



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
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MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: October 4, 2021

TO: CEPD Administrators

FROM: Brian L. Pyles, Ph.D., Director 
Office of Career and Technical Education

SUBJECT: Measure of Student Advancement for State School Aid Section 61a.(1)

This memo describes the data and formula elements that will be utilized in the calculation of Section 61a.(1) funding for the 2022-2023 school year and beyond.

Due to changes in the Perkins V definition of Participant and Concentrator as defined in the Perkins V legislation (see Sec. 3. [20 U.S.C. 2302] Definitions (12)(A) (13)), the Career and Technical Education (CTE) State Aid Referent Group reviewed the measure of student advancement used for the Section 61a.(1) funding formula and the Michigan Department of Education (MDE) has accepted the group's recommendations. The data and formula elements to be used are described below.

Section 61a.(1) funding amounts will continue to be computed based on prior year enrollments. For example, funding for 2022-2023 will be based on enrollment data reported for the 2021-2022 school year. The table below shows how student advancement will be measured for the 61a.(1) funding formula for Classification of Instructional Program (CIP) Codes reported by competencies/Perkins Course Competencies (PCCs) and those reporting by segments. The Perkins V Final definitions for course, Participant, Concentrator, and Completer are defined in the April 21, 2021 [memo](#).

To keep the 61a.(1) funding formula aligned to the previous method of measuring student advancement, accommodate changes due to Perkins V definitions and minimize unintended consequences, the formula will maintain the existing weights for Participant and Concentrator. The third weight will be applied to students who attained Concentrator status and either completed a credential or completed 3 or more PCCs (for CIP codes reporting by competencies/PCCs) or completed 12 segments (for CIP Codes reporting by segments). This will ensure that the measure of student advancement is equitable across CIP Code programs, regardless of the length of the program. A fourth weight will be applied to students who were enrolled

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in a CTE program for less than the minimum required to meet the definition of a Perkins V CTE Participant.

If, at the end of the school year, a student received a grade of 2.0 or better in local course sections with the following total number of segments or PCCs accumulated over their enrollment in a CIP code, they will have the weight shown below for the student advancement factor:

Student Advancement Factor	Weight	CIP Codes Reporting by Segments	CIP Codes Reporting by Competencies
Less than a Participant	.5	Less than 4 Segments	Less than 1 PCC
Participant	1	4-7 Segments	1 PCC
Concentrator	5	8-11 Segments	2 PCCs
More than a Concentrator	10	12 Segments -OR- 8 Segments plus earned an OCTE-approved credential reported by the June enrollment report submission deadline	3 or More PCCs -OR- 2 PCCs plus earned an OCTE-approved credential reported by the June enrollment report submission deadline

The Michigan Perkins V state plan for career and technical education supports [Michigan's Top 10 Strategic Education Plan](#) to:

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

Section 61a.(1) may be found in the [state school aid act 1979 PA 94 as amended by House Bill No. 4411 of 2021](#).

Please direct questions to Dr. Jill Kroll, Supervisor at Krollj1@michigan.gov or 517-599-1403.

cc: MDE-OCTE Staff