

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. As States and local communities embark on the development of new plans for CTE, the Department hopes that the videos, resources, links, and media found below and throughout this Website can be useful tools for States and local recipients in "rethinking CTE" and arriving at bold goals under the newly-authorized Perkins V statute. (<https://cte.ed.gov/legislation/perkins-v>)

Grants are awarded to the Monroe County Intermediate School District by the Michigan Department of Education, Office of Career and Technical Education. Eligible recipients of funding are public local educational agencies that provide career and technical education programs and services.

Regions participating in Perkins Grant Activities are assessed using **Core Performance Indicators**. All regions who fall below 90% of the state identified target must write an improvement plan to address the areas concerned.

CPI Descriptions

1S1 - Four-Year Graduation Rate

Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate

2S1 - Academic Proficiency in Reading Language Arts

Number of CTE concentrators who achieved proficiency or higher in reading/language arts as measured by the 11th grade academic assessment and who, in the reporting year, exited secondary education.

2S2 - Academic Proficiency in Mathematics

Number of CTE concentrators who achieved proficiency or higher in mathematics as measured by the 11th grade academic assessment and who, in the reporting year, exited secondary education.

2S3 - Academic Proficiency in Science

Number of CTE concentrators who achieved proficiency or higher in science as measured by the 11th grade academic assessment adopted and who, in the reporting year, exited secondary education.

3S1 - Post-Program Placement

Number of 11th and 12th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training, the military, or employment in the third quarter following completion.

4S1 - Nontraditional Program Concentration

Number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.

5S1 - Program Quality- Attained Recognized Postsecondary Credential

Number of CTE concentrators who graduated from high school in the preceding reporting year who have attained a recognized postsecondary credential.

2024-25 CPI Results

CPI	State Required %	District %	District Met Target
1S1- Four Year Graduation Rate	95.40	93.55	Yes
2S1-Academic Proficiency in Reading	54.90	50.00	Within 90%
2S2-Academic Proficiency in Math	32.20	12.50	No
2S3- Academic Proficiency in Science	13.30	41.67	Yes
3S1- Post-Program Placement	95.10	100	Yes
4S1- Nontraditional Program Concentration	27.40	32.73	Yes
5S1- Program Quality Credential Attained	8.40	10.34	Yes