# PERKINS V

# COMPREHENSIVE LOCAL NEEDS ASSESSMENT – REGION FORM

Perkins V

Learning that works for Michigan
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MICHIGAN
Department of
**Education**

TOP **10** IN **10** YEARS
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## Table of Contents

**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.<br><br>_18-19 State Targets:_<br>1S1 – Grad Rate (formally 4S1): 96%<br>2S1 – Reading (formally 1S1): 51%<br>2S2 – Math (formally 1S2): 25.2% | 1S1 - Grad Rate<br>2S1 - Reading<br>2S2 - Math | CTEIS CPIs<br>analytics.ptdtechnology.com<br>LEA Student Information System<br>MI School Data |

CEPD #: 42
CEPD NAME: Wayne RESA

| CPI | ESSA | Enter Percent |
|---|---|---|
| 1S1 | ESSA 1 | 95.63 |
| 2S1 | ESSA 2 | 58.90 |
| 2S2 | ESSA 3 | 34.08 |

CEPD NAME:

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

| CPI | ESSA | Enter Percent |
|---|---|---|
| 1S1 | ESSA 1 | 95.63 |
| 2S1 | ESSA 2 | 58.90 |
| 2S2 | ESSA 3 | 34.08 |

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 # 29
REGION NAME: Wayne RESA

| 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<br>2S1 - Reading<br>2S2 - Math | CTEIS CPIs<br>analytics.ptdtechnology.com<br>LEA Student Information System |

CEPD #: 42
CEPD NAME: Wayne RESA

| CPI | ESSA | Percent Male | Percent Female |
|---|---|---|---|
| 1S1 | ESSA 1 | 94.31 | 97.15 |
| 2S1 | ESSA 2 | 57.39 | 60.66 |
| 2S2 | ESSA 3 | 39.29 | 27.98 |

| | | | |
|---|---|---|---|
| 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 #: 29
REGION NAME: Wayne RESA

| CPI | ESSA | Percent Male | Percent Female |
|---|---|---|---|
| 1S1 | ESSA 1 | 94.31 | 97.15 |
| 2S1 | ESSA 2 | 57.39 | 60.66 |
| 2S2 | ESSA 3 | 39.29 | 27.98 |

CEPD #:
CEPD 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 |
|---|---|---|---|

| 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 #: 42
CEPD NAME: Wayne RESA

| 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 | 100 | 96.02 | 93.83 | 95.45 | NA | 97.65 | 96.05 |
| 2S1 | ESSA 2 | NA | 70.41 | 37.72 | 54.06 | NA | 64.00 | 65.27 |
| 2S2 | ESSA 3 | NA | 62.72 | 10.83 | 25.26 | NA | 41.33 | 40.40 |

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 #: 29 | | | | | | | | |
|--------------|------|--------------------------------------|-------|---------------------|-----------------|--------------------------------------------|----------------------|-------|
| **REGION NAME:** Wayne RESA | | | | | | | | |
| 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 | 100 | 96.02 | 93.83 | 95.45 | N/A | 97.65 | 96.05 |
| 2S1 | ESSA 2 | N/A | 70.41 | 37.72 | 54.06 | N/A | 64.00 | 65.27 |
| 2S2 | ESSA 3 | N/A | 62.72 | 10.83 | 25.26 | N/A | 41.33 | 40.40 |

| 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** indicators, are meeting the Perkins V Core Performance Indicators in comparison to ALL CTE students?<br><br>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.<br><br>*18-19 State Targets:*<br>1S1 – Grad Rate (formally 4S1): 96%<br>2S1 – Reading (formally 1S1): 51%<br>2S2 – Math (formally 1S2): 25.2%<br>3S1 - Post-Prog. Placement (formally 5S1): 95%<br>4S1 - Nontrad Concentration (formally 6S1 and 6S2): 6S1 - 27%; 6S2 -34.5%<br>5S1 - Program Quality (formally 2S1): 46% | 1S1 - Grad Rate<br>2S1 - Reading<br>2S2 - Math<br>3S1 - Post-Prog. Placement<br>4S1 - Nontrad Concentration<br>5S1 - Program Quality | CTEIS CPIs<br>analytics.ptdtechnology.com<br>LEA Student Information System<br>MI School Data |

CEPD #: 42
CEPD NAME: Wayne RESA

| CPI | All CTE | Ind. W/ Dis. | Econ. Dis. | Non-trad | Single Parent | Out-of-work | English Learners | Homeless | Foster Care | Armed Forces |
|---|---|---|---|---|---|---|---|---|---|---|
| 1S1 | 95.93 | 86.1 | 93.1 | 94.7 | N/P | N/P | 95.8 | N/P | N/P | N/P |
| 2S1 | 58.83 | 19.6 | 43.1 | 52.1 | N/A | N/P | 17.8 | N/P | N/P | N/P |
| 2S2 | 33.65 | 9.0 | 17.6 | 23.9 | N/P | N/P | 8.2 | N/P | N/P | N/P |
| 3S1 | 97.13 | 95.2 | 95.9 | 96.6 | N/P | N/P | 93.5 | N/P | N/P | N/P |
| 4S1 | 16 | N/P | N/P | N/P | N/P | N/P | N/P | N/P | N/P | N/P |
| 5S1 | 44.26 | 25.0 | 36.5 | 40.2 | N/P | N/P | 12.7 | N/P | N/P | N/P |

*Percent for Each SPOPS Category*

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 #: 29

Region NAME: Wayne RESA

| 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 | 95.93 | 86.1 | 93.1 | 94.7 | N/P | N/P | 95.8 | N/P | N/P | N/P |
| 2S1 | 58.83 | 19.6 | 43.1 | 52.1 | N/P | N/P | 17.8 | N/P | N/P | N/P |
| 2S2 | 33.65 | 9.0 | 17.6 | 23.9 | N/P | N/P | 8.2 | N/P | N/P | N/P |
| 3S1 | 97.13 | 95.2 | 95.9 | 96.6 | N/P | N/P | 93.5 | N/P | N/P | N/P |
| 4S1 | 16.0 | N/P | N/P | N/P | N/P | N/P | N/P | N/P | N/P | N/P |
| 5S1 | 44.26 | 25.0 | 36.5 | 40.2 | N/P | N/P | 12.7 | N/P | N/P | N/P |

| 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 #: 42
CEPD NAME: Wayne RESA

| CPI | Percent | |
|---|---|---|
| | CTE Students | All Students |
| 1S1 | 95.93 | 82.84 |
| 2S1 | 58.83 | 52.30 |
| 2S2 | 33.65 | 33.28 |

CEPD #:
CEPD NAME:

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

CEPD #:
CEPD NAME:

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

CEPD NAME:

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

REGION #: 29
REGION NAME: Wayne RESA

| CPI | Percent | |
|---|---|---|
| | CTE Students | All Students |
| 1S1 | 95.93 | 82.84 |
| 2S1 | 58.83 | 52.30 |
| 2S2 | 33.65 | 33.28 |

**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 #:    42
CEPD NAME: Wayne RESA

500-word max: 1S1- Individuals With Disabilities, Economically Disadvantaged, English Learners and Nontraditional Students
2S1 Individuals with Disabilities, Economically Disadvantaged and English Learners
2S2 Individuals with Disabilties, Economically Disadvantaged, Nontraditional Students, and English Learners
3S1 English Learners
4S1 N/P
5S1 Individuals with Disabilities, Economically Disadvanteged, Nontraditional Students, English Learners

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<br>2S1 - Reading<br>2S2 - Math | CTEIS CPIs<br>CTEIS Follow-Up Data<br>LEA Student Information System<br>MI School Data<br>Section 1 Data Questions |

CEPD #: 42
CEPD NAME: Wayne RESA

500-word max: 2S1 -CEPD Data (58.83%),  Individuals with Disabilities (19.6%), Economically Disadvantaged (43.1%), English Learners (17.8%),
2S2- CEPD Data (33.65%), Individuals with Disabilities (9%), Economically Disadvantaged (17.6%), English Learners (8.2%)
5S1- CEPD Data (44.26%), Individuals with Disabilities (25%), English Learners (12.7%)

CEPD #:
CEPD NAME:
500-word max:

CEPD #:
CEPD NAME:
500-word max:

REGION #: 29
REGION NAME: Wayne RESA

<table>
<tr><td>

**500-word max:** 2S1 -CEPD Data (58.83%),  Individuals with Disabilities (19.6%), Economically Disadvantaged (43.1%), English Learners (17.8%),
2S2- CEPD Data (33.65%), Individuals with Disabilities (9%), Economically Disadvantaged (17.6%), English Learners (8.2%)
5S1- CEPD Data (44.26%), Individuals with Disabilities (25%), English Learners (12.7%)

</td></tr>
</table>

| 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<br>2S1 - Reading<br>2S2 - Math | CTEIS CPIs<br>CTEIS Follow-Up Data<br>LEA Student Information System<br>MI School Data<br>Section 1 Data Questions |

CEPD #: 42

CEPD NAME: Wayne RESA

**500-word max:** There is a slightly larger than 10% gap related to math performance between females and males. 2S2- Male (39.29%), Female (27.98%); There is a greater than 10% gap related to math performance between student categories of African American, Hispanic/Latino, Two or More Races, and White in comparison to Asian students.  There is a greater than 10% gap related to reading performance in African American and Hispanic/Latino students in comparison to students identified as Two or More Races, White and Asian.
2S1 -CEPD Data (58.83%),  Individuals with Disabilities (19.6%), Economically Disadvantaged (43.1%), English Learners (17.8%),
2S2- CEPD Data (33.65%), Individuals with Disabilities (9%), Economically Disadvantaged (17.6%), English Learners (8.2%)
5S1- CEPD Data (44.26%), Individuals with Disabilities (25%), English Learners (12.7%)

CEPD #:

CEPD NAME:

500-word max:

CEPD #:

CEPD NAME:

500-word max:

| CEPD #: |
| --- |
| CEPD NAME: |
| 500-word max: |

| REGION #: 29 |
| --- |
| REGION NAME: Wayne RESA |
| 500-word max: There is a slightly larger than 10% gap related to math performance between females and males. 2S2- Male (39.29%), Female (27.98%); There is a greater than 10% gap related to math performance between student categories of African American, Hispanic/Latino, Two or More Races, and White in comparison to Asian students.  There is a greater than 10% gap related to reading performance in African American and Hispanic/Latino students in comparison to students identified as Two or More Races, White and Asian.<br>2S1 -CEPD Data (58.83%),  Individuals with Disabilities (19.6%), Economically Disadvantaged (43.1%), English Learners (17.8%),<br>2S2- CEPD Data (33.65%), Individuals with Disabilities (9%), Economically Disadvantaged (17.6%), English Learners (8.2%)<br>5S1- CEPD Data (44.26%), Individuals with Disabilities (25%), English Learners (12.7%) |

| 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<br>2S1 - Reading<br>2S2 - Math | CTEIS CPIs<br>CTEIS Follow-Up Data<br>LEA Student Information System<br>MI School Data<br>Section 1 Data Questions |

| CEPD #: 42 |
| --- |
| CEPD NAME: Wayne RESA |
| 500-word max: 1S1- 11.0201 Computer Programming (98.6)%, 11.0801 Digital Multimedia (96.1%), 11.0901 Computer Systems Networking (100%), 11.1001 Systems Administration ( 98.2%), 13.0000 Education General (98.7%), 14.4201 Mechatronics (100%), 15.0000 Engineering Technology (100%), 15.1301 Drafting/Design Technology (96.7%), 15.1306 Mechanical Drafting (96.6%), 43.0100 Public Safety (100%), 47.0608 Power Plant (100%), 48.0701 Woodworking (100%), 51.0000 Therapeutic Services (98.9%), 52.0299 BAMO (96.6%), 52.0800 Finance (97.4%), 52.1999 Marketing (97.7%),<br>2S1- 10.0202 Radio and Television (61.7%), 10.0301 Graphics/Communications (52.6%), 11.0201 Computer Programming (83.7%), 11.0801 Digital Multimedia (69.7%), 11.1001 Systems Administration (84%), 13.0000 Education General (59.7%), 15.1301 Drafting/Design Technology (55.8%), 15.1306 Mechanical Drafting (66.7%), 43.0100 Public Safety (54.1%), 47.0604 Automobile Technician (55.9%), 48.0501 Machine Tool (53.3%), 51.0000 Therapeutic Services (65.1%), 52.0299 BAMO (64.2%), 52.0800 Finance (73.4%), 52.1999 Marketing (61.9%)<br>2S2- 10.0202 Radio and Television (34.3%), 10.0301 Graphic/Communicaitons (28.2%), 11.0201 Computer Programming (75.6%), 11.0801 Digital Multimedia (39.4%), 11.1001 Systems Administration (76%), 13.0000 Education General (31.9%), 15.0000 Engineering Technologty (55.9%), 15.1301 Drafting Design Technology (36.5%), 15.1306 Mechanical Drafting (51.3%), 47.0604 Automobile Technician (30.1%), 51.0000 Therapeutic Services (31.8%), 52.0299 BAMO (37%), 52.0800 Finance (46.5%), 52.1999 Marketing (35.8%)<br>3S1- 10.0202 Radio and Television (100%), 10.0301 Graphic/Communications (98%), 11.0201 Computer Programming (97.7%), 11.0801 Digital Multimedia (98.4%),  11.1001 Systems Administration |

(100%), 12.0500 Cooking and Related Culinary Arts (95.5%), 13.0000 Education General (98.6%), 14.4201 Mechatronics (100%), 15.1301 Drafting/Design Technology (100%),15.1306 Mechanical Drafting (95.3%), 43.0100 Public Safety (96.7%), 46.0000 Construction Trades (97.8%), 47.0604 Automobile Technician (98.3%), 48.0701 Woodworking (100%), 51.0000 Therapeutic Services (99%), 52.0800 FInance (100%), 52.1999 Marketing (95.5%)

4S1- 01.0601 Applied Horticulture (44.4%, 58.2%), 12.0500 Cooking and Related Culinary Arts (53.7%, 53.8%), 43.0100 Public Safety (48.2%, 58.6%)

5S1- 43.0100 Public Safety (83%), 48.0508 Welding (53.3%),  51.0000 Therapeutic Services (59.8%) 52.0299 BAMO (49.7%)

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CEPD #:

CEPD NAME:

500-word max:

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CEPD #:

CEPD NAME:

500-word max:

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CEPD #:

CEPD NAME:

500-word max:

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REGION #: 29

REGION NAME: Wayne RESA

500-word max: 1S1- 11.0201 Computer Programming (98.6)%, 11.0801 Digital Multimedia (96.1%), 11.0901 Computer Systems Networking (100%), 11.1001 Systems Administration ( 98.2%), 13.0000 Education General (98.7%), 14.4201 Mechatronics (100%), 15.0000 Engineering Technology (100%), 15.1301 Drafting/Design Technology (96.7%), 15.1306 Mechanical Drafting (96.6%), 43.0100 Public Safety (100%), 47.0608 Power Plant (100%), 48.0701 Woodworking (100%), 51.0000 Therapeutic Services (98.9%), 52.0299 BAMO (96.6%), 52.0800 Finance (97.4%), 52.1999 Marketing (97.7%),

2S1- 10.0202 Radio and Television (61.7%), 10.0301 Graphics/Communications (52.6%), 11.0201 Computer Programming (83.7%), 11.0801 Digital Multimedia (69.7%), 11.1001 Systems Administration (84%), 13.0000 Education General (59.7%), 15.1301 Drafting/Design Technology (55.8%), 15.1306 Mechanical Drafting (66.7%), 43.0100 Public Safety (54.1%), 47.0604 Automobile Technician (55.9%), 48.0501 Machine Tool (53.3%), 51.0000 Therapeutic Services (65.1%), 52.0299 BAMO (64.2%), 52.0800 Finance (73.4%), 52.1999 Marketing (61.9%)

2S2- 10.0202 Radio and Television (34.3%), 10.0301 Graphic/Communicaitons (28.2%), 11.0201 Computer Programming (75.6%), 11.0801 Digital Multimedia (39.4%), 11.1001 Systems Administration (76%), 13.0000 Education General (31.9%), 15.0000 Engineering Technologty (55.9%), 15.1301 Drafting Design Technology (36.5%), 15.1306 Mechanical Drafting (51.3%), 47.0604 Automobile Technician (30.1%), 51.0000 Therapeutic Services (31.8%), 52.0299 BAMO (37%), 52.0800 Finance (46.5%), 52.1999 Marketing (35.8%)

3S1- 10.0202 Radio and Television (100%), 10.0301 Graphic/Communications (98%), 11.0201 Computer Programming (97.7%), 11.0801 Digital Multimedia (98.4%),  11.1001 Systems Administration (100%), 12.0500 Cooking and Related Culinary Arts (95.5%), 13.0000 Education General (98.6%), 14.4201 Mechatronics (100%), 15.1301 Drafting Design Technology (100%),15.1306 Mechanical Drafting (95.3%), 43.0100 Public Safety (96.7%), 46.0000 Construction Trades (97.8%), 47.0604 Automobile Technician (98.3%), 48.0701 Woodworking (100%), 51.0000 Therapeutic Services (99%),

| | |
|---|---|
| 52.0800 FInance (100%), 52.1999 Marketing (95.5%) | |
| 4S1- 01.0601 Applied Horticulture (44.4%, 58.2%), 12.0500 Cooking and Related Culinary Arts (53.7%, 53.8%), 43.0100 Public Safety (48.2%, 58.6%) | |
| 5S1- 43.0100 Public Safety (83%), 48.0508 Welding (53.3%),  51.0000 Therapeutic Services (59.8%) 52.0299 BAMO(49.7%) | |

| 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 #: 42

CEPD NAME: Wayne RESA

500-word max: Special Populations students in the following CIP Codes are performing higher than Special Populations students in other CIP Codes: 1S1- 11.0801 Digital Multimedia, 12.0500 Cooking and Related Culinary Arts, 47.0604 Automobile Technician, 48.0508 Welding, 51.0000 Therapeutic Services, 52.0299 BAMO, 52.1999 Marketing, 15.1306 Mechanical Drafting, 52.0800 Finance, 11.0201 Computer Programming, 14.4201 Mechatronics, 10.0202 Radio and Television Broadcasting, 10.0301 Graphic/Communications, 13.0000 Education General, 47.0101 Electrical/Electronics Equipment
2S1- 11.0801 Digital Multimedia, 12.0500 Cooking and Related Culinary Arts, 47.0604 Automobile Technician, 51.0000 Therapeutic Services, 52.0299 BAMO, 52.1999 Marketing, 15.1306 Mechanical Drafting, 52.0800 Finance, 11.0201 Computer Programming, 14.4201 Mechatronics
2S2- 52.0299 BAMO, 52.1999 Marketing, 11.0201 Computer Programming, 51.0000 Therapeutic Services, 14.4201 Mechatronics, 52.0800 Finance, 15.1306 Mechanical Drafting

CEPD #:

CEPD NAME:

500-word max:

CEPD #:

CEPD NAME:

500-word max:

| |
|---|
| CEPD #: |
| CEPD NAME: |
| 500-word max: |

| |
|---|
| REGION #: 29 |
| REGION NAME: Wayne RESA |
| 500-word max: Special Populations students in the following CIP Codes are performing higher than Special Populations students in other CIP Codes: 1S1- 11.0801 Digital Multimedia, 12.0500 Cooking and Related Culinary Arts, 47.0604 Automobile Technician, 48.0508 Welding, 51.0000 Therapeutic Services, 52.0299 BAMO, 52.1999 Marketing, 15.1306 Mechanical Drafting, 52.0800 Finance, 11.0201 Computer Programming, 14.4201 Mechatronics, 10.0202 Radio and Television Broadcasting, 10.0301 Graphic/Communications, 13.0000 Education General, 47.0101 Electrical/Electronics Equipment<br>2S1- 11.0801 Digital Multimedia, 12.0500 Cooking and Related Culinary Arts, 47.0604 Automobile Technician, 51.0000 Therapeutic Services, 52.0299 BAMO, 52.1999 Marketing, 15.1306 Mechanical Drafting, 52.0800 Finance, 11.0201 Computer Programming, 14.4201 Mechatronics<br>2S2- 52.0299 BAMO, 52.1999 Marketing, 11.0201 Computer Programming, 51.0000 Therapeutic Services, 14.4201 Mechatronics, 52.0800 Finance, 15.1306 Mechanical Drafting |

**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 #: 29 |
|---|
| REGION NAME: Wayne RESA |
| 500-word max: In terms of numeric openings, the occupations with the largest projected growth are Food Preparation & Serving Related Occupations, Architecture & Engineering, Healthcare Practitioners, Business & Finance Operations, Transportation & Material Moving, Computer & Mathematical Occupations, Healthcare Support, Personal Care & Services, Sales, and Office Support. High wage/high demand occupations were identified based on projected openings of 2000 or more: Architecture & Engineering, Healthcare Practitioners, Business and Finance Operations, Computer & Mathematical Occupations, Sales & Related Occupations, Construction, Installation Maintenance & Repair, Education, Community & Social Service, Arts, Design, Entertainment, Sports & Media. |

| 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<br>LMI Data - Career Outlook<br>CTEIS Secondary Taxonomy |

| REGION #: 29 |
|---|
| REGION NAME: Wayne RESA |
| 500-word max: According to the Region's list of high demand/high wage occupational projections, there is opportunity for program creation in the Community and Social Service Occupations. Specific occupations include Child, Family, and School Social Workers, Healthcare Social Workers, and Social and Human Service Assistants. However, HIPAA and FERPA regulations may create limitations making training programs at the secondary level unfeasible. |

| 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 #: 29 |
|---|
| REGION NAME: Wayne RESA |
| 500-word max: 10.0202- Equipment Operation<br>11.0801- Coding and Public Speaking, 12.050- Inventory and Purchasing Procedures, 13.0000- Lesson Planning, Formative Assessment, 51.0000-Patient Interaction and Electronic Record Keeping, 52.0800-Elecrronic Record Keeping. Nearly every district listed additional deficiencies in areas related to employability and soft skills. |

| 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 #: 29 |
|---|
| REGION NAME: Wayne RESA |
| Enter Percent |
| 76.1% |

**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 #: 29 | |
| REGION NAME: Wayne RESA | |
| 500-word max: An emerging occupation not identified in the data is Cybersecurity. | |

| 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 #: 29 | |
| REGION NAME: Wayne RESA | |
| 500-word max: Architecture & Engineering Occupations (16,250) - Mechatronics 14.4201 (64), Engineering Technology 15.0000 (451), Drafting/Design Technology 15.1301 (201), Mechanical Drafting 15.1306 (424), Construction 46.0000 (556). The CIP Codes that align to Architecture & Engineering have a most recent reported total enrollment of 1,696, if data is stable for | |

the 2016-2026 period, the occupational need will be met.

Healthcare Practitioners & Technical Occupations (13,325) - The CIP Code, Therapeutic Services 51.0000, that aligns to the Health Practitioners field has a most recent reported total enrollment of 1,290, if data is stable for the projected time period, the occupational need will be met.

Business & Financial Operations (12,260) - Business Administration 52.0299 (1,395), Finance 52.0800 (1,064), Marketing 52.1999 (3,543). The CIP Codes that align to Business & Finance have a most recent reported total enrollment of 6,002, if data is stable for the projected time period, the occupational need will be met.

Computer & Mathematical Occupations (10,595) - Computer Programming 11.0201 (500), Computer Sys. Networking 11.0901 (63), Systems Administration 11.1001 (88). The CIP Codes that align to Computer and Mathematical Occupations have a most recent reported total enrollment of 651, if data is stable for the projected time period, the occupational need will not be met.

Sales and Related Occupations (9,415) - The CIP Code, Marketing 52.1999, that aligns to the Sales field has a most recent reported total enrollment of 3,543, if data is stable for the projected time period, the occupational need will be met.

Construction & Extraction (6,320) - Construction 46.0000 (556), Electrical/Electronics 47.0101 (54), HVAC 47.0201 (23), Welding 48.0508 (236). The CIP Codes that align to Construction and Extraction Occupations have a most recent reported total enrollment of 869, if data is stable for the projected time period, the occupational need will be met.

Installation, Maintenance, and Repair (6,160) - Electrical/Electronics 47.0101 (54), Collision Repair 47.0603 (79), Automobile Tech. 47.0604 (584), Machine Tool 48.0501 (88), Welding 48.0508 (236). The CIP Codes that align to Installation, Maintenance, and Repair have a most recent reported total enrollment of 1,041, if data is stable for the projected time period, the occupational need will be met.

Education, Training, and Library Occupations (6,030) - The CIP Code, Education General 13.0000, that aligns to the Education field has a most recent reported total enrollment of 149, if data is stable for the projected time period, the occupational need will not be met.

Community and Social Services (2,970) - There is no current CIP Code with enrollment that meets this need.

Arts, Design, Entertainment, Sports, and Media (2,280) - Radio & TV 10.0202 (795), Graphics 10.0301 (752), Digital/Multimedia 11.0801 (1,101). The CIP Codes that align to Arts, Design, Entertainment, Sportsm and Media have a most recent reported total enrollment of 2,648, if data is stable for the projected time period, the occupational need will be met.

| 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<br>MiWorks! Data Publications<br>CTEIS Enrollment Data<br>LEA Student Information System<br>Section 2 Data Questions |

| | |
|---|---|
| REGION #: 29 | |
| REGION NAME: Wayne RESA | |

500-word max:

Business & Financial Operations shows a projected occupational need of 12,260, while enrollment projects 60,020 (6,002 x 10 years) potential program completers.
Business Administration 52.0299
Finance 52.0800
Marketing 52.1999

Arts, Design, Entertainment, Sports, & Media shows a projected occupational need of 2,280, while enrollment projects 26,480 (2,648 x 10 years) potential program completers.
Radio & TV 10.0202
Graphics 10.0301
Digital/Multimedia 11.0801

Computer & Mathematical Occupations shows a projected occupational need of 10,595 while enrollment projects 6,510 (651 x 10 years) potential program completers.
Computer Programming 11.0201
Computer Sys. Networking 11.0901
Systems Administration 11.1001

Education, Training, and Library Occupations shows a projected occupational need of 6,030, while enrollment projects 1,490 (149 x 10 years) potential program completers.
Education General 13.0000

| 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<br>LMI Data - Hot 50<br>LMI Data - Career Outlook<br>MiWorks! Data Publications<br>CTEIS Enrollment Data<br>Section 2 Data Questions |

| | |
|---|---|
| REGION #: 29 | |
| REGION NAME: Wayne RESA | |

500-word max:

Programs that need to be considered for closure or reduction based on enrollment exceeding occupationsl projections are:
Business Administration 52.0299

Finance 52.0800
Marketing 52.1999
Radio & TV 10.0202
Graphics 10.0301
Digital/Multimedia 11.0801

Programs that need to be considered for expansion to meet the projected occupational need are:
Computer Programming 11.0201
Computer Systems Networking 11.0901
Systems Administration 11.1001
Computer and Information Systems Security 11.1003
Education General 13.0000

| 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 #: 29
REGION NAME: Wayne RESA

500-word max: The region collaborates with secondary providers through professional development opportunities. These include regional workshops around nontraditional student enrollment and retention and the Michigan Occupational Special Populations Association.

**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 #: 29
REGION NAME: WRESA

| 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' |
|---|---|---|---|---|---|---|
| 47.0604 | Maintenance and Light Repair | 10 | 218 | X | X | X |
| 48.0508 | Welding Brazing and Soldering | 1 | 149 | X | X | X |
| 51.0000 | Health/Therapeutic Services | 27 | 310 | X | X | X |
| 10.0202 | Radio and TV Broadcasting Technology | 3 | 47 | X | X | X |
| 46.0000 | Construction Trades | 5 | 62 | X | X | X |
| 52.0299 | Business Administration Management and Operations | 3 | 32 | X | X | |
| 15.0000 | Engineering | 10 | 121 | X | X | |
| 11.0801 | Digital Multimedia and Information Resource Design | 52 | 374 | X | X | |
| 10.0301 | Graphic and Printing Technology | 5 | 238 | X | X | 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 #: 29
REGION NAME: WRESA

500-word max: CTE program offerings are mostly sufficient with demand. Programs with higher demand work to offer additional sections to meet demand. Most wait lists are minimal; where districts are unable to meet demand it is typically due to lack of qualifed instructional staff.

| Q# | Data Questions | Perkins CPI Alignment | Data Sources |
|---|---|---|---|
| 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 #: 29

REGION NAME: WRESA

| 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 |
| 47.0604 | Maintenance and Light Repair | 3 | | | X | X |
| 11.0201 | Computer Programming | 4 | | | X | X |
| 11.0801 | Digital Multimedia and Information Resource Design | 4 | | | X | X |
| 13.0000 | Education General | 1 | | | X | |
| 43.1000 | Law Public Safety and Security | 2 | | | X | X |
| 46.0000 | Construction Trades | 2 | | | X | X |
| 47.0604 | Maintenance and Light Repair | 3 | | | X | X |
| 48.0508 | Welding Brazing and Soldering | 2 | | | X | X |
| 11.1003 | Computer and Information System Security | 1 | | | | X |
| 52.0299 | Business Administration Management and Operations | 3 | | | X | X |
| 52.0800 | Finance | 2 | | | X | X |
| 52.1999 | Marketing | 1 | | | | X |
| 11.1001 | Systems Administration | 1 | | | | X |
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**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<br>Program Enrollment History<br>Section 3 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max: Lack of qualifed instructional staff, classroom space, budget/funding, and work based learning opportunities. |

| 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<br>Program Enrollment History<br>Section 3 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max: There are multiple barriers within the work based learning category, including: available opportunities, age restrictions, insurance requirements, staff release time for supervision, additional time/work requirements for instructors. Student leadership is hindered by costs and competition with other school based organizations/activities. |

**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--

(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."

**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 #: 29 |
|---|
| REGION NAME: WRESA |
| Percent 100 |

| 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 #: 29 |
|---|
| REGION NAME: WRESA |
| Percent 100 |

| 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 #: 29 |
|---|

| REGION NAME: WRESA |
|---|
| Percent 43.16 |

| 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 #: 29 |
|---|
| REGION NAME: WRESA |
| Percent 6 |

| 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 #: 29 |
|---|
| REGION NAME: WRESA |
| Percent 3 |

**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 #: 29
REGION NAME: WRESA
500-word max:  The most common barriers include district policy not approving credit excahnges, college admissions not accepting credit, and student performance. Student performance concerns included: content rigor, grades, and students not completing programs.

| 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 #: 29
REGION NAME: WRESA
500-word max: Barriers include noncooperative colleges which will not articulate credit, and program completion; the student is unable to qualify because of poor grades or attendance.

| 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 #: 29
REGION NAME: WRESA

500-word max:  Barriers prevnting students from earning direct/concurrent enrollment credit include lack of staff to facilitate with postsecondary institutions, difficulty in finding postsecondary partners to accept secondary teaching credentials or to cooperate, in general, with high schools.

| 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 #: 29
REGION NAME: WRESA
500-word max:  The barriers to dual enrollment credit include the cost to the district, student support in the dual enrollment courses, content rigor and time,  district restrictions (students are only eligible to take courses not offered by the district), lack of awareness of programming and difficulty getting to the college.

| 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 #: 29
REGION NAME: WRESA
500-word max:   The main barrier to credential obtainment is that credentials do not exist for all programs. Additionally, costs and age restricitons are the next most commonly listed. A future barrier is that credentials must be obtained by concentrators who may not have the depth of knowledge to pass the applicable assessements.

**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, 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 #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max: At the regional level, most districts reported recruitment efforts using the following methods: postings in newspapers , web job boards, open houses, speaking to classes within teacher colleges and engaging with MiWorks! agencies. A number of districts offer recruitment incentives such as career based credits on district pay schedules. Districts also felt it important to provide updated job descriptions to communicate all aspects of the position opening to candidates. Teacher induction activities include new teacher mentors, professional development specific to new teachers and all district onboarding procedures. |

| 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 #: 29 | |
|---|---|
| REGION NAME: WRESA | |
| Position | Number posted |
| CTE Paraprofessional | 13 |
| CTE Teacher | 18 |

| 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 #: 29 | |
|---|---|
| REGION NAME: WRESA | |
| Position | Number hired |
| CTE Teacher | 22 |
| CTE Paraprofessional | 9 |

| 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 #: 29 | |
|---|---|
| REGION NAME: WRESA | |
| Type | Percent |
| Standard | 35 |
| Professional | 51 |

| 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 #: 29 | |
|---|---|
| REGION NAME: WRESA | |
| Type | Percent |
| Standard | 35 |
| Professional | 51 |

| 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 #: 29 |
|---|
| REGION NAME: WRESA |
| Percent |
| 33 |

| 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.<br><br>CEPD FORM ONLY |  | CEPD PD Records<br>Sign-in sheets<br>Registration |

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

| REGION #: 29 | |
|---|---|
| REGION NAME: WRESA | |
| Yes or No Yes | |
| Attendee Numbers | Topic |
| 62 | 1. CIP Self Review |
| 24 | 2. Math Integration |
| 6 | 3. ELA Integration |
| 22 | 4. Nontraditional Enrollment and Retention |
|  | 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 #: 29
REGION NAME: WRESA

Yes or No Y

| 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 |
|---|---|---|---|---|---|---|
| X |  | 4 | 1 | 10.0202 | Radio and TV Broadcasting |  |
| X | X | 4 | 5 | 10.0301 | Graphics and Printing Technology and Communications | Pratt Industries |
| X | X | 6 |  | 11.0201 | Computer Programming/Programmer |  |
| X | X | 6 |  | 11.0801 | Digital/Multimedia and Information Resources Design |  |
| X |  | 2 | 2 | 11.0901 | Computer Systems Networking and Telecommunications |  |
| X |  | 2 |  | 11.1001 | Systems Administration/Administrator |  |
| X | X | 3 |  | 11.1003 | Computer and Information Systems Security/Information Assurance |  |
| X | X | 8 | 5 | 12.0500 | Cooking and Related Culinary Arts, General |  |
| X | X | 4 |  | 13.0000 | Education General |  |

| | | | | | | |
|---|---|---|---|---|---|---|
| | X | 1 | 1 | 14.4201 | Mechatronics | Henry Ford College Manufacturing Lab |
| X | X | 3 | | 15.0000 | Engineering Technology | |
| | X | 1 | | 15.1301 | Drafting and Design Technology/Architectural | |
| X | | | 1 | 15.1306 | Mechanical Drafting | Pratt Industries |
| X | | 1 | | 19.0000 | Family and Consumer Sciences | |
| X | | 1 | | 28.0301 | Army (JROTC) | |
| X | | 2 | 1 | 43.0100 | Public Safety/Protective Services | |
| X | X | 6 | | 46.0000 | Construction Trades | J Goulasarian Contracting, Inc. |
| X | | 1 | | 47.0603 | Collision Repair Technician | |
| X | X | 6 | | 47.0604 | Automobile Technician | Honda Training |
| X | | 1 | | 47.0608 | Power Plant Technology | |
| X | | 1 | | 48.0501 | Machine Tool Technology/Machinist | |
| X | X | 1 | 1 | 48.0508 | Welding, Brazing and Soldering | |
| X | X X | 10 | 1 | 51.0000 | Health Sciences/Allied Health/Health Sciences, General | St. Mary's Hospital |
| | X | 9 | 1 | 52.0299 | Business Administration Management and Operations | |
| X | X | 7 | | 52.0800 | Finance and Fiscal Management Services | |
| X | | 2 | | 52.1999 | Specialized Merchandising, Sales, and Marketing Operations, Other | |

| 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 #: 29
REGION NAME: WRESA

Yes or No Y

| Attendee Numbers | Percent of CTE Teachers | Percent of CTE Parapros | CIP code | CIP name | Name of Externship Program |
|---|---|---|---|---|---|
| 1 | 100 | | 01.0000 | Agriculture, Agricultural Operations and Related Sciences | |
| 1 | 100 | | 01.0601 | Applied Horticulture and Horticultural Operations | |
| 7 | 89 | | 10.0202 | Radio and Television Broadcasting Technology | MIPA, MiCareerEd, MBEA, Broadcaster Career Builder Conference, DRAFT Media Symposium |
| 6 | 87 | | 10.0301 | Graphics and Printing Technology and Communications | MOSPA, MITES, MBEA, Mi Art Education Association Conference, CTE New Teachers |
| 5 | 53 | | 11.0201 | Computer Programmer/Programming | MBEA, MACUL, MiCareerEd, MBA/CISCO |
| 5 | 88 | | 11.0801 | Digital/Multimedia and Information Resources Design | MBEA, BPA, Adobe |
| 1 | 33 | | 11.0901 | Computer Systems Networking and Telecommunications | MBEA |
| 2 | 75 | | 11.1001 | System Administration/Administrator | CISCO Academy, MACUL, MiCareerEd |
| 4 | 100 | | 11.1003 | Computer and Information Systems Security/Information Assurance | MICE Train the Trainer, MBEA |

| | | | | | |
|---|---|---|---|---|---|
| 4 | 75 | | 12.0500 | Cooking and Related Culinary Arts, General | ServSafe, MOSPA, MRLA, ProStart |
| 6 | 100 | | 13.0000 | Education General | MECA, MOSPA, MPI Teacher Consortium |
| 2 | 79 | | 14.4201 | Mechatronics | Skills USA Advisor, Construction Career Day, SKills USA |
| 2 | 100 | | 15.0000 | Engineering Technology | MITES |
| | | | | | |
| 5 | 100 | | 15.1301 | Drafting & Design Technoloy/Architectural | MOSPA, MITES |
| 4 | 100 | | 15.1306 | Mechanical Drafting | MOSPA, MITES, Solid Worksa |
| 3 | 100 | | 43.0100 | Public Safety/Protective Services | Police Department Training |
| 5 | 100 | | 46.0000 | Construction Trades | MITES, MOSPA, Mi Construction Teachers Assoc. Con. |
| 2 | 100 | | 47.0603 | Collision Repair Technician | MOSPA, Wencso Open House, |
| 8 | 100 | | 47.0604 | Automobile Technician | NATEF, SEMATA, MOSPA |
| 8 | 100 | | 47.0608 | Power Plant Technology | MIAT |
| 1 | 100 | | 48.0508 | Welding, Brazing, and Soldering | New CTE Teacher Workshop |
| 1 | 100 | | 48.0701 | Woodworking General | MITES |
| 21 | 95 | | 51.0000 | Health Sciences, Allied Health, Health Sciences, General | MHOEA, MICEC, HOSA, MOSPA, MIHSE, |
| 15 | 93 | | 52.0299 | Business, Administration Management and Operations | MBEA, BPA, DECA, MME |
| 12 | 96 | | 52.0800 | Finance and Financial Management Services | MBEA, BPA, DECA, MME |
| 28 | 89 | | 52.1999 | Specialized Merchandising, Sales, and Marketing Operations, Other | BPA, MI Marketing Educators, MOSPA, DECA, MME, MACUL |
| | | | | | |

| Q# | Data Questions | Perkins CPI Alignment | Data Sources |
|---|---|---|---|
| 11 | Do CTE Teachers and CTE Paraprofessional attend national PD?  If yes, please identify | | Region PD Records |

| 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. | | Staff Surveys Registration records |
|---|---|---|

| REGION #: 29 | | | | | |
|---|---|---|---|---|---|
| REGION NAME: WRESA | | | | | |
| Yes or No Y | | | | | |
| Attendee Numbers | Percent of CTE Teachers | Percent of CTE Parapros | CIP code | CIP name | Name of National PD |
| 1 | 100 | | 10.0202 | Radio & Television Broadcasting Technology | DAFT |
| 2 | 75 | | 11.0201 | Computer Programming/Programmer | ACTE Vision, ISTE |
| 2 | 75 | | 11.0801 | Digital/Multimedia and Information Resources Design | CSTA, Harvard Computer Science Principles, Games 4 Change, Adobe |
| 2 | 75 | | 11.1001 | System Administration/Administrator | CISCO, ACTE Vision, ISTE |
| 2 | 75 | | 11.1003 | Computer and Information Systems Security/Information Assurtance | National Initiative for Cyber Education, CISCO |
| 4 | 83 | | 12.0500 | Cooking and Related Culinary | ServeSafe, National Restaurant Assoc., Skills USA |
| 1 | 100 | | 47.0603 | Collision Repair | NATEF |
| 2 | 100 | | 47.0604 | Automobile Technician | PPG, ASE |
| 7 | 72 | | 51.0000 | Health Sciences/Allied Health/Health Sciences, General | HOSA International Conference, NCHSE, National Athletic Trainers Assoc. Conference, ACTE Vision |
| 5 | 100 | | 52.0299 | Business Administration Management and Operations | DECA, VEI, NBEA |
| 2 | 100 | | 52.0800 | Finance and Financial Management Services | VEI, AICPA |
| 4 | | | 52.1999 | Specialized Merchandising, Sales, | NBEA, VEI |

| | | | | and Marketing Operations, Other | |
|---|---|---|---|---|---|
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| Q# | Data Questions | Perkins CPI Alignment | Data Sources |
|---|---|---|---|
| 12 | What topics do CTE Teachers and CTE Paraprofessionals report as needs and preferences for PD? | | Staff Surveys<br>Informal Conversations |

| |
|---|
| REGION #: 29<br>REGION NAME: WRESA |
| 500-word max:  Work Based Learning, CIP Code Specifice Topics, Curriculum Planning/Alignment, CTE Data, Perkins V, CIP Self-Review,  Soft Skills, CTE Certification,  Special Populations, Nontraditional Students, Social/Emotional/Mental Health, Family Engagement, Classroom Management, and Professional Learning Communities. |

| 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<br>LEA Student Information System<br>MI School Data |

REGION #: 29
REGION NAME: WRESA

| | 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 | 0.47 | 2.61 | 31.58 | 7.91 | 0.10 | .86 | 56.42 | 51.56 | 48.44 |
| Paraprofessionals | 0 | 2.78 | 27.86 | .16 | .04 | .12 | 69.06 | 27.69 | 72.31 |
| Teachers | .02 | .01 | 14.55 | 3.42 | .01 | .01 | 81.98 | 53.93 | 45.94 |

**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<br>Staff Survey<br>Section 5 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max:      The top five barriers to inducting new CTE Teachers are: 1. Recruiting qualified instructors 2. Wages 3. CTE specific workload requirements 4. Substitutes not available to send new teachers to professional development 5. Culture and climate of a building. |

| 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<br>Staff Survey<br>Section 5 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max:  Annually autorized instructors need professional development in the areas of educational methods and theory. Also ACA teachers need fundamental training on classroom management and instructional techniques. MDE certifed instructors need addiional training related to current industry standards and practices. |

| 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 professional development? | | Local Education Agency Records<br>Staff Survey<br>Section 5 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 1. 10.0301 Graphics and Printing |
| 2. 15.1301 Drafting and Design Technology |
| 3. 52.1299 Marketing |
| 4. 46.0000 Construction Trades |
| 5. 12.0500 Cooking and Related Culinary Arts |

| 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<br>Staff Survey<br>Section 5 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max:  University prepared teachers tend to have more longevity because they are trained specifically for the occupation. Annually authorized instructors tend to experience more stress realted to the educational components of teaching and are more likely to return to industry. The stress agents of the workload in industry are far less than those of the classroom. Additionally, the wages in industry are higher than those in education. |

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

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| 500-word max:  Several factors contribute to the exiting of teachers; the number one reported factor is salaries which are comparativley lower than those in private business and industry. Also cited are the high demand workload, student discipline, and better opportunities to earn more with less stress outside of the school setting. |

| 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<br>Staff Survey<br>Section 5 Data Questions |

| REGION #: 29 |
|---|
| REGION NAME: WRESA |
| Yes/No: Yes |
| 500-word max:   Teacher diversity should mirror the student population. Currently, diversity among teaching staff is disproportionately represented in relation to pecentages of student ehtnicity. However, it is difficule to find qualified instructors who mirror student population. Suggestions include districts targeting recruitment more of diverse candidate pools from colleges and minority professional organizations. |

**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<br>LEA Student Information System<br>MI School Data |

REGION #: 29
REGION NAME: WRESA

| SPOPs Category | Mark with 'X' if applicable | List the CIP code and CIP name |
|---|---|---|
| (a) individuals with disabilities; | X | 14.4201 Mechatonics, 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 52.1999 Marketing, 51.0000 Health Therapeutic Services, 13.0000 Education General, 10.0202 Radio and TV Broadcasting, 10.0301 Graphic and Printing Technology, 11.1001 Systems Administration, 11.0801 Digital Mulitmedia, 15.0000 Engineering, 47.0608 Power Plant Technology,  15.1301 Drafting and Design Technology, 43.0100 Law and Public Safety,  47.0101 Electrical/Electronics Equipment Installation, 47.0201 HVAC |
| (b) individuals from economically disadvantaged families, including low-income youth and adults; | X | 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 52.1999 Marketing,  10.0301 Graphic and Printing Technology,  15.0000 Engineering, 15.1301 Drafting and Design Technology, 43.0100 Law and Public Safety, 47.0201 HVAC    , 47.0603 Collision Repair, |
| (c) individuals preparing for non-traditional fields; | X | 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 51.0000 Health Therapeutic Services, 13.0000 Education General, 10.0202 Radio and TV Broadcasting, 47.0608 Power Plant Technology,  15.1301 Drafting and Design Technology, 43.0100 Law and Public Safety,  47.0101  Electrical/Electronics Equipment Installation, 47.0201 HVAC 48.0508 Welding Brazing and Soldering, 47.0603 Collision Repair, |
| (d) single parents, including single pregnant women; | X | 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 52.1999 Marketing, 51.0000 Health Therapeutic Services, 13.0000 Education General, 10.0301 Graphic and Printing Technology, 11.1001 Systems Administration, 11.0801 Digital Mulitmedia, 15.0000 Engineering , 12.0500 Cooking and Related Culinary Arts , 47.0603 Collision Repair , |
| (e) out-of-workforce individuals; | X | 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades |
| (f) English learners; | X | 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 52.1999 Marketing, 51.0000 Health Therapeutic Services, 13.0000 Education General, 10.0202 Radio and TV Broadcasting, 10.0301 Graphic and Printing Technology, 11.0801 Digital |

| | | Mulitmedia, 15.0000 Engineering, 47.0608 Power Plant Technology, 15.1301 Drafting and Design Technology, 43.0100 Law and Public Safety, 47.0101 Electrical/Electronics Equipment Installation, 1.0601 Applied Horticulture, 12.0500 Cooking and Related Culinary, 48.0508 Welding Brazing and Soldering, |
|---|---|---|
| (g) homeless individuals; | X | 11.0201 Computer Programming, 46.0000 Construction Trades, 47.0604 Maintenance and LIght Repair, 52.0299 BAMO, 52.0800 Finance |
| (h) youth who are in, or have aged out of, the foster care system; | X | 11.0201 Computer Programming, 46.0000 Construction Trades, 47.0604 Maintenance and LIght Repair, 52.0299 BAMO, 52.0800 Finance |
| (i) youth with a parent who is a member of armed forces or is on active duty | X | 11.0201 Computer Programming, 46.0000 Construction Trades, 47.0604 Maintenance and LIght Repair, 52.0299 BAMO, 52.0800 Finance |

| 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<br>LEA Student Information System<br>MI School Data |

REGION #: 29
REGION NAME: WRESA

| SPOPs Category | Mark with 'X' if applicable | List the CIP code and CIP name |
|---|---|---|
| (a) individuals with disabilities; | X | 52.0800 Finance, 46.0000 Construction Trades, 10.0202 Radio and TV Broadcasting, 11.0801 Digital Mulitmedia, 10.0301 Graphic and Printing Technology, 12.0500 Cooking and Related Culinary Arts, 28.0301 Army, 48.0501 Machine Tool Operation, 48.0508 Welding Brazing and Soldering, 47.0604 Maintenance and Light Repair |
| (b) individuals from economically disadvantaged families, including low-income youth and adults; | X | 14.4201 Mechatonics, 47.0604 Maintenance and Light Repair, 52.0299 BAMO, 11.0201 Computer Programming, 52.0800 Finance, 46.0000 Construction Trades, 52.1999 Marketing, 51.0000 Health Therapeutic Services, 13.0000 Education General, 10.0202 Radio and TV Broadcasting, 10.0301 Graphic and Printing Technology, 11.1001 Systems Administration, 11.0801 Digital Mulitmedia, 15.0000 Engineering, 47.0608 Power Plant Technology, 15.1301 Drafting and Design Technology, 43.0100 Law and Public Safety, 47.0101 Electrical/Electronics Equipment Installation, 01.0601 Applied Horticulture, 10.0301 Grarphic and Printing Technology, 12.0500 Cooking and Related Culinary Arts, 15.1306 Mechanical Drafting, 47.0603 Collision Repair,48.0501 Machine Tool Operation, 48.0508 Welding, Brazing and Soldering, 48.0701 Woodworking, |
| (c) individuals preparing for non-traditional fields; | X | 10.020 Radio and TV Broadcasting, 12.0500 Cooking and Related Culinary Arts |

| | | |
|---|---|---|
| (d) single parents, including single pregnant women; | X | 10.0202   Radio and TV Broadcasting |
| (e) out-of-workforce individuals; | NA | NA |
| (f) English learners; | X | 12.0500 Cooking and Related Culinary Arts,  13.0000 Education General, 46.0000 COnstruction Trades |
| (g) homeless individuals; | NA | NA |
| (h) youth who are in, or have aged out of, the foster care system; | NA | NA |
| (i) youth with a parent who is a member of armed forces or is on active duty | NA | NA |

| 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<br>LEA Student Information System<br>MI School Data<br>Special Populations Student Logs |

| REGION #: 29<br>REGION NAME: WRESA | |
|---|---|
| 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; | Resource Room/ Learning Lab, Extra time on assignments and tests, Career Counselor, Reading tests aloud, Modified Lessons, Para Pros |
| (b) individuals from economically disadvantaged families, including low-income youth and adults; | Resource Room/ Learning Lab, Extra time on assignments and tests, Career Counselor, Reading tests aloud, Modified Lessons, Para Pros , Free Breakfast and Lunch, Extra teachers office hours, Financial Assistance with Field Trips |
| (c) individuals preparing for non-traditional fields; | Resource Room/ Learning Lab, Extra time on assignments and tests, Career Counselor, Reading tests aloud, Modified Lessons, Para Pros , Brochures, Tours, Mentors, Nontrad Speakers, Career Fairs, Field Trips, |
| (d) single parents, including single pregnant women; | Carrer Counselor, Free Meals, Family Resource Center, Tutoring |
| (e) out-of-workforce individuals; | Carrer Counselor, Free Meals, Family Resource Center, Tutoring |
| (f) English learners; | ELL Specialist, Learning Lab, Tutoring, RESA Support, Speech Services, PBIS, |
| (g) homeless individuals; | Carrer Counselor, Free Meals, Family Resource Center, Tutoring, Social Worker |
| (h) youth who are in, or have aged out of, the foster care system; | Carrer Counselor, Free Meals, Family Resource Center, Tutoring, Social Worker |
| (i) youth with a parent who is a member of armed forces or is on active duty | Carrer Counselor, Free Meals, Family Resource Center, Tutoring |

**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<br>MI School Data<br>Staff Survey<br>Special Populations Student Logs<br>Section 6 Data Questions |

REGION #: 29
REGION NAME: WRESA

500-word max: Low emphasis on skilled trades centers, nontraditional career perceptions, view that CTE is a path "away" from college, EDP validity/fidelity, instructor gender, marketing of programs, do not see other students like themselves in the program

| 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<br>MI School Data<br>Staff Survey<br>Special Populations Student Logs<br>Section 6 Data Questions |

REGION #: 29
REGION NAME: WRESA

500-word max: Activity based curriculum, EDP alignment: not aligned to student interests or aptitudes, steering of Special Edcuation students to certain CIP Codes

| 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 #: 29 REGION NAME: WRESA | |
|---|---|
| Support Services that are LEAST effective | Why? |
| 1. Tutoring | Student absence and/or students not available to stay after school. Students view remediation as punitive. |
| 2. Resource Room | Resource room used a way to avoid class work. |
| 3. Remediation | Students view remediation as punitive. |

| 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 #: 29 REGION NAME: WRESA | |
|---|---|
| Support Services that are MOST effective | Why? |
| 1. Peer Mentorships | Extra source for information and connection through related experiences. |
| 2. SPOPS ParaPros | Dedicated staff for student support and assistance. |
| 3. Career Counselor | DIrect assistance in career pathway examination; adequate time to engage students in meaningful fashion. |