

HOW TO USE CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM (CTEIS) REPORTS TO ANSWER COMMON QUESTIONS

Michigan Career Education Conference

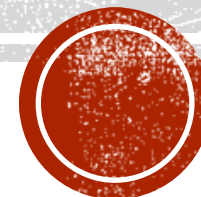
January 2025

Doug Wiesner

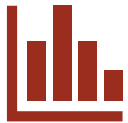
PTD Technology

Yincheng Ye

Office of Career and Technical Education



OVERVIEW



CTE Data

Where can I find the reports?
Where can I find a guide for the explanation of each report?



CTE Reports

Follow-up Reports
Program Enrollment Reports
Instructional Design Reports
Credential & Work Based Learning (WBL) Reports
Core Performance Indicators Reports



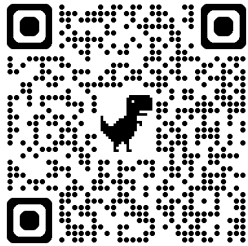
Scenario Questions

Which programs have low completion rates & why?
Which programs have low outcomes performance?



QUICK TIPS

- Public reports are found at <https://reports.cteis.com/>
 - Cells with less than 10 cases are suppressed to protect confidentiality.
- Secure access reports, including the Data Code Manual are found at www.cteis.com
 - Requires a MILogin and access must be granted by OCTE administrator.
 - These reports show complete data in all cells, including those with cell sizes less than 10.
- CTEIS Dashboards found at <https://analytics.cteis.com/>
 - Available in computer, iPad, smart phone
 - Similar to public reports but presented in a dashboard format.



Michigan CTE Reports
Department of Technology, Management, and Budget

CTE Reports

- State Aid Funding ▾
- Perkins Performance Evaluation ▾
- CTE Enrollments ▾
- CTE Follow Up Surveys ▾
- Program/Course Reports ▾
- WBL and Credentials ▾

MICHIGAN CTEIS

Michigan CTE Reports

Learning that works for Michigan
CTE



For public reports: <https://reports.cteis.com/>

- Click “View Reports” in upper left corner.
- Choose report desired.
- Note: To maintain confidentiality and protect the privacy of individual students, cell sizes with less than 10 cases will be suppressed in these reports. An asterisk on the report indicates that the numerator or denominator in the cell is less than 10.

WHERE CAN I FIND THE REPORTS?

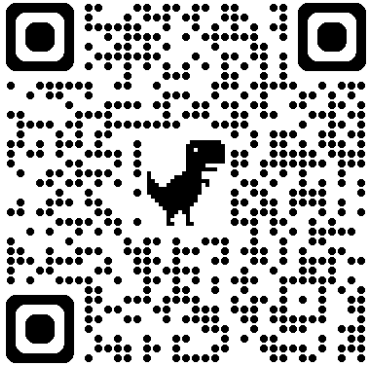
For confidential reports: Go to www.cteis.com

- Log in with MiiLogin and password
- Choose report desired
- These reports are confidential and may allow identification of individuals' Personally Identifiable Information (PII) which is covered under FERPA law.
 - Minimize printing copies of report
 - Printed reports must be stored securely (in locked cabinet)
 - Shred paper copies after use. Do not retain beyond required use period
 - May not be shared or discussed with anyone other than authorized individuals



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WHERE CAN I FIND THE REPORTS?



CTEIS Knowledge Base

Discover online learning manuals, training videos, support material, and report descriptions to help navigate the Michigan Career and Technical Education Information System.



- Go to <https://cteis.com/>
- Click any of the topic under Explore Documentation to go to : <https://support.cteis.com/>
- Click on “Reports”
- Scroll through the report names and click on the link for the report of interest
- The document will provide step-by-step instructions for navigating and interpreting each report.

WHERE CAN I FIND A GUIDE FOR THE EXPLANATION OF EACH REPORT?



- I want to give my teachers more feedback from the Follow Up Surveys
 - X0610, X0611, T1608 by CIP Code
 - Survey Exports

COMMON FOLLOW-UP QUESTION

How CTEIS reports can answer them

FOLLOW UP REPORTS

- X0610, X0611, T1608 by CIP Code
 - Can use to provide to teachers so they can see how their students responded.
 - Interpretation Guides are found on Support Pages

C.T.E.I.S. Michigan Department of Education

Data Entry Reports

REPORTS

- Building Reports
- Building Exports
- Funding Reports
- Followup Reports**
- Competency Profiles
- Year End Reports
- PV CPI/Enrollments Reports Pilot

CTEIS PV Follow Up X0610

Placement Summary of Completers by Program.

Each year, fiscal agencies that receive federal state funds that assist with the operation of Career and Technical Education (CTE) programs must report Follow-Up data related to any students who have completed those programs. This data is collected via a Follow-Up Survey of Completers, which is designed to gather information needed to help students, parents, and administrators make decisions related to the CTE programs that prepare students to hold jobs after leaving high school. National and state agencies use Follow-Up survey results for policy studies, annual program planning, and establishing funding formulas. Additionally, many districts report email and state results to their school boards and the press.

Statewide
Region
CEPD
Fiscal Agency
 Operating Building

Avondale High School (05676)

LAUNCH REPORT

CTEIS PV Follow Up X0611

Placement Summary of Completers by Program.

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HOME DATA ENTRY ADMIN

Learning that works for Michigan
CTE

FOLLOW-UP

Follow-Up Support Resources

- CTEIS Support/Assistance
- CTEIS Overview
- CTEIS Roles and Access
- CTEIS Timeline
- MiLogin Access Instructions
- CTEIS Knowledgebase-support.cteis.com
- Current Due Dates

Follow-Up Reporting Instructions

- Follow-Up Instructional Guide
- Follow-Up Protocol Manual
- OCTE PowerPoint (2023/2024)
- Follow-Up Review Guide for FA
- Follow-Up Review Guide for CFPD

Follow-Up Report Guides

- X0610 Report Interpretation Guide
- X0611 Report Interpretation Guide
- T1608 Report Interpretation Guide

Michigan Department of Education
Office of Career and Technical Education - CTEIS Report

Learning that works for Michigan
CTE

X0610 2023 Follow up Survey of 20 Concentrators

Placement Summary of Concentrators by Program

Operating Building Level Report

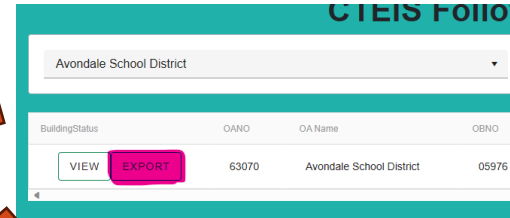
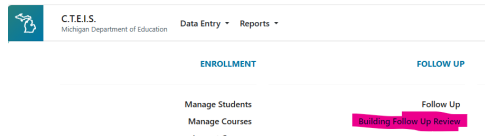
CEPD: 39	Student	Num	%	N
Fiscal: 63070 - Avondale School District Facility: 05976 - Avondale High School for the CIP Code of 10.0202 - Radio & Television Broadcasting Technology				
1. Concentrators				
2. Responses (including deceased and incarcerated)		1	100.0%	
2A. Responses to Survey		1	100.0%	
3. Placement	Total	1	100.0%	
3A. Related		0	0.0%	
4. Available for Work		1	100.0%	
5. Employed		1	100.0%	
6. - Full Time	Total	1	100.0%	
6A. Related		0	0.0%	
6B. Unrelated		1	100.0%	
7. - Part Time	Total	0	0.0%	
7A. Related		0	0.0%	
7B. Unrelated		0	0.0%	
8. - Hours Unknown		0	0.0%	
9. Unemployed/Seeking work/Not in school		0	0.0%	
10. Job Satisfaction				
10A. - Total Responses	Related	0		
10A1. - Satisfaction	Related	0	0.0%	
10B. - Total Responses	Unrelated	1		
10B1. - Satisfaction	Unrelated	1	100.0%	
11. Average Hourly Wage	Total	0.00	1	
11A. Related		0.00	0	
11B. Unrelated		18.00	1	

Years: 2020, 2021, 2022, 2023

Group by CIP Code: Yes, No

FOLLOW UP REPORTS

- Survey Exports
 - Building Follow Up Review Page
 - Survey Response Key found in Protocol Manual



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
Cepd N	Fiscal Ag	Operati	Operati	Operating	Sendin	Sendin	Uic	Follow/	Primary	Survey I	Cip	Code	ProgramN	Survey Dat	Conta	Proxy	Que	Quest	Quest	Quest	Quest	Quest	Question3	Question3	Question4	Question4	
39	63070	63070	05976	Avondale H	63070	05976	B76048315	2024	16627	16627	52.0299	Business Ac	Oct 5 202	2	1	2	2	2	2	2	9	9	9	9	3		
39	63070	63070	05976	Avondale H	63070	05976	C12494867	2024	16627	16627	52.0299	Business Ac	Oct 5 202	2	2	2	1	2	2	9	9	9	9	9	9		
39	63070	63070	05976	Avondale H	63070	05976	A17205451	2024	16627	16627	52.0299	Business Ac	Oct 5 202	2	2	2	1	2	2	9	9	9	9	9	9		
39	63070	63070	05976	Avondale H	63070	05976	D8310587:2024		16627	16627	52.0299	Business Ac	Dec 5 202	2	2	2	2	2	2	1	9	9	9	9	9		



Part B: School/Training Lead-in Script

I have some questions about your schooling or training.

The lead-in is short and used to help direct the thought process to the topic of education or training for the next set of questions (Q2-Q4). This section is skipped if the respondent is not pursuing education or training.

2. In your major area of study or training, how much do you use the skills you learned in this program? Would you say you use them a lot, some, hardly ever, or not at all?

Purpose: This question shows the extent to which the concentrator's post-high school study or training relates to the career pathway chosen or the CTE received. Accept the respondent's answer—we are seeking respondents' views of how well their current work relates to their high school program. For this reason, the item is not part of the Proxy survey.

Response Coding: A code of 1 = "A Lot," 2 = "Some," 3 = "Hardly Ever," and 4 = "Not at All."

Continuation: If the concentrators say they use their skills "Hardly Ever" (3) or "Not at All" (4), continue the interview with Q2a about future use. Otherwise, go to Q3.



- How many CTE Students/Enrollments do I have?
- How many Courses do I have?
- Are my students properly enrolled?
- Are my students receiving Segments/Competencies they deserve?
- Do my Courses produce Concentrators and Completers?

COMMON ENROLLMENT ISSUES

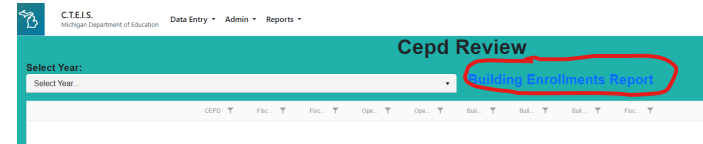
Where are all my concentrators/completers?

How CTEIS reports can answer them

HOW MANY CTE STUDENT/ENROLLMENTS DO I HAVE?

Vital for May 12th Enrollment Requirement!

- CEPD Admins
 - Enrollment Collection Review
 - Building Enrollment Reports



OCTE Reports

- Enrollment Counts by Program
- Enrollment Counts by Building

Enrollment Counts by Building Report

Michigan Department of Education
Office of Career and Technical Education - CTEIS Report
In School year :2023-2024

Region: 0000
 CEPD: 00
 Fiscal Agency: 0000
 Operating Agency: 0000 - Oakland County Technical Center, OH
 Operating Bldg: 0004 - Oakland County Technical Center, OH

Cip Code	PSN - Program Name - Program Type	Enrollment Totals
01.0000	16291 - Agriculture, Agricultural Operations and Related Sciences - REG	No Enrollment Found
10.0301	4287 - Graphics and Printing Technology and Communications - REG	No Enrollment Found
10.0301	21228 - Graphics and Printing Technology and Communications - EMC	No Enrollment Found
11.0201	20737 - Computer Programming/Programmer - EMC	No Enrollment Found
11.0201	19492 - Computer Programming/Programmer - REG	No Enrollment Found
11.0901	20910 - Computer Systems Networking and Telecommunications - EMC	No Enrollment Found
11.0901	19494 - Computer Systems Networking and Telecommunications - REG	No Enrollment Found
11.1003	21168 - Computer and Information Systems Security/Information Assurance - REG	No Enrollment Found
11.1003	21236 - Computer and Information Systems Security/Information Assurance - EMC	No Enrollment Found
12.0500	20109 - Cooking and Related Culinary Arts, General - REG	No Enrollment Found
14.4201	19738 - Mechatronics - REG	No Enrollment Found
14.4201	20534 - Mechatronics - FMC	No Enrollment Found

HOW MANY COURSES DO I HAVE?

- Menu: Building Course Review
 - View/Export for selected building

C.T.E.I.S.
Michigan Department of Education

Data Entry ▾ Reports ▾

ENROLLMENT

- Manage Students
- Manage Courses
- Import Courses
- Mass Course Edit
- Mass Course Renew
- Manage Enrollment
- Manage Staff
- Student/Course/Enr. Import
- Manage Credentials
- Upload Credentials
- Manage Work Based Learning
- Import Work Based Learning
- Enrollment Completion
- Building Course Review**

Fall Course Collection Completion

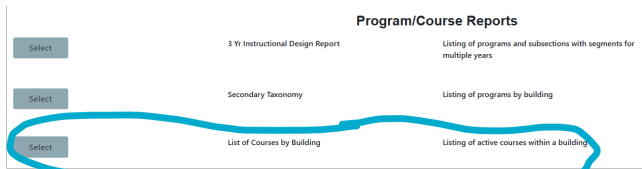
Avondale School District

Building Status	OANO	OA Name	OSNO	Building Name	Building Status	Fiscal Status	Capd Status
VIEW	EXPORT	63070	Avondale School District	05976	Avondale High School	COMPLETE	

CSC	Course Name	PSN	Program Name	CIP Code	Primary Staff	Semester Type	Cr� Beg Date	HS Cred	Col Cred	Virt Type	Building Name
HSCT324-1	Mind Your Business: Fin. Lit. S2	16627	Business Administration Management and Operations	52.0299	Siwicki	Second Semester	1/22/2024	0.00	0.00	NV	Avondale High School
HSCT324-2	Mind Your Business: Fin. Lit. S2	16627	Business Administration Management and Operations	52.0299	Siwicki	Second Semester	1/22/2024	0.00	0.00	NV	Avondale High School
HSCT324-3	Mind Your Business: Fin. Lit. S2	16627	Business Administration Management and Operations	52.0299	Siwicki	Second Semester	1/22/2024	0.00	0.00	NV	Avondale High School
HSCT324-4	Mind Your Business: Fin. Lit. S2	16627	Business Administration Management and Operations	52.0299	Siwicki	Second Semester	1/22/2024	0.00	0.00	NV	Avondale High School
HSCT326-1	Business Comm.:Modern	16627	Business Administration Management and Operations	52.0299	Siwicki	Second	1/22/2024	0.00	0.00	NV	Avondale High

HOW MANY COURSES DO I HAVE?

- Menu: Reports/Building Reports
 - Program/Course Reports
 - List of Courses by Building
- And CIP Code



Michigan Department of Education
Office of Career and Technical Education - CTEIS Report

CTE Course Listing for Bldg for year 2023-2024

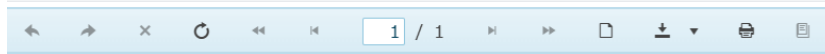
CEPD: 39
 Agency: (63070)- Avondale School District
 District: (63070)- Avondale School District
 Building: (05976)- Avondale High School
 PSN/Program: (21223)- Radio & Television Broadcasting Technology
 CIP Code: (10.0202)- REG

Course Section Code and Class Name	Room	Hour	Sem.	Begin Date	End Date	Staff Name	Virt. Del.	Dual Enr.
HSMI105-1 - Radio Production 2 S2	Radio	2	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI015-1 - Intro to Radio & TV S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI015-4 - Intro to Radio & TV S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI015-5 - Intro to Radio & TV S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI015-3 - Intro to Radio & TV S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI015-2 - Intro to Radio & TV S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI109-2 - Radio Production 3 S2	Radio	4	2	01/22/2024	06/07/2024	Martin Shafer	NV	N1
HSMI104-1 - Radio Production 2 S1	Radio	2	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI014-1 - Intro to Radio & TV S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI014-3 - Intro to Radio & TV S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI014-2 - Intro to Radio & TV S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI014-5 - Intro to Radio & TV S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI014-4 - Intro to Radio & TV S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1
HSMI108-2 - Radio Production 3 S1	Radio	4	1	08/28/2023	01/19/2024	Martin Shafer	NV	N1

Date 1/16/2024 10:29:34 PM Revised 07/2023 Page 1 of 10

ARE MY STUDENTS RECEIVING SEGMENTS/COMPETENCIES THEY DESERVE?

- Reports/Building Reports
Completer Summary Report



Completer Summary Report for 2023-2024						
		Michigan Department of Education Office of Career and Technical Education - CTEIS REPORT				
CEPD:	03					
Agency:	(22000)- Dickinson-Iron ISD					
District:	(22000)- Dickinson-Iron ISD					
Building:	(06545)- Dickinson-Iron Tech Ed. Center					
CIP Code	PROGRAM NAME	Completer	Concentrators	Enrollees	Participants	
10.0301	Graphics and Printing Technology and Communications	0	0	29	0	
11.0201	Computer Programming/Programmer	0	0	9	0	
11.0901	Computer Systems Networking and Telecommunications	0	0	20	0	
13.0000	Education General	0	7	32	0	
14.4201	Mechatronics	0	0	35	13	
46.0000	Construction Trades	0	12	37	0	
47.0604	Automobile Technician (ASE Certified)	0	13	34	0	
48.0508	Welding, Brazing and Soldering	0	19	47	0	
51.0000	Health Sciences/Allied Health/Health Sciences, General	0	0	61	0	
52.1999	Specialized Merchandising, Sales, and Marketing Operations, Other	0	0	51	0	

the totals shown are estimated counts based on grades and segments or competencies

1/16/2024 11:16:21 PM

5/23

Page 1 of 1

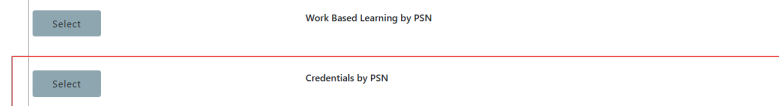
- Student Advancement Export

Student Advancement Export													
Select Building													
Dickinson-Iron ISD - Dickinson-Iron Tech Ed. Center(22000,06545)													
EXPORT TO EXCEL													
CipCode	Prog. Name	Prospective Program Seg/Comp	Expected A...	Total Seg/P...	F	Prerequisites	School Year	FAN0	FA Name	QA Name	OB Name	OEN0	
46.0000	Constructi...	A1 JA2 JA3 JA4 JA5 JA6 JA7 JB1 JB2 JB3	N	2	G E	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	A1 JA2 JA3 JA4 JA5 JA6 JA7 JB1 JB2 JB3	N	2	F E	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	C A	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	S L	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	B H	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	C C	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	C P	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	
46.0000	Constructi...	...	E	0	S M	P5	2023-2024	22000	Dickinson...	Dickinson...	Dickinson...	06545	

HOW MANY AND WHAT TYPE OF CREDENTIALS HAVE BEEN EARNED?

Credentials by PSN Report

- Menu: Reports/Building Reports
 - Program/Course Reports
 - Credentials by PSN



A screenshot of a web browser displaying a report from the Michigan Department of Education, Office of Career and Technical Education (CTE). The report is titled 'Michigan School CTE Program Credentials for 2023-2024'. It shows a table of earned credentials for various PSN (Program Specific Number) codes. The table has columns for 'Cip Code / Program Name', 'Approved', 'Supplemental', and 'Suggested'. The report also includes a sidebar with filters for 'Years' and 'CipFilter'.

Cip Code / Program Name	Approved	Supplemental	Suggested
21223 - 19.0202 - Radio & Television Broadcasting Technology - REG	0	0	0
Total number of earned credentials for PSN # 21223: 0			
20549 - 11.0201 - Computer Programming/Programmer - REG	20	0	0
Information Technology Specialist - Python	5	0	0
IT Fundamentals Pro	5	0	0
Total number of earned credentials for PSN # 20549: 35			
20562 - 11.0901 - Digital/Multimedia and Information Resources Design - REG	0	9	0
MFA/HTML & CSS Programming	0	0	9
TestOut IT Fundamentals	0	9	0
Total number of earned credentials for PSN # 20562: 9			
20800 - 11.0901 - Computer Systems Networking and Telecommunications - REG	5	0	0
Information Technology Specialist - Network Security	5	0	0
Information Technology Specialist - Networking	4	0	0
Network Pro	4	0	0
Total number of earned credentials for PSN # 20800: 14			
20801 - 11.1003 - Computer and Information Systems Security/Information Assurance - REG	2	0	0
Ethical Hacker Pro	3	0	0
Information Technology Specialist - Cybersecurity	3	0	0
Total number of earned credentials for PSN # 20801: 5			
20956 - 15.0000 - Engineering Technology - REG	0	0	0
None	0	0	0
Total number of earned credentials for PSN # 20956: 0			
19495 - 15.1301 - Drafting & Design Technology/Architectural - REG	0	0	0

WHO WAS GRANTED WHAT CREDENTIALS?

District Wide Credentials Export

- Menu:
 - Data Entry
 - Manage Credentials

Id	StudentName	Uic	ProgramName	CipCode	PsN	Credential	Credential VendorName	Credential Building	Credential Sending Date	Updated Date	Updated By	Complex Credential Type	Long
2	330098 TFirst WLast	G5664316	Digital/Multimedia	11.0801	20562	MTA HTM	321	C	2025	Avondale 05976	63070	2024-12-1 bob	MTA HTM Supplemental
3	309551 KFirst QLast	A0692972	Finance and Financial	52.0800	19396	Intuit Cert	724	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Intuit Cert Authorized
4	309521 TFirst LLast	A3947423	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
5	309522 XFirst ILast	A5755049	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
6	309550 YFirst WLast	A5891080	Finance and Financial	52.0800	19396	Intuit Cert	724	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Intuit Cert Authorized
7	309527 TFirst RLast	A8471982	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
8	309552 HFirst SLast	A8673025	Business Administration	52.0299	16627	Communic	148	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Communic Authorized
9	309533 JFirst BLast	A9596446	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
10	309520 VFirst VLast	A9767427	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
11	309516 TFirst Last	B4817093	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
12	309519 HFirst Last	B7908123	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
13	309507 QFirst Plast	C4698856	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
14	309534 First YLast	D1535880	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
15	309532 XFirst XLast	D2621164	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
16	309451 ZFirst QLast	D7818304	Digital/Multimedia	11.0801	20562	MTA HTM	321	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	MTA HTM Supplemental
17	309510 DFirst WLast	E0949700	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
18	309540 OFirst LLast	E6897546	Computer and Inform	11.1003	20801	Informatio	655	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Informatio Authorized
19	309354 BFirst VLast	A9669303	Computer Program	11.0201	20549	Informatio	641	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Informatio Authorized
20	309414 BFirst VLast	A9669303	Computer Program	11.0201	20549	Informatio	641	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Informatio Authorized
21	309547 OFirst LLast	E6897546	Computer and Inform	11.1003	20801	Ethical Ha	201	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Ethical Ha Authorized
22	309536 FFirst JLast	E7126622	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
23	309514 EFirst MLast	F3023241	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
24	309506 EFirst FLast	F3743871	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
25	309546 BFirst ILast	F4021309	Computer and Inform	11.1003	20801	Ethical Ha	201	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Ethical Ha Authorized
26	309539 BFirst ILast	F4021309	Computer and Inform	11.1003	20801	Informatio	655	A	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	Informatio Authorized
27	309518 IFirst YLast	F6302723	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
28	309530 UFirst KLast	G3236622	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
29	309523 KFirst OLast	G4803303	Biomedical Science	26.0102	21120	PLTW Bior	590	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	PLTW Bior Supplemental
30	309452 TFirst WLast	G5664316	Digital/Multimedia	11.0801	20562	MTA HTM	321	C	2024	Avondale 05976	63070	2024-06-1 84ddaaba-	MTA HTM Supplemental

SCENARIO QUESTIONS

- Q1: Which programs have low completion rates & why?
- Q2: Which programs have low outcomes performance & how to improve it?

Q1: WHICH PROGRAMS HAVE LOW COMPLETION RATES & WHY?

- **Identify programs with low numbers of Completers**
 - Use Program Enrollment and Completion Report. Run by career cluster.
- **Examine 3-year instructional design data for identified PSNs.**
 - Has every segment/competency been offered at least once in 1 year? 2 years? 3 years?
 - If instruction has not covered every segment/competency in the past 2 or 3 years, flag program for further examination.

Q1: WHICH PROGRAMS HAVE LOW COMPLETION RATES & WHY?

- **Examine individual student enrollment histories for identified programs**
 - Run Program Enrollment History Report for identified program (www.cteis.com)
 - Are students taking all courses required to become Completers?
 - Are large numbers of students taking only a single course in the program sequence? If so, what does the course name for this single course suggest about the content?
 - What are the course names in this program? Are the course names consistent with the content in the required program standards?
 - Are the number of segments covered in a course section reasonable, given the amount of content in those segments?
 - Course Begin and End Dates may be used to understand whether courses are offered on semesters or trimesters.
 - Are students completing all segments before enrolling in “Segment Q” courses?
 - Are large numbers of students receiving failing grades or less than 2.0?
 - Are large numbers of students enrolled in multiple CIP Codes? Is this reasonable given the expectations for the CIP Codes?



- Detailed enrollment and course/segment information for each student
- Report is by building, student UIC level data
- Shows:
 - Every course taken by each student (student name and UIC)
 - Student Completion status (Enrollee (E), Participant (P), Concentrator (N), Completer (C))
 - Course name and Course Section Code
 - Segments/Competencies covered in each course
 - Student grade level (10th, 11th, 12th)
 - Student grade in course (grade must be 2.0 or better for segments to “count”)
 - Enrollment begin and end date
 - Exit Status

PROGRAM ENROLLMENT HISTORY REPORT

PROGRAM ENROLLMENT HISTORY REPORT

Key uses for this report:

- Overall, what do the course grades, course names, number of courses taken by students, student completion status, and exit status tell you about the rigor and quality of the program?
- Are all courses offered every year?
- Are some courses covering required segments offered only every other year?
 - How does this affect student ability to complete the program?
- Do the segments/Competencies covered by courses differ from year-to-year?
 - How does this affect student to complete the program?

PROGRAM ENROLLMENT HISTORY REPORT

- Menu: Reports/Building Reports
 - Program/Student Reports
 - Program Enrollment History (Last 3 years)

Program/Student Reports

Select	Student Advancement Export (Last 3 years)	Listing of students and segments by PSN and building. Includes all students enrolled in program in last three years.
Select	Completer Assessment Summary	Completion totals for the current school year
Select	EMC and Dual Enrollment Report	Class listing of students in EMC programs or Dual Enrollment Courses
Select	Program Counts	listing of student counts in programs by sending building
Select	Program Enrollment History (Last 3 years)	Listing of student program/course history, useful for finding completers. Includes all students enrolled in program in last three years.

Program Enrollment History Report Export

Select Building
Oakland Schools - Oakland Schools Technical Campus--SW(63000/08814)

EXPORT TO EXCEL

PSN	CipCo...	Perki...	Progr...	Cours...	Cours...	Begin...	Cours...	CEPD...	FANO	FA Na...	OANa...	OBNa...	OBNO	UIC	Last ...	First ...	Grade	Adva...	Exit S...	
4287	10.0...	P4	IS1 ...					39	63000	Oakl...	Oakl...	Oakl...	08814							
4287	10.0...	P4																		
4287	10.0...	P4																		
4287	10.0...	P4																		
4287	10.0...	P4																		
4287	10.0...	P4																		
4287	10.0...	P4																		
4287	10.0...	P4																		

Microsoft Excel interface showing the report data in a spreadsheet format. The active cell is A1, containing the value PSN. The spreadsheet columns include CourseName, Course Section Code, BeginDate, Course Seg/Comp, CEPD No, FANO, and FA Name.

	E	F	G	H	I	J	K
	CourseName	Course Section Code	BeginDate	Course Seg/Comp	CEPD No	FANO	FA Name
1	Beginning Digital Photography	OCC-PHO-1700-R1502	9/2/2020	000000000000Q	39	63000	Oakland Sc
5	Visual Imaging	39000-1	9/8/2020	000000000000Q	39	63000	Oakland Sc
6	Visual Imaging	39000-3	1/19/2021	000000000000Q	39	63000	Oakland Sc
7	Visual Imaging	39000-1	9/3/2019	1234567000000	39	63000	Oakland Sc
8	Visual Imaging	39000-3	1/21/2020	000000089XYZ0	39	63000	Oakland Sc

Q2: WHICH PROGRAMS HAVE LOW OUTCOMES PERFORMANCE?

- **Examine the Placement details for identified programs**
 - Use Follow-up X0610 Report, specify a program (CIP Code/ Cluster)
 - How many students were employed and how many of them continued education (including type of program & type of school) for a specified program?
 - How much of their placement was related to the CTE program learning?

Q2: WHICH PROGRAMS HAVE LOW OUTCOMES PERFORMANCE?

- **Examine the overall CPI performances by CIP Code/Cluster, identify the programs which have low outcome performance**
 - Use Core Performance Evaluation Report by CIP Code/Cluster
 - Examine interested performance indicators.
 - Which programs fail to meet the state target? (Numbers highlighted as Red)
- **Examine the CPI trends for identified programs**
 - Use Dashboard, specify a program (CIP Code/ Cluster/ PSN)
 - How does performance change over time for identified programs?

CTEIS Reports

- www.cteis.com → Log-In: Reports → Perkins V CPIs with complete data

CTEIS Public Reports

- <https://reports.cteis.com/> → Perkins Performance Evaluation

CTEIS Online Dashboard

- <http://analytics.cteis.com/>

CORE PERFORMANCE INDICATOR (CPI) REPORTS

CORE PERFORMANCE INDICATORS REPORT

- Reports → Year End Reports → Perkins Performance Evaluation

Strengthening Career and Technical Education for the 21st Century Act of 2018
Michigan Department of Education
Office of Career and Technical Education



Secondary Annual Performance Evaluation Area Totals

School Year 2022-2023	State		
Core Performance Indicator	State Required	%	#
1S1 Graduation Rate (Overall)	95.0	95.9	34931 36406
2S1 Reading/Language Arts (Overall)	58.5	53.4	19267 36105
2S2 Math Attainment (Overall)	34.5	29.8	10746 36113
2S3 Science Attainment (Overall)	0.0	37.0	13015 35197
3S1 Placement (Overall)	95.0	95.4	30797 32275
4S1 Nontraditional Concentration (Overall)	19.5	28.5	14423 50686
5S1 Program Quality (Overall)	7.5	11.5	4110 35679

Shaded cells represent totals below the State Required minimum.

* = Data provided is too low to assure confidentiality, N/P = Data was not provided

s.com

C.T.E.I.S.
Michigan Department of Education

Data Entry ▾ Reports ▾ OCTE Admin ▾

REPORTS

- Building Reports
- Building Exports
- Funding Reports
- Followup Reports
- Competency Profiles
- Year End Reports**
- Dynamic Secondary Taxonomy
- PV CPI/Enrollments Reports Pilot

12/10/2024

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CTEIS DASHBOARD

- <https://analytics.cteis.com/>
- **Dashboard 1: CPI compared with State Target**
 - Select desired indicator, select Year
 - By Gender, By Race
 - Available for Region, CEPD, Cluster, CIP, Building, and PSN.
- **Dashboard 2: CPI CEPD/Region Rankings**
 - Select desired indicator , select Year
 - Rankings by CEPD, or by Region
 - Available for Cluster, CIP, and PSN.
- **Dashboard 3: 3-year trends of CPI performance**
 - Select desired indicator
 - Available by Gender, by Race
 - Available for Region, CEPD, Cluster, CIP, and PSN.

MI CTE Dashboards



Q2: WHICH PROGRAMS HAVE LOW OUTCOMES PERFORMANCE?

- **Examine Work Based Learning (WBL) experience students earned for identified programs**
 - Use WBL reports, available by CIP Code program.
 - How many students had WBL experience?
 - How many students had experience with any type of WBL?
- **Examine credentials students earned for identified programs**
 - What are the approved credentials for each program?
 - How many students, categorized by credential type (approved or supplemental), earned credentials in total, and how does this compare to the total program enrollment?
 - What specific credentials did students earn in your program?
 - How many students earned each credential in your program?

WBL & CREDENTIAL REPORT

Michigan CTE Reports
Department of Technology, Management, and Budget

CTE Reports

- State Aid Funding ▾
- Perkins Performance Evaluation ▾
- CTE Enrollments ▾
- CTE Follow Up Surveys ▾
- Program/Course Reports ▾
- WBL and Credentials ▾**
 - WBL Summary Report
 - Approved CTE Credentials Offered by Districts
 - List of All State-Approved CTE Credentials
 - Michigan School CTE Program Credentials

Michigan CTE Reports
WBL Summary Report
Report Description
Report Instructions
Please select how you would like to run the report:

State CEPD Fiscal Agency Building CIP Code FED Cluster Region

- CTEIS Public Reports Website
- Reports available by
 - Region
 - CEPD
 - Fiscal Agency
 - Building
 - CIP code
 - Career Cluster

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Slide deck available at

Support.CTEIS.com/Resources/Presentations

**THANK YOU!
QUESTIONS?**

