

MEDC Data Series

Comprehensive Career & Technical Education Data for the State of Michigan



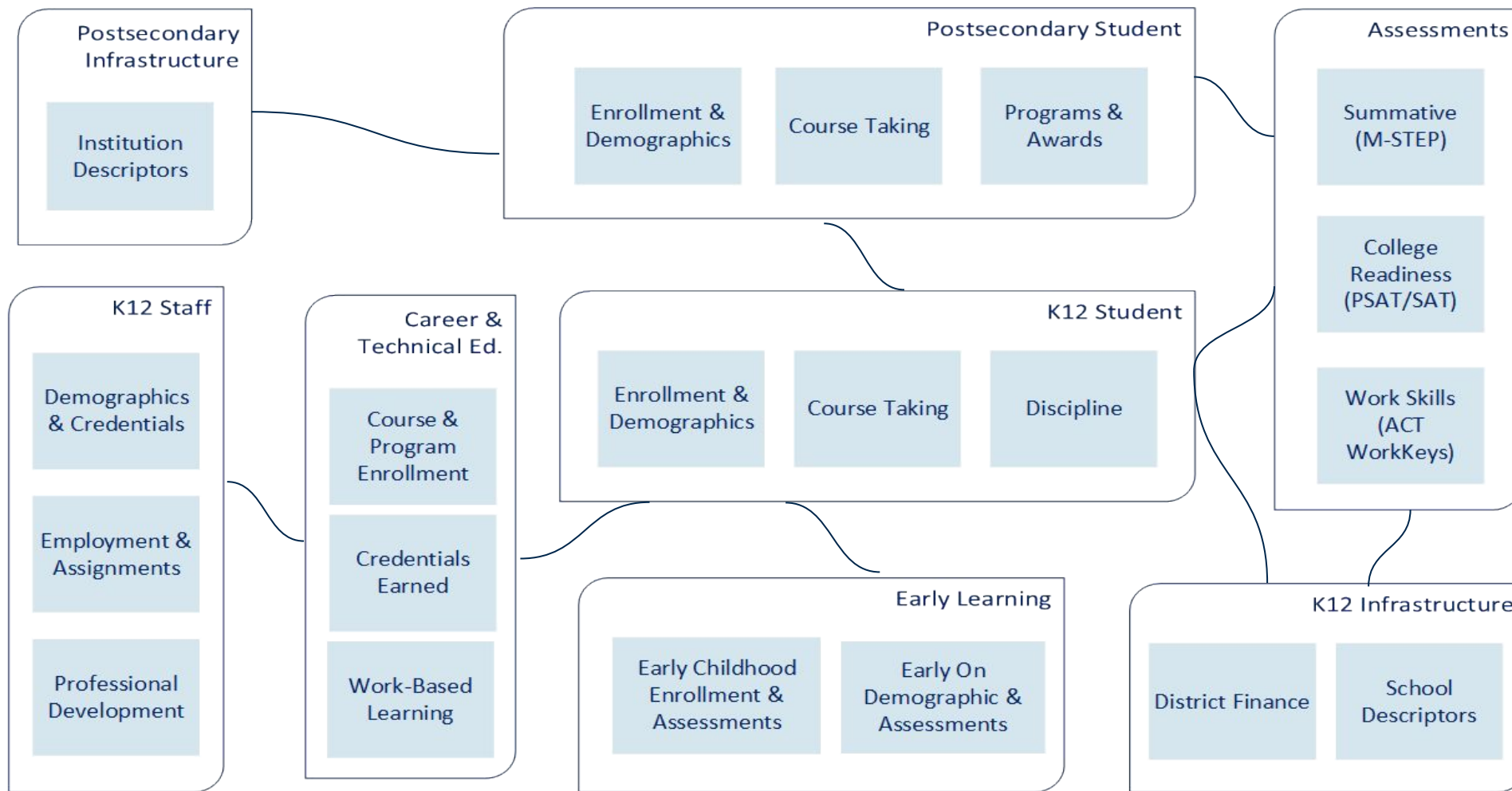
University of Michigan
Ford School of Public Policy
Education Policy Initiative
Michigan Education Data Center

CTE DATA AVAILABLE NOW

- Acknowledgements:
 - Office of CTE: Dr. Jill Kroll, Dr. Yincheng Ye
 - Youth Policy Lab, Education Policy Innovation Collaborative, Georgia Policy Lab, CEPI, MDE
- Comprehensive Federal reporting data at the school and district level



MICHIGAN'S P-20 EDUCATION DATA



CTE DATA AVAILABLE NOW

Data File	Start Year
Program Enrollment	2010
Course Enrollment	2010
Core Performance Indicators	2010
Follow Up Survey	2010
Work-Based Learning	2021
Credentials Earned	2020

PERKINS REGIME

- Carl D. Perkins Career and Technical Education Improvement Act of 1984
- Strengthening Career and Technical Education for the 21st Century Act of 2018
 - Funding
 - General Plan Development
 - Comprehensive Local Needs Assessment
 - Program Quality
 - **Data and Accountability**
- Perkins IV (2006) vs Perkins V (2018)



PROGRAM ENROLLMENT

- Who are you?
- Where are you?
- What are you doing?
- Where are you?
 - School
 - Student Demographics
 - District
 - Region
 - Prosperity Region
 - Career Education Planning District
- What are you doing?
 - CIP Code
 - Federal Career Cluster
 - Non Traditional Program
 - Advancement

PROGRAM ENROLLMENT

RIC	PSN	SCHOOL YEAR	SCHOOL CODE	SCHOOL NAME	DISTRICT CODE	DISTRICT NAME	CEPD	REGION CODE
7000262	12358	2017-2018	3419	Moonyvale Low	23475	Sunnydale Schools	36	25
7000262	78153	2019-2020	0153	Sunnydale High	23475	Sunnydale Schools	36	25
7000262	78153	2020-2021	0153	Sunnydale High	23475	Sunnydale Schools	36	25
9807224	39109	2014-2015	6423	Smarttown School	13452	Place District	29	22
9807224	39109	2015-2016	6423	Smarttown School	13452	Place District	18	22
3820974	11410	2007-2008	2189	Zoolander Center	09758	Here District	42	16
1285732	58384	2022-2023	1084	Tech Center	25482	Local District	10	13
547831	54221	2018-2019	8723	Tiny High School	97865	A1 District	51	7
487013	60666	2016-2017	7247	Rosewood High	74266	Big Heart Schools	36	25
1285448	27491	2014-2015	0167	Sky High	45248	The Moon	19	23
1285448	27491	2015-2016	0167	Sky High	45248	The Moon	19	23
2701893	29184	2009-2010	2847	Walkertown Center	13470	Walkertown ISD	10	4

PROGRAM ENROLLMENT- PROGRAM SERIAL NUMBER

- Five Digit numeric code
- A specific Classification of Instructional Programs Code (CIP) housed in a specific building
 - Building
 - CIP Code
 - Program Type
- PSN Crosswalk Provided
 - School Year
 - School Code
 - District Code
 - Fiscal Agency Code
 - CIP Code
 - Federal Cluster Code
 - Career Education Planning District
 - Program Type

PROGRAM ENROLLMENT

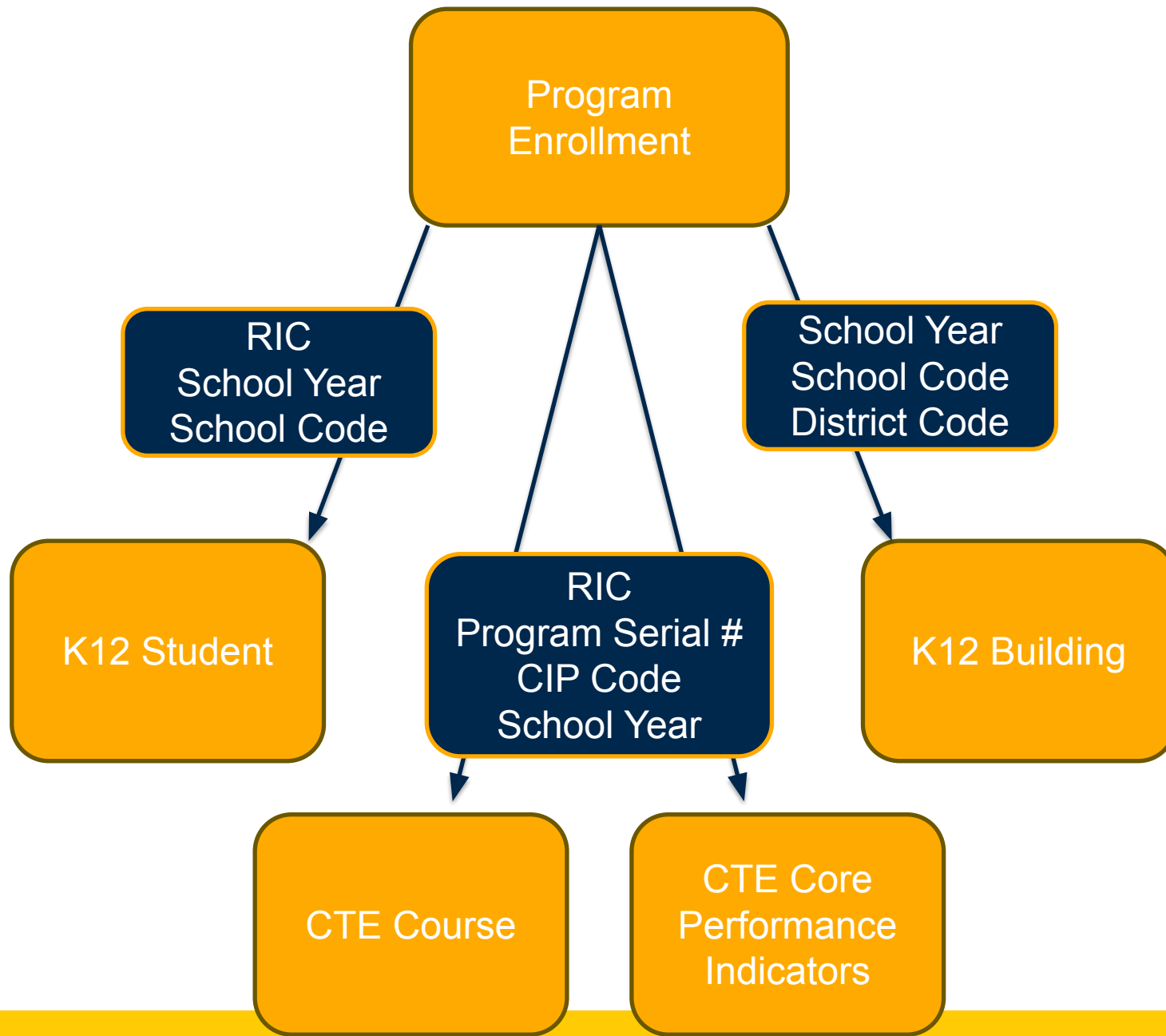
RIC	PSN	SCHOOL YEAR	CIP CODE	CIP NAME	FEDERAL CLUSTER	PERKINS IV STATUS	PERKINS V STATUS	NONTRAD GENDER
7000262	12358	2017-2018	11.0801	Digital/Multimedia	F11	Enrollee		N
7000262	78153	2019-2020	52.1999	Marketing & Sales	F14		Concentrator	N
7000262	78153	2020-2021	52.1999	Marketing & Sales	F14		Completer	N
9807224	39109	2014-2015	47.0604	Automotive Technology	F16	Concentrator		Y
9807224	39109	2015-2016	47.0604	Automotive Technology	F16	Concentrator		Y
3820974	11410	2007-2008	19.0700	Child and Custodial Care	F10	Completer		N
1285732	58384	2022-2023	51.0000	Therapeutic Services	F08		Participant	N
547831	54221	2018-2019	15.0000	Engineering Technology	F15	Enrollee		Y
487013	60666	2016-2017	52.0299	Business Administration	F04	Enrollee		N
1285448	27491	2014-2015	15.1306	Mechanical Drafting	F15	Concentrator		N
1285448	27491	2015-2016	15.1306	Mechanical Drafting	F15	Completer		N
2701893	29184	2009-2010	52.1999	Marketing & Sales	F14	Concentrator		N

PROGRAM ENROLLMENT- ADVANCEMENT

- Tracks how much of a program a student completed
- Outcomes Split by Perkins Advancement
- Perkins V
 - Completer
 - Concentrator
 - Participant
 - Enrollee
- Perkins IV
 - Completer
 - Concentrator
 - Enrollee
- More Information about what qualifies a student within individual programs can be found on the [Michigan CTE Website](#)
- We do NOT carry finer details on which segments/competencies a student has completed

PROGRAM ENROLLMENT- ADVANCEMENT

Student Advancement Category	CIP Code Programs Reporting by Segments	CIP Code Programs Reporting by Competencies	Section 61a.(1) Student Advancement Factor (Weight)	Perkins V Reporting Requirements	State Reporting Requirements
Enrollee	Less than 4 Segments	Less than 1 Perkins Course Competency	X (.5)	N/A	X
Participant	4-7 Segments	1 Perkins Course Competency	X (1)	X	X
Concentrator	8-11 Segments	2 Perkins Course Competencies	X (5)	X	X
Concentrator Plus	12 Segments -OR- 8 Segments plus earned an OCTE-approved credential reported <u>by the June enrollment report submission deadline</u>	3 or More Perkins Course Competencies -OR- 2 Perkins Course Competencies plus earned an OCTE-approved credential reported by the June enrollment report submission deadline	X (10)	N/A	N/A
Completer	All 12 Segments	All Perkins Course Competencies	N/A	N/A	X

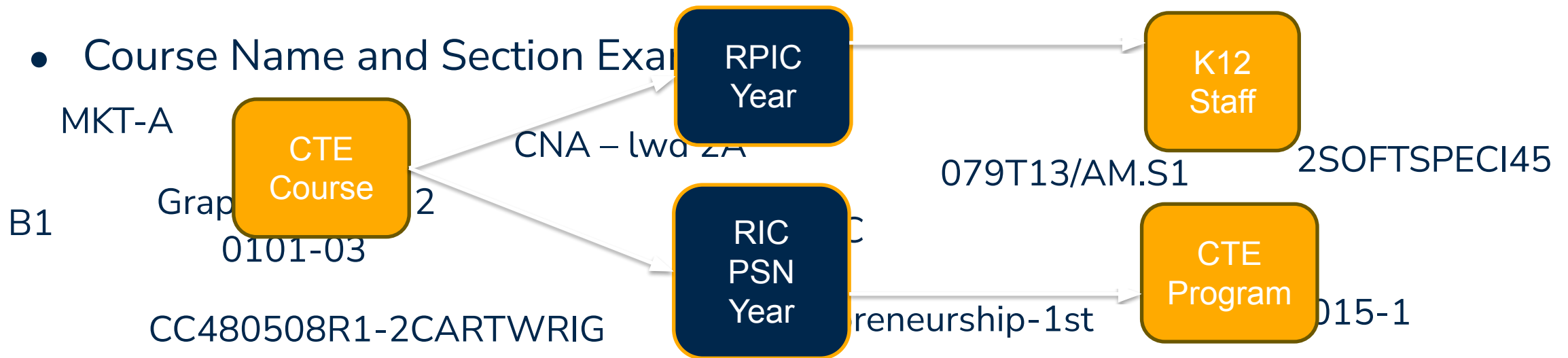


COURSE ENROLLMENT

RIC	PSN	SCHOOL YEAR	CIP CODE	CIP NAME	COURSE ID	COURSE NAME	SUB SECTION	BEGIN DATE	COURSE GRADE
7000262	12358	2017-2018	11.0801	Digital/Multi	289026	Bus Web Design	A	2017-09-02	A
7000262	78153	2019-2020	52.1999	Marketing	230166	Marketing I	A	2019-08-30	B-
7000262	78153	2020-2021	52.1999	Marketing	230167	Marketing I	A	2020-01-12	B+
9807224	39109	2014-2015	47.0604	Automotive	348971	Auto Mechanics	B	2015-01-24	A-
9807224	39109	2015-2016	47.0604	Automotive	348972	Auto Mechanics	A	2015-09-10	C
3820974	11410	2007-2008	19.0700	Child and	107258		A	2007-09-01	WITHDRAWN
1285732	58384	2022-2023	51.0000	Therapeuti	230758	21MedScillFA		2021-09-03	B
547831	54221	2018-2019	15.0000	Engineerin	309275	CAD MECH ENGINEER		2018-12-30	B
487013	60666	2016-2017	52.0299	Business A	298653	Business, MNGMT	A	2016-08-27	A+
1285448	27491	2014-2015	15.1306	Mechanical	266824	CAD I	C	2014-09-03	C
1285448	27491	2015-2016	15.1306	Mechanical	368590	CAD II		2015-09-03	B+
2701893	29184	2009-2010	52.1999	Marketing	123780	SCHOOL STOP SI	A	2010-01-11	F

COURSE ENROLLMENT

- Course Name and Section
 - Inconsistent across districts (and K12 course)
- Course dates
- Course grade
- Course CIP
- Teacher
 - Postsecondary teachers do not get RPICs



CORE PERFORMANCE INDICATORS

RIC	PSN	SCHOOL YEAR	n1s1 P IV	d1s1 P IV	n2s1 P IV	d2s1 P IV	n2s2 P IV	d2s2 P IV	n2s3 P IV	d2s3 P IV	n3s1 P IV	d3s1 P IV	n1s1 P V	d1s1 P V
7000262	12358	2017-2018	0	0	0	0	0	0	0	0	0	0		
7000262	78153	2019-2020											0	0
7000262	78153	2020-2021											1	1
9807224	39109	2014-2015	0	0	1	1	1	1	0	1	0	0		
9807224	39109	2015-2016	1	1	0	0	0	0	0	0	1	1		
3820974	11410	2007-2008	0	1	0	1	1	1	0	0	0	1		
1285732	58384	2022-2023											0	1
547831	54221	2018-2019	0	1	0	0	0	0	0	0	0	0		
487013	60666	2016-2017	1	1	0	0	0	0	0	0	0	0		
1285448	27491	2014-2015	1	1	0	0	0	0	0	0	0	0		
1285448	27491	2015-2016	0	0	1	1	1	1	1	1	1	1		
2701893	29184	2009-2010	0	0	0	0	0	0	0	0	0	0		

CORE PERFORMANCE INDICATORS

Perkins IV

- 1S: State Standardized Assessment Proficiency defined by ESEA (Reading / Math)
- 2S: Passed technical skills assessments based on industry standards
- 3S: Attained diploma/GED
- 4S: Graduation Rate
- 5S: Future outcomes (i.e. postsecondary, advanced training, military, service program, employed)
- 6S: In non-traditional gender field

Perkins V

- 1S: Graduation Rate
- 2S: State Standardized Assessment Proficiency defined by ESEA (Reading / Math / Science)
- 3S: Future outcomes (i.e. postsecondary, advanced training, military, service program, employed)
- 4S: In non-traditional gender field
- 5S: Attained postsecondary credential

CORE PERFORMANCE INDICATORS

Perkins V

- 1S: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.
- 2S: 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 in [reading/language arts / mathematics / science] as described in section 1111(b)(2) of such Act.
- 3S: 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.
- 4S: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.)
- 5S: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

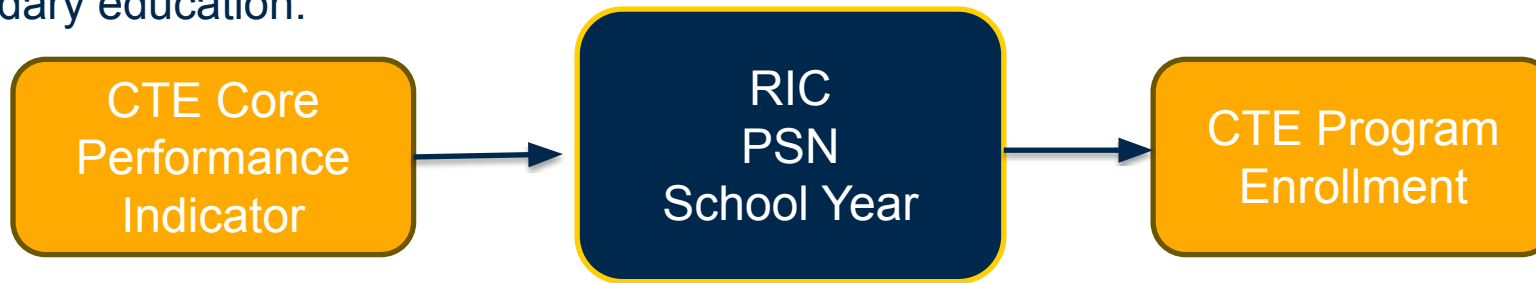
CORE PERFORMANCE INDICATORS

Perkins IV

- 1S: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school [reading/language arts / mathematics] assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
- 2S: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- 3S: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.
- 4S: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.
- 5S: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
- 6S: Number of [CTE participants / CTE concentrators] from underrepresented gender groups who [participated in /] that leads to employment in nontraditional fields during the reporting year.

CORE PERFORMANCE INDICATORS

- Perkins V
 - 1S1 Numerator: Number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate under Elementary and Secondary Education Act of 1965 (ESEA).
 - 1S1 denominator: Number of CTE concentrators who, in the preceding reporting year, were included in the State's computation of its graduation rate as defined in ESEA.
- Perkins IV
 - 1S1 Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
 - 1S1 Denominator: Number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

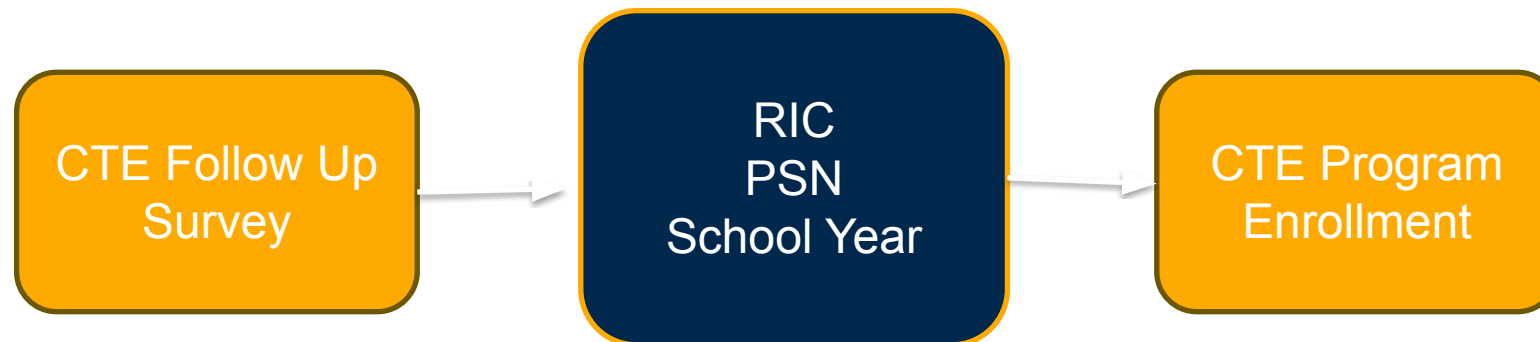


FOLLOW UP SURVEY

RIC.	SURV PSN	FOLLOW YEAR	Q SCH OOL	Q SCHOO L CODE	Q SCHOOL DESC	Q APPRE NTICE	Q CERT	Q LOOKING JOB	Q WAGE	UNIVER SITY
7000262	78153	2017-2018	Y	3	College/Uni	N	N	N		UOFM
4864189	01647	2019-2020	Y	3	College/Uni	N	N	N		MSU
4587897	18973	2020-2021	N	NA		N	N	N	8.4	
2347915	85472	2014-2015	Y	1	Trade School	N	Y	N		
9807224	39109	2015-2016	N	NA		N	N	Y		
3820974	11410	2007-2008	N	NA		N	Y	Y		
1285732	58384	2022-2023	Y	4	Military Inst.	N	N	N		
547831	54221	2018-2019	Y	2	Community Coll.	N	N	N		
487013	60666	2016-2017	Y	2	Community Coll.	N	N	N		
7110018	78965	2014-2015	N	3	College/Uni	N	Y	N	13	EMU
1285448	27491	2015-2016	Y	NA		Y	N	N		
2701893	29184	2009-2010	N	2	Community Coll.	N	N	N		

FOLLOW UP SURVEY

- Voluntary survey 2 quarters after students leave high school
 - “2 quarters” is typically 3-6 months
 - Only taken by CTE Concentrators and above (program enr.)
- Interested in outcomes
 - Is a student in school or employed?
 - If so, where?
 - If not, why not?
 - Are they using the skills they learned in CTE courses?
 - How much are they earning?
- These outcomes inform Core Performance Indicators
- Can use a proxy to answer the survey
- Students might not answer survey

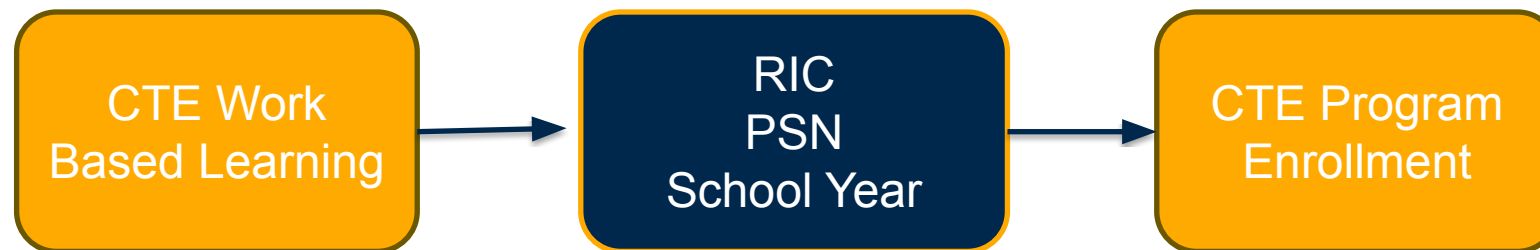


WORK-BASED LEARNING EXPERIENCES

RIC	PSN	SCHOOL YEAR	AWARENESS	EXPLORATION	PREPARATION	TRAINING	APPRENTICESHIP
7000262	12358	2020-2021	2	1	1	0	0
7000262	78153	2021-2022	3	0	0	0	0
7000262	78153	2020-2021	3	1	0	2	0
9807224	39109	2024-2025	0	1	0	0	0
9807224	39109	2022-2023	0	0	0	1	0
3820974	11410	2024-2025	2	2	0	0	0
1285732	58384	2022-2023	2	1	5	0	0
547831	54221	2020-2021	30	0	0	0	0
487013	60666	2019-2020	2	0	3	0	0
1285448	27491	2019-2020	1	1	0	0	0
1285448	27491	2023-2024	4	2	2	1	0
2701893	29184	2019-2020	6	5	7	7	0

WORK-BASED LEARNING EXPERIENCES

- Career Awareness (e.g. career fair, field trip)
- Career Exploration (e.g. job shadow, informational interview)
- Career Preparation (e.g. mentoring, entrepreneurial project)
- Career Training (e.g. on the job training at a work site)
- Youth Apprenticeship (i.e. on the job training program registered with the department of labor)



CREDENTIALS EARNED

RIC	PSN	SCHOOL YEAR	CREDENTIAL NAME	CRED TYPE	CREDENTIAL DESCRIPTION	VENDOR
7000262	12358	2020-2021	Basic Life Support (BI	2	Supplementary	Am Safety & Health Institute
7000262	78153	2021-2022	FEMA iS100 CERT	1	Suggested	Suggested
7000262	78153	2020-2021	FEMA iS700 CERT	1	Suggested	Suggested
9807224	39109	2024-2025	CPR	1	Suggested	Suggested
9807224	39109	2022-2023	ASE Entry – Brakes	3	Approved	National Institute for Auto Service Excellence
3820974	11410	2024-2025	Microsoft Office Work	2	Supplementary	Certiport
1285732	58384	2022-2023	YQCA Youth for Qual	2	Supplementary	4-H, FFA, YQCA
547831	54221	2020-2021	OSHA 10	1	Suggested	Suggested
487013	60666	2019-2020	Assoc. of Business	4	Postsecondary	NONE
1285448	27491	2019-2020	CISCO Cert. Entry	3	Approved	CISCO
1285448	27491	2023-2024	OSHA-10 hour	2	Supplementary	ClickSafety, OSHA.com, CareerSafe
2701893	29184	2019-2020	10 hr OSha	1	Suggested	Suggested

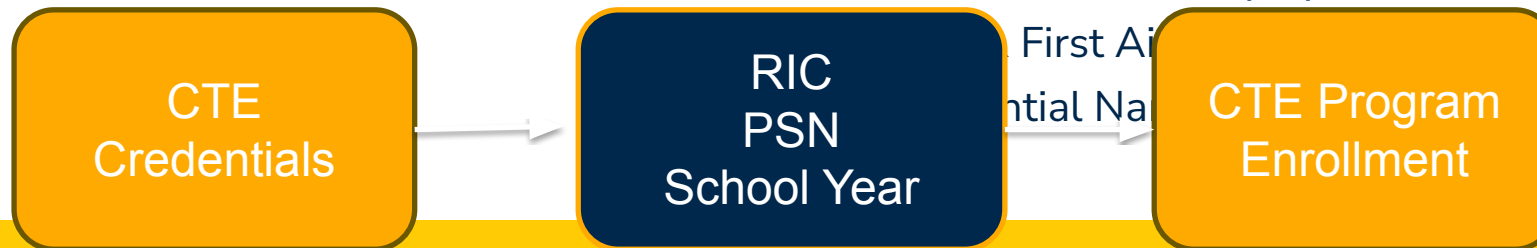
CREDENTIALS EARNED

- Third party credentials earned by students
- Come in three varieties
 - OCTE approved credentials
 - Supplemental unapproved credentials
 - Suggested credentials (unknown to OCTE)
 - User input, messier data
- Approved and Supplemental credentials associated with vendor

- Examples

- Microsoft Office Suite – Microsoft
- AWS Sense Level 1 – American Welding Society
- Certified Nurse Assistant – National Healthcareer Association
- Michigan Certification in Engine Repair – Michigan Secretary of State
- ASE Entry-Level Brakes – National Institute for Automotive Service Excellence

- PMI1 – TAPE AND RULE MEASUREMENT
- PASSES EDGE
- PLTW Human Body Systems



CTE DATA AVAILABLE NOW

- Current data extends to 2024-2025
- Yearly updates typically available in March
- Dataset reminders:
 - Always request Program Enrollment file
 - Consider what might come from the wider EPI database
 - K12 Student Demographics
 - K12 Building Information
 - K12 Assessment Scores
 - K12 Staff Information

Thank You!

Questions or comments? Reach us here!

Michigan Education Data Center

✉ meri@miedresearch.org

<https://medc.miedresearch.org/>

