
1S1	ESSA 1							
2S1	ESSA 2							
2S2	ESSA 3							

Perkins V Local Needs Assessment

CEPD #:								
CEPD NAME:								
CPI	ESSA	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
1S1	ESSA 1							
2S1	ESSA 2							
2S2	ESSA 3							

CEPD #:								
CEPD NAME:								
CPI	ESSA	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
1S1	ESSA 1							
2S1	ESSA 2							
2S2	ESSA 3							

REGION #:								
REGION NAME:								
CPI	ESSA	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
1S1	ESSA 1							
2S1	ESSA 2							
2S2	ESSA 3							

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
4	<p>At the Region level, what percent of CTE students, as disaggregated by Perkins Special Populations (SPOPS) indicators, are meeting the Perkins V Core Performance Indicators in comparison to ALL CTE students?</p> <p>Please note SPOPS categories are from Perkins V; data is from Perkins IV. If no data is available, please put N/A. Please include CEPD data.</p> <p><u>18-19 State Targets:</u> 1S1 - Grad Rate (formally 4S1): 96% 2S1 - Reading (formally 1S1): 51% 2S2 - Math (formally 1S2): 25.2% 3S1 - Post-Prog. Placement (formally 5S1): 95% 4S1 - Nontrad Concentration (formally 6S1 and 6S2): 6S1 - 27%; 6S2 -34.5% 5S1 - Program Quality (formally 2S1): 46%</p>	1S1 - Grad Rate 2S1 - Reading 2S2 - Math 3S1 - Post-Prog. Placement 4S1 - Nontrad Concentration 5S1 - Program Quality	CTEIS CPis analytics.ptdtechnology.com LEA Student Information System MI School Data

CEPD #:										
CEPD NAME:										
		Percent for Each SPOPS Category								
CPI	All CTE	Ind. W/ Dis.	Econ. Dis.	Non-trad	Single Parent	Out-of- work	English Learners	Homeless	Foster Care	Armed Forces
1S1										
2S1										
2S2										
3S1										
4S1										
5S1										

Perkins V Local Needs Assessment

CEPD #:										
CEPD NAME:										
		Percent for Each SPOPS Category								
CPI	All CTE	Ind. W/ Dis.	Econ. Dis.	Non-trad	Single Parent	Out-of- work	English Learners	Homeless	Foster Care	Armed Forces
1S1										
2S1										
2S2										
3S1										
4S1										
5S1										

CEPD #:										
CEPD NAME:										
		Percent for Each SPOPS Category								
CPI	All CTE	Ind. W/ Dis.	Econ. Dis.	Non-trad	Single Parent	Out-of- work	English Learners	Homeless	Foster Care	Armed Forces
1S1										
2S1										
2S2										
3S1										
4S1										
5S1										

Perkins V Local Needs Assessment

CEPD #:									
CEPD NAME:									
	Percent for Each SPOPS Category								
CPI	Ind. W/ Dis.	Econ. Dis.	Non-trad	Single Parent	Out-of-work	English Learners	Homeless	Foster Care	Armed Forces
1S1									
2S1									
2S2									
3S1									
4S1									
5S1									

Region #:										
Region NAME:										
		Percent for Each SPOPS Category								
CPI	All CTE	Ind. W/ Dis.	Econ. Dis.	Non-trad	Single Parent	Out-of-work	English Learners	Homeless	Foster Care	Armed Forces
1S1										
2S1										
2S2										
3S1										
4S1										
5S1										

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
5	At the Region level, how are CTE students performing on the Perkins V Core Performance Indicators in comparison to ALL students? Please include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data

CEPD #:		
CEPD NAME:		
	Percent	
CPI	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD NAME:		
	Percent	
CPI	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD #:		
CEPD NAME:		
	Percent	
CPI	CTE Students	All Students
1S1		
2S1		
2S2		

REGION #:		
REGION NAME:		
	Percent	
CPI	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD #:		
CEPD NAME:		
	Percent	
CPI	CTE Students	All Students
1S1		
2S1		
2S2		
CEPD #:		

Perkins V Local Needs Assessment

Student Performance Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
1	At the Region level, which categories of Special Populations CTE students are performing below the state targets on the Perkins V Core Performance Indicators? Please include CEPD level data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data Section 1 Data Questions

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
2	At the Region level, where do the biggest gaps in performance on the Perkins V Core Performance Indicators exist between Special Populations of CTE students? Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data Section 1 Data Questions

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
3	At the Region level, identify potential gaps between gender, race, and Special Populations on the Perkins V Core Performance Indicators. Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data Section 1 Data Questions

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
4	At the Region level, which CTE programs (by CIP) are exceeding the Perkins V Core Performance Indicators? Please include CIP code and CIP name. Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data Section 1 Data Questions

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
5	At the Region level, are there certain CTE programs (identified by CIP) in which Special Populations students are performing higher than Special Populations students in other programs on the Perkins V Core Performance Indicators? If yes, please list the CIP code and CIP name. Please also include CEPD data.	1S1 - Grad Rate 2S1 - Reading 2S2 - Math	CTEIS CPIs CTEIS Follow-Up Data LEA Student Information System MI School Data Section 1 Data Questions

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

REGION #:
REGION NAME:
500-word max:

Section 2: Labor Market Alignment – Employer Demand

Perkins V CLNA Legislation

(Perkins V, Section 134 (c)(2)(A)(B)(ii)(I)(II); Perkins V, Sec. 134 (d)(3); Perkins V, Sec. 134 (e)(1-3)).

State Interpretation: The law requires regions to consider the alignment between the Career and Technical Education programs offered and the labor market needs of the local area, region and/or state.

Partners: Consider engaging the MiWorks! staff, talent pipeline staff, and Labor Market Information staff when completing this section.

Regional LMI Contacts: <https://milmi.org/contact>.

Perkins V Local Needs Assessment

Labor Market Alignment – Employer Demand Data Questions

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
1	Which specific occupations in the Region are projected to grow the most?	3S1 - Post-Prog. Placement	LMI Data - Long Term Regional Projections 2016-2026

REGION #:
REGION NAME:
500-word max:

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
2	What in-demand occupations are in the Region that there is not a CTE program available to students?	3S1 - Post-Prog. Placement	LMI Data - Hot 50 LMI Data - Career Outlook CTEIS Secondary Taxonomy

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
3	What technical skills have been identified by CTE Advisory Committees as lacking in CTE Programs by CIP code?	3S1 - Post-Prog. Placement	Advisory Committees

REGION #:
REGION NAME:
500-word max:

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
4	What percent of CTE program completers are employed and/or continuing their education in a related field based on Perkins IV definitions and defined on the Related Placement Follow-up Survey?	3S1 - Post-Prog. Placement	X0610 CTEIS Related Placement Follow-Up Data

REGION #:
REGION NAME:
Enter Percent

Perkins V Local Needs Assessment

Labor Market Alignment – Employer Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
1	In reference to question 1 of the Labor Market Alignment – Employer data questions, which of the specific occupations are considered emerging (10 years)? Are there emerging specific occupations not identified in the data?	3S1 - Post-Prog. Placement	LMI Data - Long Term Regional Projections 2016-2026 LMI Data - Hot 50 LMI Data - Career Outlook MiWorks! Data Publications Section 2 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
2	Currently, how do the CTE program enrollments by CIP code align with projected job openings? Are there sufficient number of courses and course sections? Please include CIP code(s) and CIP name(s).	3S1 - Post-Prog. Placement	LMI Data - Long Term Regional Projections 2016-2026 LMI Data - Hot 50 LMI Data - Career Outlook MiWorks! Data Publications CTEIS Enrollment Data Local/Community Information LEA Student Information System Section 2 Data Questions

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
3	List by CIP code and CIP name the programs that have the biggest gaps between enrollments and projected job openings?	3S1 - Post-Prog. Placement	LMI Data - Long Term Regional Projections 2016-2026 MiWorks! Data Publications CTEIS Enrollment Data LEA Student Information System Section 2 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
4	Which CTE programs by CIP code and CIP name need to be opened, updated, expanded, contracted, or closed to in alignment with employer demand.	3S1 - Post-Prog. Placement	LMI Data - Long Term Regional Projections 2016-2026 LMI Data - Hot 50 LMI Data - Career Outlook MiWorks! Data Publications CTEIS Enrollment Data Section 2 Data Questions

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
5	How is the Region collaborating with secondary CTE, postsecondary CTE, special education transition, Workforce Investment Opportunity Act (WIOA), and Michigan Rehabilitation Services (MRS) to support Special Populations students?	3S1 - Post-Prog. Placement	Meeting Agendas Meeting Minutes Committee Rosters Section 2 Data Questions

REGION #:
REGION NAME:
500-word max:

Section 3: Program Implementation – Student Demand

Perkins V CLNA Legislation

(Perkins V (2)(B)(i); Perkins V (e)(1-3))

State Interpretation: The law requires CTE programs (PSNs), Operating Agencies, CEPDs, and Regions to assess whether a sufficient number of courses and programs are being offered to meet the needs of the student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepare them for related employment or continuing education.

Perkins V Local Needs Assessment

Program Implementation – Student Demand Data Questions

Q#	Data Questions	Perkins CPI Alignment	Data Sources
1	Which CTE programs in the Region by CIP code and CIP name have a pattern of waiting lists?	5S1 - Program Quality	LEA Student Information System

REGION #:						
REGION NAME:						
CIP Code	CIP Name	Number of Students on Wait List	Number Enrolled (Current Year)	Wait list 2019-2020 Mark with 'X'	Wait list 2018-2019 Mark with 'X'	Wait list 2017-2018 Mark with 'X'

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
2	Currently, how do the CTE program enrollments at the CTE program level align with student demand? Are there sufficient number of courses and course sections?	5S1 - Program Quality	CTEIS Enrollment Data LEA Student Information System

REGION #:	
REGION NAME:	
500-word max:	

Q#	Data Questions	Perkins CPI	Data Sources
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Perkins V Local Needs Assessment

Program Implementation – Student Demand Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
1	What are the barriers to offering enough courses and course sections? (see data question 2)	5S1 - Program Quality	Program Enrollment and Completion Report Program Enrollment History Section 3 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
2	At the Region level, what are the barriers to all CTE programs offering all four components of a high quality CTE programs: 1) classroom instruction, 2) laboratory instruction, 3) student leadership (i.e. – CTSO) and 4) work-based learning opportunities?	5S1 - Program Quality	Program Enrollment and Completion Report Program Enrollment History Section 3 Data Questions

REGION #:
REGION NAME:
500-word max:

Section 4: Progress Toward Implementing Programs of Study

Perkins V CLNA Legislation

(Perkins V, Sec. 134 (2)(B)(ii)(I); Perkins V, Sec 134 (C); Perkins V, Sec. 134 (2)(E), Perkins V, Sec. 134 (d)(7); Perkins V (e)(1-3))

State Interpretation: The law requires state-approved CTE programs, Operating Agencies, CEPDs, and Regions to evaluate the full scope of programs of study, defined in Perkins V as “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that--

- (b) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (c) addresses both academic and technical knowledge and skills, including employability skills;
- (d) is aligned with the needs of industries in the economy of the State, Region, Tribal community, or local area;
- (e) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (f) has multiple entry and exit points that incorporate credentialing; and
- (g) culminates in the attainment of a recognized postsecondary credential.”

Perkins V Local Needs Assessment

Progress Toward Implementing Programs of Study Data Questions

Q#	Data Questions	Perkins CPI Alignment	Data Sources
1	At the Region level, what percent of CTE programs of study include both academic (inclusive of Michigan Merit Curriculum) and CTE state-approved courses?		LEA Student Information System MCCTE Navigator

REGION #:
REGION NAME:
Percent

Q#	Data Questions	Perkins CPI Alignment	Data Sources
2	At the Region level, what percent of CTE programs are aligned for college credit across secondary and postsecondary education?		LEA Student Information System Articulation, dual enrollment, or Early Middle College Memorandum's of understanding records

REGION #:
REGION NAME:
Percent

Q#	Data Questions	Perkins CPI Alignment	Data Sources
3	At the Region level, what percent of secondary CTE program students are qualifying for articulated college credit in their CTE program?		LEA Student Information System

REGION #:
REGION NAME:

Perkins V Local Needs Assessment

Percent

Q#	Data Questions	Perkins CPI Alignment	Data Sources
4	At the Region level, what percent of secondary CTE program students are earning for direct/concurrent college credit in their CTE program?		LEA Student Information System

REGION #:
 REGION NAME:
 Percent

Q#	Data Questions	Perkins CPI Alignment	Data Sources
5	At the Region level, what percent of secondary CTE program students are earning dual enrollment college credit in their CTE program?		LEA Student Information System

REGION #:
 REGION NAME:
 Percent

Perkins V Local Needs Assessment

Progress Toward Implementing Programs of Study Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
1	What barriers prevent students from earning academic credit in CTE programs?		Section 4 Data Questions Region Meetings

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
2	What barriers prevent students from qualifying for articulated credit in specific programs of study?		Section 4 Data Questions Region Meetings

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
3	What barriers prevent students from earning direct/concurrent enrollment credit in specific programs of study?		Section 4 Data Questions Region Meetings

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
4	What barriers prevent students from earning dual enrollment credit in specific programs of study?		Section 4 Data Questions Region Meetings

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
5	What barriers prevent students from completing a secondary/postsecondary program of study and receiving the credential in the Region?		Section 4 Data Questions Region Meetings

REGION #:
REGION NAME:
500-word max:

Section 5: Recruitment, Retention and Training of CTE Teachers and CTE Paraprofessionals

Perkins V CLNA Legislation

(Perkins V, Sec. 134 (2)(D))

State Interpretation: The law requires CTE programs, Operating Agencies, CEPDs, and Regions to assess and develop plans to improve the quality of faculty and staff through recruitment, retention and professional development (PD), with particular attention paid to diversity in the profession.

Perkins V Local Needs Assessment

Recruitment, Retention and Training of CTE Educators Data Questions

Q#	Data Questions	Perkins CPI Alignment	Data Sources
1	At the Region level, what processes are in place to recruit and induct new CTE program teachers and CTE Paraprofessionals?		District Human Resource Records

REGION #:
REGION NAME:
500-word max:

Q#	Data Questions	Perkins CPI Alignment	Data Sources
2	At the Region level, how many CTE Teachers and CTE Paraprofessionals jobs were posted in the 2017 – 2018 school year?		District Human Resource Records

REGION #:	
REGION NAME:	
Position	Number posted
CTE Paraprofessional	
CTE Teacher	

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
3	At the Region level, how many CTE Teachers and CTE Paraprofessionals were hired in the 2018 – 2019 school year?		District Human Resource Records

REGION #:	
REGION NAME:	
Position	Number hired
CTE Teacher	
CTE Paraprofessional	

Q#	Data Questions	Perkins CPI Alignment	Data Sources
4	At the Region level, what percentage of CTE Teachers hold a Standard CTE Certificate? What percentage of Teachers hold a Professional CTE Certificate?		District Human Resource Records

REGION #:	
REGION NAME:	
Type	Percent
Standard	
Professional	

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
5	At the Region level, what percentage of CTE Teachers hold a Standard Certificate? And what percentage of CTE Teachers hold a Professional Certificate?		District Human Resource Records

REGION #:	
REGION NAME:	
Type	Percent
Standard	
Professional	

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
6	At the Region level, what percentage of CTE Teachers hold an Annual Career Authorization?		District Human Resource Records

REGION #:
REGION NAME:
Percent

Q#	Data Questions	Perkins CPI Alignment	Data Sources
7	Is CTE Teacher and CTE Paraprofessional PD provided at the CEPD level? If yes, please list the top 5 most presented topics. CEPD FORM ONLY		CEPD PD Records Sign-in sheets Registration

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
8	Is CTE Teacher and CTE Paraprofessional PD provided at the Regional level? If yes, please list the top five most presented topics.		Region PD Records Sign-in sheets Registration

REGION #:	
REGION NAME:	
Yes or No	
Attendee Numbers	Topic
	1.
	2.
	3.
	4.
	5.

Perkins V Local Needs Assessment

		Alignment	
12	What topics do CTE Teachers and CTE Paraprofessionals report as needs and preferences for PD?		Staff Surveys Informal Conversations

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B)
13	At the Region level, how does the diversity (race and gender) of CTE Teachers and CTE Paraprofessionals compare to the diversity of the student body?		CTEIS CPIs LEA Student Information System MI School Data

REGION #: REGION NAME:									
	RACE (by percent)							GENDER (by percent)	
	American Indian or Alaskan Native	Asian	African American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White	MALE	FEMALE
Students									
Paraprofessionals									
Teachers									

Perkins V Local Needs Assessment

Recruitment, Retention, and Training of CTE Teachers and CTE Paraprofessionals Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
1	At the Region level, what are the top five barriers to inducting new CTE Teachers and CTE Paraprofessionals?		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
2	At the Region level, how do the PD needs of MDE State Certified teachers and Annual Career Authorizations teachers differ?		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
3	List the top five CTE Programs by CIP code and CIP name that the Region needs to provide more cluster/CIP relevant CTE Teacher PD?		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #: REGION NAME:
1.
2.
3.
4.
5.

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
4	Define the differences in the longevity of university prepared teachers compared to annually career authorized. And why? Within the past five years (2014-2019)?		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #: REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
5	What factors contribute to the teachers exiting?		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
6	Based on data question #13, does the Region need to recruit more diverse educators in order to better represent the student body? If yes, please describe.		Local Education Agency Records Staff Survey Section 5 Data Questions

REGION #:
REGION NAME:
Yes/No:
500-word max:

Section 6: Progress Towards Improving Equity and Access for Special Population Students

Perkins V CLNA Legislation

(Perkins v, Sec. 134 (2)(A); Perkins v, Sec. 134 (2)(E)(i-iii)

State Interpretation: The law requires CTE programs, Operating Agencies, CEPDs, and Regions to evaluate progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for Special Populations. This component can be broken down into three subsections: access, performance. and program delivery.

Perkins V Local Needs Assessment

Progress Towards Improving Equity and Access Data Questions

Q#	Data Questions	Perkins CPI Alignment	Data Sources
1	At the Region level, which category of Special Populations (as defined by Perkins V) are underrepresented in your CTE programs by CIP?		CTEIS CPIs LEA Student Information System MI School Data

REGION #:		
REGION NAME:		
SPOPs Category	Mark with 'X' if applicable	List the CIP code and CIP name
(a) individuals with disabilities;		
(b) individuals from economically disadvantaged families, including low-income youth and adults;		
(c) individuals preparing for non-traditional fields;		
(d) single parents, including single pregnant women;		
(e) out-of-workforce individuals;		
(f) English learners;		
(g) homeless individuals;		
(h) youth who are in, or have aged out of, the foster care system;		
(i) youth with a parent who is a member of armed forces or is on active duty		

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
2	At the Region level, which category of Special Populations (as defined by Perkins) are overrepresented in your CTE programs?		CTEIS CPIs LEA Student Information System MI School Data

REGION #: REGION NAME:		
SPOPs Category	Mark with 'X' if applicable	List the CIP code and CIP name
(a) individuals with disabilities;		
(b) individuals from economically disadvantaged families, including low-income youth and adults;		
(c) individuals preparing for non-traditional fields;		
(d) single parents, including single pregnant women;		
(e) out-of-workforce individuals;		
(f) English learners;		
(g) homeless individuals;		
(h) youth who are in, or have aged out of, the foster care system;		
(i) youth with a parent who is a member of armed forces or is on active duty		

Perkins V Local Needs Assessment

Q#	Data Questions	Perkins CPI Alignment	Data Sources
3	Outside of an IEP and a 504 – At the Region level, what supportive services are currently provided to Special Populations students?		CTEIS CPIs LEA Student Information System MI School Data Special Populations Student Logs

REGION #:	
REGION NAME:	
SPOPs Category	Please list <u>three</u> support services currently being provided to each category of SPOPS students at the Regional level.
(a) individuals with disabilities;	
(b) individuals from economically disadvantaged families, including low-income youth and adults;	
(c) individuals preparing for non-traditional fields;	
(d) single parents, including single pregnant women;	
(e) out-of-workforce individuals;	
(f) English learners;	
(g) homeless individuals;	
(h) youth who are in, or have aged out of, the foster care system;	
(i) youth with a parent who is a member of armed forces or is on active duty	

Perkins V Local Needs Assessment

Progress Towards Improving Equity and Access Analysis Questions

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
1	At the Region level, what are the potential root causes of underrepresented students?		LEA Student Information System MI School Data Staff Survey Special Populations Student Logs Section 6 Data Questions

REGION #:
REGION NAME:
500-word max:

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
2	At the Region level, what are the potential root causes of overrepresented students?		LEA Student Information System MI School Data Staff Survey Special Populations Student Logs Section 6 Data Questions

REGION #:
REGION NAME:
500-word max:

Perkins V Local Needs Assessment

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
3	At the Region level, which three supportive services currently provided to Special Populations are least effective? Why?		LEA Student Information System Staff Survey Special Populations Student Logs Section 6 Data Questions

REGION #:	
REGION NAME:	
Support Services that are LEAST effective	Why?
1.	
2.	
3.	

Q#	Analysis Questions	Perkins CPI Alignment	Data Sources
4	At the Region level, which three supportive services currently provided to Special Populations are most effective? Why?		LEA Student Information System Staff Survey Special Populations Student Logs Section 6 Data Questions

REGION #:	
REGION NAME:	
Support Services that are MOST effective	Why?
1.	
2.	
3.	

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

POSTSECONDARY INFORMATION AND CERTIFICATION

Postsecondary Institution: Choose an institution.	
Postsecondary Contact Name:	Contact Title:
Contact Phone Number:	Contact Email:
<p>This assessment has seven (7) sections:</p> <p>Section 1: Student Performance Section 2: Labor Market Alignment Section 3: Program Implementation Section 4: Progress Toward Implementing Programs of Study Section 5: Recruitment, Retention and Training of CTE Educators Section 6: Progress Towards Improving Equity and Access Section 7: Using Findings to Drive Local Applications</p> <p>Send completed form to TIA-MiCC@michigan.gov with any supporting documentation by December 2, 2019.</p>	
CERTIFICATION	
<p>I, as the appropriate college signatory, certify that the Comprehensive Local Needs Assessment information submitted to the Talent Investment Agency – Workforce Development (TIA-WD) is accurate and consistent with the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the TIA-WD.</p>	
Signature:	Date:

SECTION 1: STUDENT PERFORMANCE

Law: Perkins V Section 134(c)(2)(A) (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Guidance: The law requires the institution to consider students’ performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA) and each of the special populations categories, which include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-work individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is on active duty in the military.

Stakeholders: All stakeholders required by law, particularly administrators, postsecondary faculty, representatives of special populations, and data staff.

Based upon the Perkins V Core Performance Indicators (CPI), answer the following questions:

- 1. Where do the biggest gaps in performance (CPI) exist between students in occupational programs in each of the following categories: Gender, Race, Ethnicities, Special Populations?**

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Data Sources Utilized (select all that apply):

- Student level data at the institution
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 2. Which CTE programs overall have the highest outcomes, and which have the lowest outcomes in the Core Performance Indicators?**

Data Sources Utilized (select all that apply):

- Student level data at the institution
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 3. Based upon the state expected level of performance, are there certain CTE programs where special populations are performing above the state expected level of performance? Are there certain CTE programs where special populations are performing below the state expected level of performance?**

Data Sources Utilized (select all that apply):

- Student level data at the institution
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

4. Based on responses to questions 1 - 3, what is the institution's assessment of the contributing factors of performance inequities in CTE programs?

Data Sources Utilized (select all that apply):

- Student level data at the institution
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Representatives of special populations
 Data staff
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

SECTION 2: LABOR MARKET ALIGNMENT

Law: Perkins V Section 134(c)(2)(B)(ii) (i) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (ii) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Guidance: The law requires the institution to consider the alignment between programs offered and the labor market needs of the local area, state and/or region.

Stakeholders: All participants required by law, particularly secondary and postsecondary administrators, career guidance and advisement professionals, business and community partners, local workforce investment/economic development boards, representatives of special populations, and data staff.

Based on available labor market data, answer the following questions:

1. What industries are projected to grow the most in the institution's local area? What occupations are projected to grow the most in the institution's local area?

Data Sources Utilized (select all that apply):

- State of Michigan LMI Data
 Employer Advisory Committee
 Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
 Career guidance and advisement professionals
 Business and community partners
 Local workforce investment/economic development boards
 Representatives of special populations
 Data staff
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

2. To what extent are the institution's CTE program offerings aligned with the highest demand industry sectors or occupations in the institution's region?

Data Sources Utilized (select all that apply):

- State of Michigan LMI Data
- Employer Advisory Committee
- Standard Occupational Classification (SOC) System
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Career guidance and advisement professionals
- Business and community partners
- Local workforce investment/economic development boards
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

3. How do the institution's CTE program enrollments match projected job openings? Where are the biggest gaps?

Data Sources Utilized (select all that apply):

- State of Michigan LMI Data
- Employer Advisory Committee
- Michigan Works! Data Publications
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Career guidance and advisement professionals
- Business and community partners
- Local workforce investment/economic development boards
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

4. What are the long-term projections for new and emerging occupations in the institution's area to which students should be exposed?

Data Sources Utilized (select all that apply):

- State of Michigan LMI Data
- Employer Advisory Committee
- Michigan Works! Data Publications
- Department of Technology, Management and Budget (DTMB) Hot Jobs
- Economic Development

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Career guidance and advisement professionals
- Business and community partners
- Local workforce investment/economic development boards
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

5. Provide a summary of the skill needs identified by industry partners as lacking in the institution's programs.

Data Sources Utilized (select all that apply):

- Employer Advisory Committee
- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Career guidance and advisement professionals
- Business and community partners
- Local workforce investment/economic development boards
- Representatives of special populations
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

SECTION 3: PROGRAM IMPLEMENTATION

Law: Perkins V Section 134(c)(2)(B)(i) (B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and

Guidance: The law requires the institution to assess whether it is offering a sufficient number of courses and programs to meet the needs of its student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepare them for success.

Stakeholders: All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, students, and data staff.

Using the Available Data Sources, answer the following questions:

1. Which occupational programs is the institution offering with too low an enrollment to meet program capacity and workforce needs?

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Labor Market Data
- Employer Advisory Committees
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Students
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

2. **How does the institution ensure that each program offers a sufficient number of courses, and course sections to enable on time program completion (150%)?**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Students
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

3. **What are the barriers (course availability, selective admits, limited lab space, limited work-based learning opportunities, etc.), which may prohibit students from enrolling in occupational programs?**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Students
- Data staff
- Other:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Please identify the name, title, email and phone number of each Stakeholder consulted:

4. To what extent are work-based learning opportunities available for occupational programs offered by the institution?

Data Sources Utilized (select all that apply):

- Institution Level Data
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Career guidance and advisement professionals
 Representatives of special populations
 Students
 Data staff
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

5. What are the contributing factors to the lack of work-based learning opportunities?

Data Sources Utilized (select all that apply):

- Institution Level Data
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Career guidance and advisement professionals
 Representatives of special populations
 Students
 Data staff
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

6. How does the institution ensure that programs meet or exceed the quality standards developed by industry, the state, or by a relevant third party?

Data Sources Utilized (select all that apply):

- Institution Level Data
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Career guidance and advisement professionals
 Representatives of special populations

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

- Students
- Data staff
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

SECTION 4: PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

Law: Perkins V Section 134(c)(2)(C) (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Guidance: The law requires the institution to consider how well it is implementing the full scope of programs of study, defined in Perkins V as “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that--

- a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- b) addresses both academic and technical knowledge and skills, including employability skills;
- c) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- e) has multiple entry and exit points that incorporate credentialing; and
- f) culminates in the attainment of a recognized postsecondary credential.”

Stakeholders: All participants required by law, particularly secondary and postsecondary administrators, secondary teachers, postsecondary faculty, and career guidance and advisement professionals.

Using the Available Data Sources, answer the following questions:

1. **Describe how the institution ensures programs are aligned from K-12 through university transfer.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

2. **Does the institution’s programs incorporate relevant academic, technical and employability skills at the certificate and associate degree level? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 3. Does the institution have credit transfer agreements in place to help students earn and articulate credit? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 4. Are students being retained in the same industry or area of study (first two digits of CIP code) from secondary to postsecondary? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- CEPI
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 5. Are students being retained in the same program of study (all six digits of CIP code) within the postsecondary institution? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

6. **Do students in the programs of study have multiple entry and exit points, such as on-ramps and off-ramps for careers (stackable credentials)? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

7. **Are all occupational programs meeting or exceeding State Expected Levels of Performance for Core Performance Indicator 2P1? Explain why or why not.**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Michigan Community College Network - michigancc.net
- Core Performance Indicator 2P1
- Other:

Stakeholders Consulted (select all that apply):

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

SECTION 5: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Law: Perkins V Section 134(c)(2)(D) (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Guidance: The law requires the institution to assess and develop plans to improve the quality of faculty and staff through recruitment, retention and professional development, with particular attention paid to diversity in the profession.

Stakeholders: All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, and representatives of special populations.

Using the Available Data Sources, answer the following questions:

1. **How does the institution's demographic makeup of occupational faculty and staff align with the demographic makeup of the student body?**

Data Sources Utilized (select all that apply):

- Institution Level Data
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Career guidance and advisement professionals
 Representatives of special populations
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

2. **What processes are in place to recruit and onboard new occupational faculty and staff? Are these processes efficient and effective, especially for faculty coming from industry?**

Data Sources Utilized (select all that apply):

- Institution Level Data
 Other:

Stakeholders Consulted (select all that apply):

- Administrators
 Postsecondary faculty
 Career guidance and advisement professionals
 Representatives of special populations
 Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

3. **Are all occupational faculty teaching the institution's programs adequately credentialed? In not, what is the institution's plan to address the deficiency?**

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

4. How does the institution offer regular, substantive professional development opportunities for occupational faculty and staff?

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

5. What are the contributing factors to attracting and retaining qualified faculty to teach in occupational programs?

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

SECTION 6: PROGRESS TOWARDS IMPROVING EQUITY AND ACCESS

Law: Perkins Section 134(c)(2)(E) (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Guidance: The law requires the institution to evaluate its progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for all occupational students, including but not limited to special populations. This component can be broken down into three subsections: access, performance and program delivery.

Stakeholders: All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students.

Using the Available Data Sources, answer the following questions:

- 1. Which population groups (special populations, gender, race, and ethnicities) are underrepresented in the institutions CTE programs overall, and in particular program areas? Which population groups (special populations, gender, race, and ethnicities) are overrepresented?**

Data Sources Utilized (select all that apply):

- Institution Level Data
- American Community Survey
- Census.gov
- Local Government Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Parents and students
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 2. Are there additional enrollment discrepancies related to high-wage, high-skill occupations?**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Parents and students

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 3. What accommodations, modifications and supportive services does the institution currently provide to ensure the success of special population groups?**

Data Sources Utilized (select all that apply):

Institution Level Data

Other:

Stakeholders Consulted (select all that apply):

Administrators

Postsecondary faculty

Career guidance and advisement professionals

Representatives of special populations

Parents and students

Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 4. Based upon the number of students utilizing accommodations, modifications, and supportive services, how many are retained in their program of study?**

Data Sources Utilized (select all that apply):

Institution Level Data

Other:

Stakeholders Consulted (select all that apply):

Administrators

Postsecondary faculty

Career guidance and advisement professionals

Representatives of special populations

Parents and students

Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 5. Which accommodations, modifications and supportive services are underutilized? Why?**

Data Sources Utilized (select all that apply):

Institution Level Data

Other:

Stakeholders Consulted (select all that apply):

Administrators

Postsecondary faculty

Career guidance and advisement professionals

Representatives of special populations

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

- Parents and students
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

- 6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within the institution's programs?**

Data Sources Utilized (select all that apply):

- Institution Level Data
- Other:

Stakeholders Consulted (select all that apply):

- Administrators
- Postsecondary faculty
- Career guidance and advisement professionals
- Representatives of special populations
- Parents and students
- Other:

Please identify the name, title, email and phone number of each Stakeholder consulted:

SECTION 7: USING FINDINGS TO DRIVE LOCAL APPLICATIONS

Law: Perkins V Section 134(b)(1) and (2) (b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain— (1) a description of the results of the comprehensive needs assessment conducted under subsection (c); (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including— (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

Guidance: To conclude the needs assessment process, the institution will have to merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in the four-year Perkins V local application. This prioritization should take into account the six required uses of funds for local recipients in Perkins V, and the nine elements of the local application also required in law. In addition, the state agency has the latitude to determine other requirements for local applications, and the state may have additional directions or templates for presenting needs assessment findings as part of the local application process.

- 1. Which performance indicators is the institution struggling with the most? What strategies can help the institution address those needs?**
- 2. Are there immediate employer needs in the community that the institution can help meet? What about longer-term needs toward which the institution can start building a pipeline?**
- 3. Which elements of the institution's programs are the strongest? The weakest? Which of the weaker elements could the institution address to have the largest impact on student performance?**

**TALENT INVESTMENT AGENCY - WORKFORCE DEVELOPMENT (TIA-WD)
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
POSTSECONDARY**

- 4. How can the institution offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?**

- 5. Which professional development needs are most pressing? What strategies will the institution use to support educators over the next four years to ensure programmatic and performance goals can be met?**

- 6. Which specific subpopulation students (special population categories, genders, races, and/or ethnicities) are struggling the most in the institution's programs? Are there root causes of these challenges that can be addressed immediately? Which ones need a more comprehensive long-term plan?**