



# **Annual Report**

## **August 2018- July 2019**



The Michigan Career & Technical Institute, a program of Michigan Rehabilitation Services, conducts vocational and technical training programs and provides the supportive services needed to prepare Michigan citizens with disabilities for competitive employment.

[www.michigan.gov/mcti](http://www.michigan.gov/mcti)

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## SECTION 1: INTRODUCTION

**PURPOSE:** The primary purpose of this report is to foster continuous improvement of Michigan Career and Technical Institute (MCTI) and its programs and services. It is used as a working tool for understanding and managing performance at MCTI's campus in Plainwell, Michigan.

Management uses the information in this report, along with other relevant data, for organizational and program evaluation and to set goals for continuous improvement.

**MCTI BACKGROUND:** Michigan Career and Technical Institute (MCTI) is one of only eight comprehensive rehabilitation-training centers in the United States and is recognized as a post-secondary training facility by the U.S. Department of Education. A distinct entity from the traditional community college or technical school, MCTI's main campus in Plainwell, Michigan, has provided training for Michigan adults with disabilities since 1944.

MCTI offers a unique blend of caring support services and state-of-the-art job training to meet the needs of business and industry today. It operates under the auspices of the Michigan Department of Health and Human Services (MDHHS) and Michigan Rehabilitation Services (MRS). MRS is a Title I program with a 78.7/21.3 federal to non-federal match ratio.

The main campus – located on the shores of Pine Lake in southwestern Barry County – is fully accessible. For eligible adults served by Michigan Rehabilitation Services, tuition and room and board are free. All classrooms, dormitory rooms, cafeteria, library and other services are located in one building for easy accessibility out of the weather. At a reasonable cost, a two- and three-bedroom housing complex is available on campus for students who wish to live outside the dorm.

MCTI offers students a full spectrum of health and social services. In addition, MCTI offers a wide variety of outdoor and indoor leisure activities, including but not limited to boating, fishing, swimming, tennis, softball, biking, fitness training, bowling, archery, basketball and volleyball.

MCTI has a Career Readiness Center that is comprised of two programs: Career Assessment Services and Step-Up. These programs work together to offer a variety of assessments, structured remediation programs and classes to prepare students to enter a career and technical education (CTE) training program that matches their skills and interests. Career Readiness Center programs and classes are geared toward building employability skills needed to succeed in a CTE training program and/or in the workforce.

Depending on aptitude and interest, students may choose to enroll in a MCTI Career and Technical Education training program. Each program has an Occupational Advisory Committee with member representation from the specific program areas. The Pine Lake Board is our Institutional Advisory Committee for accreditation requirements. In fiscal year 2018-2019, MCTI had 13 CTE training programs.

The training programs offered were: Automotive, Cabinetmaking/Millwork, Certified Nursing Assistant, Culinary Arts, Custodial, Electronics, Graphic Communications, Grounds Maintenance, Machine Technology, Office Automation, Pharmacy, Retail Marketing and Weatherization.

**ACCREDITATION:** MCTI has been fully accredited by the Commission on Accreditation of Rehabilitation Facilities since 1979 and North Central Association – Commission on Accreditation and School Improvement since 1999. During the 2013-2014 school year MCTI moved from the North Central Association to the Council on Occupational Education. We obtained accreditation status from

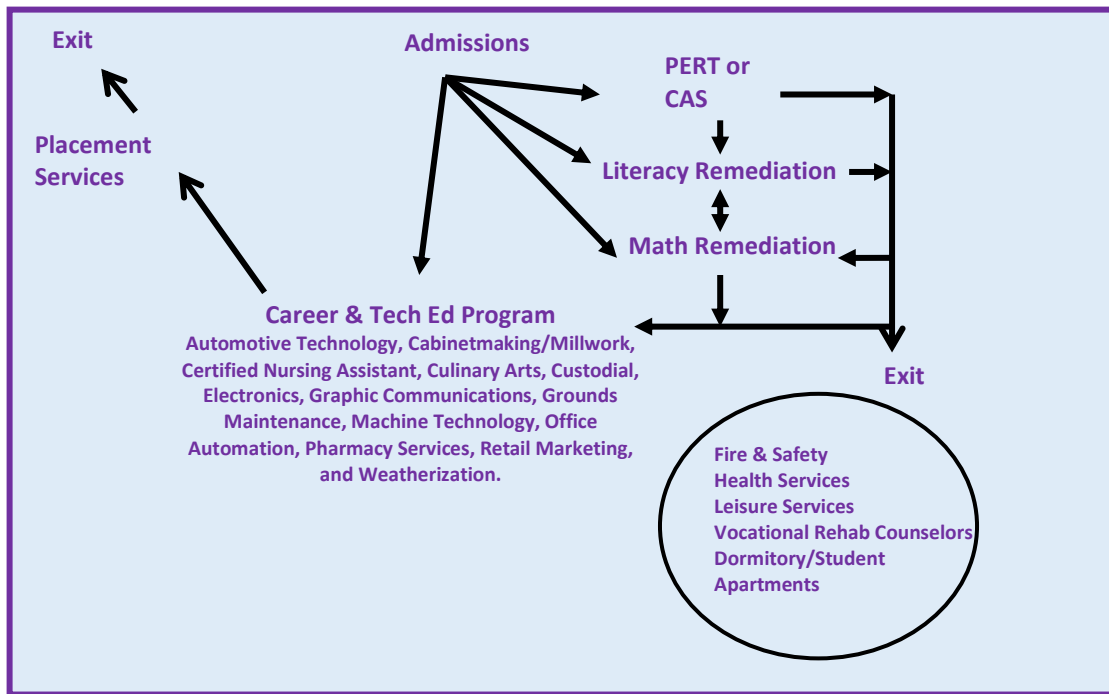
the Council on Occupational Education on November 3, 2015. Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350.

**PINE LAKE FUND:** The mission of the Pine Lake Fund 501(c)(3) is to promote the training and placement of persons with disabilities attending MCTI through a variety of programs, including but not limited to the following:

- Pine Lake Fund staff work closely with students, instructors and counselors to achieve the ultimate goal of employment for all MCTI graduates. The placement staff also works closely with employers throughout the state to promote the quantity and quality of job placements.
- The Pine Lake Fund occupational therapists provide accommodations for students in testing and remediation classes, in trade training, and in employment situations. Self-management, disability management, and independent living skills training are also addressed to increase success both in training at MCTI and in future employment. The occupational therapists also function as consultants on ergonomics, accommodations and serve as a resource for researching and recommending adaptive equipment for MCTI students.
- The Pine Lake Fund board of directors maintains oversight activities for each of MCTI's career and technical education (CTE) training program's Occupational Advisory Committee. At least twice per year, Pine Lake Fund, staff and CTE training instructors solicit input from the Occupational Advisory Committee, which is comprised of individuals with expertise in the field. The Occupational Advisory Committee member's participation assures students and employers that the curriculum and equipment meet business and industry standards.
- The Pine Lake Fund board of directors is an important part of MCTI's Institutional Advisory Committee. This committee is knowledgeable about occupational education and employment needs of the community. They meet regularly to provide consultative assistance to MCTI's administration to ensure that MCTI continually strives to meet the occupational education needs of the community.
- The Pine Lake Fund owns and operates the Pine Lake Apartments, which is located on property adjacent to MCTI. These apartments accommodate MCTI students who wish to live outside of the dormitory. It consists of 20 apartments, 10 two-bedroom and 10 three-bedroom units.

**ADMISSIONS:** The majority of students attending MCTI are referred by Michigan Rehabilitation Services. Referrals from agencies other than MRS, such as Veterans Affairs, the Bureau of Services for Blind Persons and other private rehabilitation agencies are considered on a space available basis. Students must be 18 years of age or older to participate in MCTI's assessment services or programs. Students who participate in our Postsecondary Education Rehabilitation Transition program can be under the age of 18.

**STUDENT PROGRESSION:** The majority of students start their MCTI experience in Career Assessment Services or Postsecondary Educational Rehabilitation Training (PERT) Program. From there, they may be recommended for the Step-Up program, a CTE program or for other community-based options in which case they will exit MCTI. In the first term of CTE training, students work with Placement Services/Pine Lake Fund to prepare for and begin a job search.



## SECTION 2: MCTI PROFILE

### TOTAL NUMBER SERVED

2018-19	2017-18	2016-17	2015-16	2014-15
1,161	1,343	1,808	1,565	1,304

### In 2018-2019, MCTI provided services to the following individuals:

880	Career Assessment Services, Career Readiness Center, Trade students (Non-duplicated)
48	Learning Lab Participants (Battle Creek)
32	PERT (5-Pinckney, 7-Lapeer, 20-St. Clair)
10	AmeriCorps
10	PACT
52	Access Learning – Allegan County Area Technical Education Center (ACATEC)
41	STEP Program
5	Apprenticeship Training – Peterson Farms, Inc. – Shelby, MI
23	C.N.A. Expansion – Benton Harbor
19	C.N.A. Expansion – Detroit
8	C.N.A. Expansion – Grand Rapids
9	C.N.A. Expansion – Kalamazoo
12	C.N.A. Expansion - KRESA
7	CPR-First Aid Training – Community and Business Partners
5	Serve-Safe Management Certifications – Culinary Partners

<b>Staff and School Personnel Training</b>	
131	Training to High School Personnel – Transition Services
34	MRS New Counselor Training
30	MRS RA Training

**COMMUNITY EXPANSION:** In 2014, at the request of former DHHS Director Maura Corrigan, MCTI delivered a C.N.A. training program in Benton Harbor. Director Corrigan wanted to adapt the robust curriculum and educational/literacy resources of MCTI out of its bricks and mortar facility into the community; to reach out to participants in Michigan’s TANF employment and training program, PATH (Partnership Accountability Training Hope) in Benton Harbor who struggled to meet their required employment and training hours to obtain sufficient employment leading to increased economic independence. By providing specialized services to address issues of remediation and to support individuals that do not meet the traditional testing criteria to enter training programs, DHHS sought to establish a pilot that moved the hardest to serve individuals to success. The initial pilot was very successful, and we continue to expand community partnerships across the state. Since 2014 we have delivered programming in Battle Creek, Benton Harbor, Detroit, Grand Rapids, Kalamazoo and Muskegon.

**AGE RANGE:** As illustrated, MCTI serves the most students aged 18-22 (86.6%).

	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>17</b>	0	2.4%	2.6%	3.4%	1.7%
<b>18-22</b>	86.6%	86.1%	86%	85.2%	85.4%
<b>23-26</b>	10.4%	8.5%	8%	8.6%	8.9%
<b>27-31</b>	1.8%	2.6%	2.3%	1.4%	1.9%
<b>32-35</b>	0.6%	0.2%	.5%	.4%	.8%
<b>36-45</b>	0.4%	0.2%	.4%	.4%	1%
<b>46+</b>	0.4%	0	.2%	.4%	.3%
<b>Unknown</b>	0	0	0	.2%	0
<b>Total</b>	100%	100%	100%	100%	100%

**GENDER:** The majority of students were male, 76.2% and our female population was 23.4%. There was little change from last year.

	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Males</b>	76.2%	76.1%	73.1%	71.9%	72.9%
<b>Females</b>	23.4%	23.7%	26.9%	28.1	27.1%
<b>Did not wish to self-identify</b>	.4%	0.2%			

**ETHNICITY:** MCTI's student population continues to be predominately white (76.9%) which is an increase from last year and 20.9% of the student population is black and multi-racial which is a decrease from last year. NOTE: These percentages are based on intake data from MRS.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>White</b>	76.9%	72.8%	76.2%	78.9%	78.6%
<b>Black/African American</b>	12.5%	15.5%	14.2%	13.3%	14.4%
<b>Multi-Racial*</b>	8.4%	9.3%	7.8%	5.9%	5.3%
<b>American Indian or Alaskan Native</b>	1.1%	0.8%	.4%	.6%	.4%
<b>Asian</b>	.5%	0.7%	.7%	1.3%	.8%
<b>Arab</b>	.4%	0.3%	.5%		
<b>Hmong</b>	.1%	0.2%	.1%		
<b>Native Hawaiian or Other Specific Islander</b>	.2%	0.3%	.1%	0	.1%

\*Multi-racial includes the following: White, Hispanic or Latino, Black, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander.

**DISABILITY PRIORITY:** MCTI continues to serve students who are significantly disabled as defined by the Rehabilitation Services Administration (RSA) criteria and as determined by their MRS counselor. 78.1% of the students served **were most significantly** disabled. This is up from last year.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Most Significantly Disabled</b>	78.1	74.9%	73.5%	67.5%	66.6%
<b>Significantly Disabled</b>	18.9	21.7%	22.8%	26.2%	27%
<b>Not Significantly Disabled</b>	2.7	2.4%	3.1%	4.9%	5.4%

**IMPAIRMENTS:** As illustrated, the primary impairment of the majority of MCTI students is cognitive. Psychosocial continues to be the second most frequently reported disability.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Cognitive</b>	54.7%	58.2%	59.8%	58.2%	55.1%
<b>Psychosocial</b>	21.1%	19.4%	18.9%	18.6%	18.6%
<b>Other Mental Impairments</b>	9.8%	8.3%	6.5%	7.7%	9.6%
<b>Other Physical Impairment</b>	7.6%	7.0%	6.3%	7.7%	7.4%
<b>Communicative</b>	3.3%	3.4%	4.2%	3.5%	4.2%
<b>Deafness – Auditory &amp; Visual</b>	.6%	0.7%	1.1%	1%	1.3%
<b>Other visual impairments</b>	.6%	0.3%	.6%	.3%	.2%
<b>Mobility and Manipulation</b>	.5%	0.7%	.4%	.2%	.7%
<b>Respiratory</b>	.4%	0.2%	.1%	.1%	.3%
<b>General Physical Debilitation</b>	.2%	0.2%	.4%	.4%	.3%
<b>Not Known</b>	.2%	0.7%	.3%	1%	.6%
<b>Deaf-Blindness</b>	.1%	0.3%	.4%	.3%	.1%
<b>Other orthopedic</b>	.1%	0	.4%	0	0
<b>Hearing Loss –Deafness</b>	0	0.6%	.6%	1.1%	1.3%

**PRIMARY IMPAIRMENTS DUE TO:** The percentage of students with learning disabilities remains high. MCTI continues to see an increase in Autism as well as Attention Deficit Hyperactivity Disorder.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Specific Learning Disabilities</b>	29.3%	33.1%	35.8%	36.5%	38.8%
<b>Autism</b>	25.3%	23.2%	21%	20.3%	20.6%
<b>ADHD</b>	17.3%	15.7%	15.4%	14.6%	13.3%
<b>Intellectual Disability</b>	8.4%	7.9%	6.9%	6.5%	5.2%
<b>Depressive/Mood Disorders</b>	4.8%	4.7%	4.5%	5.2%	6.0%
<b>Congenital/birth injury</b>	3.2%	4.7%	5.3%	6.5%	5.5%
<b>Anxiety Disorders</b>	2.9%	1.7%	1.8%	1.5%	1.5%
<b>Physical Disorders/Conditions</b>	2.5%	2.4%	2.3%	1.8%	1.7%
<b>Mental Illness</b>	1.9%	1.7%	1.5%	2%	1.5%
<b>Cerebral Palsy</b>	1.2%	1.7%	1.6%	1.3%	4.1%

## SECTION 3: PROGRAM EVALUATION STATISTICS

### CAREER AND TECHNICAL EDUCATION TRAINING STATISTICS

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Enrollment<sup>1</sup></b>	537	550	542	521	522
<b>Retention rate<sup>2</sup></b>	99%	98%	95%	95%	95%
<b>Graduates</b>	362	334	309	323	315
<b>Other positive completers</b>	11	14	33	16	29
<b>Continuing students</b>	116	127	115	143	115
<b>Transfer to another trade</b>	23	31	27	26	30
<b>Withdrew (student choice)</b>	30	34	29	23	19
<b>Did not complete</b>	11	9	11	16	22
<b>Percent withdrew/did not complete</b>	8%	8%	7%	7%	8%
<b>Employed (graduates)</b>	87%	84%	82%	84%	84%
<b>Employed in trade<sup>3</sup></b>	86%	85%	89%	87%	84%
<b>Employed for 90 days<sup>4</sup></b>	90%	90%	89%	87%	84%

<sup>1</sup> This is an unduplicated count

<sup>2</sup> Retention Rate includes graduates, continuing students, and students who transferred from one trade to another during the year.

<sup>3</sup> 86% of graduates who found employment are employed in the trade in which they trained

<sup>4</sup> 90% of graduates who found employment were employed for at least 90 days

**Positive Completers:** Positive Completers are students who graduated, earned at least one Certificate of Completion or Achievement, or returned as a post-graduate to upgrade skills.

**Transfers:** Transfers are students who begin one vocational trade and then transfer to another, either by request or because the student was not able to successfully complete the academic tasks required for the original program.



**Employment Rates:** MCTI always uses prior year data to track employment rates. This gives graduates time to find a job and make the transition from school to work, e.g. statistics for 2018-2019 are actually related to 2017-2018 graduates.

## CAREER READINESS CENTER STATISTICS (Career Assessment Services and Step-Up)

### CAREER ASSESSMENT SERVICES

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Enrollment</b>	431	393	432	435*	488
<b>Completers</b>	416	379	407	411*	456
<b>Continuing students</b>	5	0	8	1	0
<b>Transfer</b>	0	0	0	0	1
<b>Withdrew</b>	8	2	7	11	17
<b>Did not complete</b>	3	11	10	5	8

\*Due to a calculation error, this data has been modified from original report

### STEP-UP

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Enrollment</b>	268	230	248	275	293
<b>Completers</b>	188	189	184	245	237
<b>Continuing students</b>	47	18	34	10	4
<b>Transfer</b>	0	0	0	1	5
<b>Withdrew (student choice)</b>	16	17	18	12	3
<b>Did not complete</b>	6	6	15	0	9

Step-Up staff uses the Comprehensive Adult Student Assessment Systems (CASAS) testing to measure student gains in math and reading. Students who increase their test scores may meet the prerequisites for more trade training programs.

### SU CASAS PRE-POST ANALYSIS

Math		Reading	
<b>Increases</b>	<b>77%</b>	<b>Increases</b>	<b>64%</b>
<b>No Change</b>	<b>7%</b>	<b>No change</b>	<b>7%</b>
<b>Declines</b>	<b>16%</b>	<b>Declines</b>	<b>29%</b>

Step-Up staff analyzed test scores and discovered the majority of students had more trade options as a result of training received in Step-Up. Results were as follows:

- Based on Math score increases – 63% of the students had more trade options
- Based on Reading score increases – 51% of the students had more trade options

**SOCIAL COACHING:** The purpose of the group is to help students on the Autism Spectrum have the opportunity to plan and participate in leisure activities that the group decides on and make new friends on campus. \*Note that we cancelled the Summer Term Social Coaching Group due to lack of an instructor.

2018-19	2017-18	2016-17	2015-16	2014-15
26*	35	36	36	36

In addition, MCTI offers other noteworthy training and services such as:

- Postsecondary Educational Rehabilitation Training (PERT) Program.
- MRS Counselor and School Transition Counselor Training.
- Visitation days and tours for potential students.
- Visitation days and tours for Nursing and Occupational Therapy students from Western Michigan University (WMU).
- Occupational Therapy internship site for students from Western Michigan University (WMU).
- Student teachers from WMU toured the campus; an MCTI student panel answered questions for the group.
- Transition Fair participation across the state.
- Student tour guide training.
- PERT student mentor training.

**PERT PROGRAM:** The Postsecondary Education Rehabilitation Transition Program is a school-to-work transition initiative that was piloted through Michigan Rehabilitation Services at Michigan Career and Technical Institute. Program services were provided on the MCTI campus where students reside in the dormitory. The evaluation assessed students' vocational strengths and abilities, independent living skills, social and interpersonal skills. PERT for 18-19 was cancelled due to on campus projects and lack of air conditioning in the dormitory.

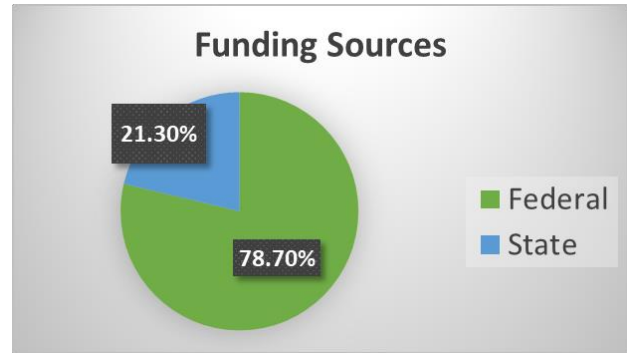
	2018-19	2017-18	2016-17	2015-16	2014-15
<b>First Session</b>	0	61	72	81	56
<b>Second Session</b>	0	59	72	79	77
<b>TOTAL</b>	<b>0</b>	<b>120</b>	<b>144</b>	<b>160</b>	<b>133</b>

**VISITATION DAYS AND TOURS:** MCTI welcomes other agencies and schools to visit and tour the school. Visitation days are scheduled once per month.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b># Agencies/Schools Touring</b>	178	189	150	120	110
<b># Individuals Toured</b>	4427	4438	3834	3275	2772

**MCTI FUNDING AND REVENUE SOURCES:**

Federal and state funds are allocated through the Michigan Department of Health and Human Services and Michigan Rehabilitation Services to MCTI. Additional revenue is generated through student tuition from private pay students, Federal Financial Aide, and trade training programs (e.g. Retail Marketing's student ran school store and Culinary Arts' student ran restaurant).



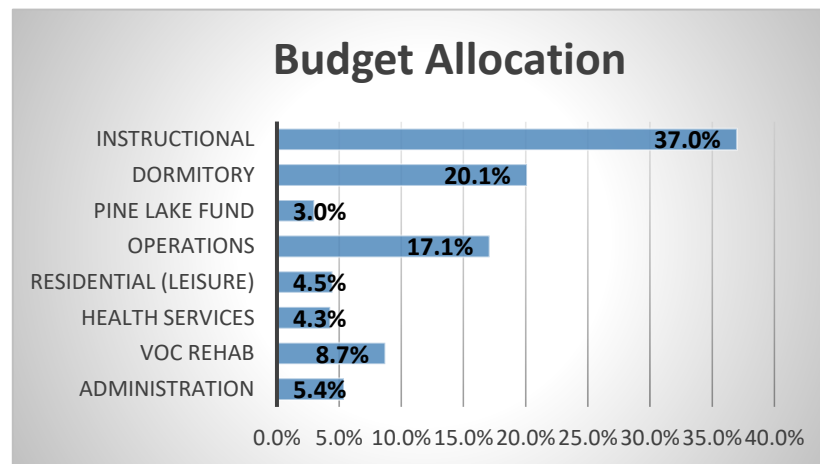
**COST PER STUDENT:** In fiscal year 2018-2019, MCTI had an annual budget (including Case Service Funds) of \$12,772,516 minus revenue of \$733,333 for total expenditures of \$12,039,184 and provided services to 1,161 students resulting in an average cost per student of \$10,370. This is an increase from last year, and slightly over our goal of \$10,000. The Total Program Cost for 18-19 was higher than previous years. This increase can be attributed to our paving project, a new chiller and boilers.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Actual Spent</b>	12,039,184	\$11,274,693	\$11,335,888	\$10,918,462	\$9,835,544
<b>Number Served</b>	1,161	1,343	1,808	1,565	1,110
<b>Average Cost Per Student</b>	10,370	\$8,395	\$6,270	\$6,977	\$8,861

**BUDGET ALLOCATION:** MCTI strives to spend the most dollars (60%) on instruction/student services (instruction, health services, residential services, dormitory) and at least (40%) on the facility and institutional supports (administration, vocational rehabilitation, operation and the Pine Lake Fund).

The chart below indicates that in 2018-2019, MCTI spent 66% of the budget on instruction/student services (Instruction, Health Services, Residential Services and Dormitory) and 34% was spent on facility operation and institutional supports (administration, vocational rehabilitation, operation, and the Pine Lake Fund).

	2018-19 % Spent	2017-18 % Spent	2016-17 % Spent	2015-16 % Spent	2014-15 % Spent
<b>Administration</b>	5%	6%	5%	4%	5%
<b>Instruction and Academic Supports</b>	37%	37%	32%	34%	36%
<b>Vocational Rehabilitation</b>	9%	10%	14%	12%	10%
<b>Health Services</b>	4%	4%	4%	5%	6%
<b>Residential Services</b>	5%	5%	5%	5%	5%
<b>Dormitory</b>	20%	19%	20%	18%	19%
<b>Operation</b>	17%	16%	17%	19%	16%
<b>Pine Lake Fund</b>	3%	3%	3%	3%	3%



The following outlines the expenses that are included in each category:

- **Administration:** Financial aid activities and staff costs for the MCTI director, executive secretary, departmental analyst and the financial aid technician.
- **Vocational Rehabilitation:** Staffing and operation of Admissions, Career Assessment Services, and accommodations. Case services dollars are included for interpreters, social coaching and miscellaneous student services.
- **Operations:** Staffing and operation of the Maintenance Department, utilities, Business Office, transportation, technology and marketing.
- **Pine Lake Fund:** Services purchased through this fund including case service funds for placement services.
- **Instructional:** Staffing and operation of the Career Readiness Center and the Career and Technical Education programs. Case services funds are included for the purchase of instructional staff.
- **Health Services:** Staffing and operation of Health Services which includes our physician of record. Case service funds are included to cover the costs of doctor appointments, counseling and nursing staff as needed.
- **Residential Services:** Staffing and operation of leisure services, library and student workers. Case service funds are used to purchase evening support services.
- **Dormitory:** Staffing and operation of the dormitory, kitchen, and fire and safety.