

SECTION 9

DATA, EVALUATION AND RESEARCH

RECOGNIZED POSTSECONDARY CREDENTIALS

Under the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), states are required to report on student attainment of career and technical proficiencies, including student achievement on recognized postsecondary credentials that are aligned with industry-recognized standards. New and updated credentials will be implemented gradually for the duration of the Perkins V legislation through the Career Pathway Grant (CPG).

The CPG is a collaborative grant opportunity offered by the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) and the Labor and Economic Opportunity-Workforce Development (LEO-WD) to fund secondary/postsecondary collaborative partnerships for the purpose of developing seamless secondary/postsecondary programs of study aligned to local labor market needs and student interest; with student-friendly on-ramps and off-ramps, that culminate in postsecondary recognized credentials. Grant recipients work to identify the credentials valued by employers and link those credentials to state Career and Technical Education (CTE) program standards and ensure aligned, high-quality CTE programs of study.

Questions regarding the selection and implementation of recognized postsecondary credentials may be directed to Dr. Jill Kroll at 517-559-1403 or KrollJ1@Michigan.gov.

CAREER TECHNICAL EDUCATION INFORMATION SYSTEM

The [Career and Technical Education Information System \(CTEIS\)](#) is a secure web-based information system that can be accessed from any computer with an internet connection. CTEIS is used to collect information required for mandated state and federal reporting. This includes information on student enrollment and completion of state-approved CTE programs, recognized postsecondary credentials, and student placement in employment and continuing education. Districts upload data to CTEIS either through direct upload from district student management systems or through entry/upload of student data. Users of the system are granted access to one or more reporting roles by a CTEIS Level 5 authorized official for their fiscal agency.

The system allows MDE-OCTE and districts to:

- Share data securely
- Securely collect data necessary to report back to districts and the federal government
- Generate all the state CTE required reports, including:
 - End-of-Year Unduplicated Student Enrollment and Completion
 - Spring Program/Course/Section Enrollment Counts (for state aid funding purposes)
 - Placement (Follow-up) Survey

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

CTEIS requires that each student record be identified using the student Unique Identification Code (UIC) to allow matching of student data in CTEIS with student data already collected in other state systems, including the Michigan Student Data System (MSDS) and the Michigan Merit Exam.

Users must have a MiLogin for Third Party account and have been granted access to the system by the CTEIS Level 5 authorized official for a fiscal agency.

PERKINS CORE PERFORMANCE INDICATORS

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

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

1. The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965).
2. CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in Section 1111(b)(2) of such Act.
3. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.
4. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
5. Indicators of CTE program quality as the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

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

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

REGIONAL IMPROVEMENT PLAN

MDE-OCTE is required to evaluate eligible recipients' performance using regional levels of performance. If an eligible recipient does not meet at least 90 percent of an agreed-upon local level of performance for any core indicator of performance for all CTE concentrators, the eligible recipient (region) shall develop and implement a program improvement plan in consultation with MDE-OCTE during the first program year succeeding the program year for which the region failed to meet the local level of performance. (Section 123(b)(2)). Under the requirements of the act, a region will not be eligible to adjust performance levels while executing an improvement plan.

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

1. Fails to implement an improvement plan.
2. Fails to meet at least 90 percent of the local level of performance for the core indicator of performance for three consecutive years.

If a state does not perform satisfactorily (less than 90 percent on any Core Performance Indicator level) or does not implement an improvement plan, the USED may withhold some or all funds to the state under this title. Likewise, if the state has performed unsatisfactorily for three years, the USED may withhold some or all funds. Before withholding funds, an opportunity for a hearing must be granted. Withheld funds shall be used to provide technical assistance, to assist in the development of an improved state improvement plan, or for other improvement activities consistent with the requirements of the act.