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

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MICHIGAN
Department of **Education**

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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.

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. _18-19 State Targets:_ 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:

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		

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							

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							

Q#	Data Questions	Perkins CPI Alignment	Data Sources (See Appendix B) 2017-2018 PIV data
4	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? 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. _18-19 State Targets:_ 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%	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										

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										

CEPD #:
CEPD NAME:

CPI	Percent for Each SPOPS Category								
	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:

CPI	Percent for Each SPOPS Category									
	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										

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:

CPI	Percent	
	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD NAME:

CPI	Percent	
	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD #:
CEPD NAME:

CPI	Percent	
	CTE Students	All Students
1S1		
2S1		
2S2		

REGION #:
REGION NAME:

CPI	Percent	
	CTE Students	All Students
1S1		
2S1		
2S2		

CEPD #:
CEPD NAME:

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

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:

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:

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:

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:

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.

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:	

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

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:	

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:

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.

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

		Alignment	
3	At the Region level, which CTE programs are not offering all 4 components of a high quality CTE program: 1) classroom instruction, 2) laboratory instruction, 3) student leadership (i.e. - CTSO) and 4) work-based learning opportunities?	5S1 - Program Quality	LEA Student Information System

REGION #:
REGION NAME:

CTE Program			Identify the missing component with an 'X'			
CIP Code	CIP Name	Total # by CIP	classroom instruction	laboratory instruction	leadership/CTSO instruction	work-based learning opportunities

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."

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:

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

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:

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.

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	

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	

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	

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

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.

Q#	Data Questions	Perkins CPI Alignment	Data Sources
9	Do CTE Teachers and CTE Paraprofessionals participate in industry specific PD, which may include externships (i.e. – Day on the Job)? If yes, please identify the number, CIP code and CIP name, and name of externship program.		Region PD Records

REGION #:
REGION NAME:

Yes or No

Annually? Mark with 'X'	Once in a 5-years? Mark with 'X'	Number of CTE Teachers	Number of CTE Parapros	CIP Code	CIP Name	Name of Externship

Q#	Data Questions	Perkins CPI Alignment	Data Sources
10	Do CTE Teachers and CTE Paraprofessionals participate in statewide PD? If yes, please identify the number and the percent of CTE Teachers and CTE Paraprofessionals who attended statewide PD (i.e. MME, MBEA, NATEF, Industry Specific)		Region PD Records Staff Surveys Registration records

REGION #: REGION NAME:					
Yes or No					
Attendee Numbers	Percent of CTE Teachers	Percent of CTE Parapros	CIP code	CIP name	Name of Externship Program

Q#	Data Questions	Perkins CPI Alignment	Data Sources
11	Do CTE Teachers and CTE Paraprofessional attend national PD? If yes, please identify the number and percent of CTE Teachers and CTE Paraprofessionals s who attended national PD, (i.e. ACTE, NBEA, NATEF, Industry Specific) and # number of staff.		Region PD Records Staff Surveys Registration records

REGION #:
REGION NAME:

Yes or No

Attendee Numbers	Percent of CTE Teachers	Percent of CTE Parapros	CIP code	CIP name	Name of National PD

Q#	Data Questions	Perkins CPI	Data Sources

		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:

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									

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:

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:

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.

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		

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		

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	

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:

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.	