

# Regional Improvement Plan

Region: 10

## Instructions:

Please complete the attached 2017-2018 Regional Improvement Plan by inserting your Region's Core Performance Indicator (CPI) data from 2013-2014, 2014-2015, and 2015-2016 by CEPD and by categories of students. Please use this data to develop Regional Improvement Plans (RIP) and a Self-Assessment Plan for each CPI that did not meet the 90% threshold for the agreed upon performance levels.

## Specifically:

1. Further analyze CPI data by CEPD, cluster, CIP, district, PSN, and all subpopulations to determine the specific areas of program improvement.
2. Select the grant activities (from 2017-18 CTE PERKINS CPI and Activity Selections document). (Note: The goal is to improve CPIs. Also, remember to review long range plan and revise as necessary).
3. Complete the RIP.
4. List specific Strategies with Action Steps, Timeline, and Persons Accountable—**Please do not simply reiterate implementation strategies from MEGS Plus on this form; RIP plan descriptions should be more detailed.**
5. Perkins Federal Grant Coordinator should monitor RIP at least quarterly.

Email, with necessary signatures, to: LeAnn Reyes at [ReyesL1@michigan.gov](mailto:ReyesL1@michigan.gov) OR send a hard copy to the Office of Career and Technical Education, P.O. Box 30712, Lansing, MI 48909, no later than March 1, 2017.

If you have any questions or need assistance, please contact your OCTE Perkins Grant Team Leader.

## 2017-2018 CTE Perkins Regional Improvement Plan

REGION NUMBER: 10

PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 1S1 - READING

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 55.8% (50.2%)	<b>265</b>	<b>36.4%</b>	<b>140</b>	<b>38.7%</b>	<b>30</b>	<b>28.0%</b>	<b>95</b>	<b>36.7%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 55.8% (50.2)	<b>319</b>	<b>54.2%</b>	<b>194</b>	<b>58.6%</b>	<b>54</b>	<b>44.6%</b>	<b>71</b>	<b>51.8%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 55.8% (50.2%)	<b>254</b>	<b>47.2%</b>	<b>150</b>	<b>53.0%</b>	<b>35</b>	<b>42.2%</b>	<b>69</b>	<b>40.1%</b>

## 2017-2018 CTE Perkins Regional Improvement Plan

REGION NUMBER: 10

PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 1S2 - MATH

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 27.0% (24.3%)	136	18.7%	81	22.4%	11	10.3%	44	17.0%
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 27.0 (24.3%)	128	21.8%	94	28.6%	16	13.2%	18	13.2%
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 27.0 (24.3%)	113	21.1%	78	27.8%	10	12.0%	25	14.5

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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 2S1 – TECHNICAL SKILLS ASSESSMENT

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 60.0% (54.0%)	<b>226</b>	<b>49.1%</b>	<b>109</b>	<b>43.3%</b>	<b>45</b>	<b>51.7%</b>	<b>72</b>	<b>59.2%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 60.0% (54.0%)	<b>200</b>	<b>51.5%</b>	<b>111</b>	<b>50.2%</b>	<b>45</b>	<b>60.8%</b>	<b>44</b>	<b>47.3%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 55.5% (50.0%)	<b>146</b>	<b>40.1%</b>	<b>70</b>	<b>37.4%</b>	<b>30</b>	<b>46.9%</b>	<b>46</b>	<b>40.7%</b>

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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 3S1 – SCHOOL COMPLETION

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>663</b>	<b>97.1%</b>	<b>314</b>	<b>96.0%</b>	<b>156</b>	<b>98.7%</b>	<b>193</b>	<b>97.5%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>669</b>	<b>97.1%</b>	<b>324</b>	<b>96.7%</b>	<b>146</b>	<b>98.6%</b>	<b>199</b>	<b>96.6%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>737</b>	<b>92.9%</b>	<b>357</b>	<b>89.7%</b>	<b>181</b>	<b>96.8%</b>	<b>199</b>	<b>95.7%</b>

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**REGION NUMBER: 10**

**PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD**

**CORE PERFORMANCE INDICATOR: 4S1 – SCHOOL GRADUATION**

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>602</b>	<b>96.2%</b>	<b>329</b>	<b>95.1%</b>	<b>122</b>	<b>97.6%</b>	<b>151</b>	<b>97.0%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>543</b>	<b>96.4%</b>	<b>280</b>	<b>95.6%</b>	<b>92</b>	<b>97.9%</b>	<b>171</b>	<b>97.2</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 95.0% (85.5%)	<b>568</b>	<b>95.8%</b>	<b>286</b>	<b>94.7%</b>	<b>107</b>	<b>98.2%</b>	<b>175</b>	<b>96.2</b>

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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 5S1

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 95.5% (86.0%)	<b>396</b>	<b>94.5%</b>	<b>193</b>	<b>92.8%</b>	<b>92</b>	<b>94.8%</b>	<b>111</b>	<b>97.4%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 95.5% (86.0%)	<b>437</b>	<b>93.6%</b>	<b>186</b>	<b>95.9%</b>	<b>133</b>	<b>91.7%</b>	<b>118</b>	<b>92.2%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 95.5% (86.0%)	<b>383</b>	<b>91.8%</b>	<b>148</b>	<b>91.9%</b>	<b>123</b>	<b>93.2%</b>	<b>112</b>	<b>90.3%</b>

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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 6S1 – NON- TRADITIONAL PARTICIPATION

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 26.0% (23.4%)	<b>588</b>	<b>32.5%</b>	<b>367</b>	<b>31.4%</b>	<b>23</b>	<b>11.1%</b>	<b>198</b>	<b>45.5%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 25.0%(22.5%)	<b>484</b>	<b>33.7%</b>	<b>305</b>	<b>33.6%</b>	<b>16</b>	<b>6.9%</b>	<b>163</b>	<b>54.7%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 24.5% (22.1%)	<b>499</b>	<b>33.5%</b>	<b>302</b>	<b>32.5%</b>	<b>22</b>	<b>9.7%</b>	<b>175</b>	<b>52.2%</b>



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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 6S2 – NON-TRADITIONAL COMPLETION

	BY REGION		BY CEPD					
			18		22		53	
	N	%	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 30.0% (27.0%)	<b>91</b>	<b>44.2%</b>	<b>6</b>	<b>7.5%</b>	<b>6</b>	<b>75.0%</b>	<b>79</b>	<b>66.9%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 30.0% (27.0%)	<b>30</b>	<b>33.5%</b>	<b>8</b>	<b>8.6%</b>	*	*	<b>49</b>	<b>61.3%</b>
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 28% (25.2%)	<b>53</b>	<b>35.6%</b>	*	*	*	*	<b>44</b>	<b>50.6%</b>

**2017-2018 CTE Perkins Regional Improvement Plan**

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PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD

CORE PERFORMANCE INDICATOR: 2S1

	BY REGION		BY CATEGORIES OF STUDENTS (SUBPOPULATIONS) (RACE, ETHNICITY, GENDER, DISABILITY STATUS, MIGRANT STATUS, ENGLISH PROFICIENCY, AND STATUS AS ECONOMICALLY DISADVANTAGED, ETC.)			
			SUBPOPULATION: STUDENTS WITH DISABILITIES			
	N	%	N	%	N	%
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 60.0% (54.0%)	226	49.1%	8	25.0%		
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 60.0% (54.0%)	200	51.5%	5	23.8%		
<b>2013-2014 PERFORMANCE</b> STATE REQUIRED = 55.5% (50.0%)	146	40.1%	3	18.0%		

## CTE Perkins Regional Improvement Plan

**REGION NUMBER: 10**

**PERKINS FISCAL AGENCY: GRATIOT- ISABELLA RESD**

**CORE PERFORMANCE INDICATOR: 1S1 READING ATTAINMENT**

**SUBGROUP DISPARITY: NA – DISPARITY NOT LARGE ENOUGH FOR REPORTABLE SUB-GROUPS**

### ACTION PLAN

**IMPLEMENTATION GOAL: TO IMPROVE READING ACHIEVEMENT SCORES BY 50% OF THE DIFFERENTIAL BETWEEN THE STATE TARGET PERCENTAGE AND THE CURRENT PERFORMANCE PERCENTAGE (+9.7%)**

**CHECK ALL THAT APPLY:** CLUSTER  CEPD  DISTRICT  PROGRAM  SUBPOP.

**SUBGROUP FOCUS: APPLIES TO ALL – DISCREPANCY NOT LARGE ENOUGH**

### PERKINS GRANT ACTIVITY: USE OF QUALITY DATA & SUPPORT & PROFESSIONAL DEVELOPMENT

STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3 ..)	BEGIN DATE	COMPLETION DATE	RESOURCES (FUNDS, PEOPLE, OTHER)	PERSON ACCOUNTABLE
<p>A. Use a universal screener to determine performance levels by student and provide baseline data for support cut scores</p> <ol style="list-style-type: none"> <li>1. Assess (pre-test) students or acquire most recent screener assessment scores. (CEPD 18 uses NWEA, CEPD 22 uses STAR, and CEPD 53 uses Key Train)</li> <li>2. Share results with LEAs</li> <li>3. Based on the data, teachers will create a reading goal(s) for their program</li> <li>4. Use data to target interventions for students under the cut score</li> <li>5. Provide instructional support through teacher strategies and para-professional small group intervention</li> <li>6. Assess (post-test) students to determine growth</li> </ol>	<p>Sept 2017</p> <p>Oct 2017</p> <p>Oct 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>May 2018</p>	<p>Oct 2017</p> <p>Oct 2017</p> <p>Nov 2017</p> <p>Jun 2018</p> <p>Jun 2018</p> <p>May 2018</p>	<ul style="list-style-type: none"> <li>• Universal screening tool</li> <li>• Time for assessment and coordination with local staff</li> <li>• Computer access for assessment</li> <li>• Administrative support</li> <li>• Program Instructors</li> <li>• Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrator</li> <li>• CTE Program Teachers</li> </ul>
B. Provide select program teachers with Best			• Release time for	• CEPD Directors

<p>Practice professional development with regional colleagues to address contextual reading, vocabulary techniques, and summarization strategies.</p> <ol style="list-style-type: none"> <li>1. Work with regional CEPD directors to established programs for Best Practice Workshops</li> <li>2. Provide support from regional ISD consultants where appropriate or administrator facilitation</li> <li>3. Provide time for teachers to implement best practices learned from workshops</li> <li>4. Program administrators will observe and evaluate the implantation of the best practice strategies</li> </ol>	<p>Aug 2017</p> <p>Sept 2017</p> <p>Oct 2017</p> <p>Oct 2017</p>	<p>Aug 2017</p> <p>Nov 2017</p> <p>Dec 2017</p> <p>Jun 2018</p>	<p>teachers</p> <ul style="list-style-type: none"> <li>• Substitute teachers or stipends for outside of contract time</li> <li>• Facility for workshops</li> <li>• Best Practice Facilitators/ISD consultant</li> <li>• Evaluation tool</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrators</li> <li>• Program Teachers</li> </ul>
<p>Final Outcome: Approximately 2,500 students will participate in the universal screener. Of those Approximate 250 will get targeted support through interventions of teachers, paraprofessionals, and counselors.</p>				

## CTE Perkins Regional Improvement Plans

**REGION NUMBER: 10**

**PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD**

**CORE PERFORMANCE INDICATOR: 1S2 MATH ATTAINMENT**

**SUBGROUP DISPARITY: NA – DISPARITY NOT LARGE ENOUGH FOR REPORTABLE SUB-GROUPS**

**ACTION PLAN**

**IMPLEMENTATION GOAL: TO IMPROVE READING ACHIEVEMENT SCORES BY 50% OF THE DIFFERENTIAL BETWEEN THE STATE TARGET PERCENTAGE AND THE CURRENT PERFORMANCE PERCENTAGE (+4.2%)**

**CHECK ALL THAT APPLY:** CLUSTER  CEPD  DISTRICT  PROGRAM  SUBPOP.

**SUBGROUP FOCUS: APPLIES TO ALL – DISCREPANCY NOT LARGE ENOUGH**

**PERKINS GRANT ACTIVITY: USE OF QUALITY DATA & SUPPORT & PROFESSIONAL DEVELOPMENT**

STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3..)	BEGIN DATE	COMPLETION DATE	RESOURCES (FUNDS, PEOPLE, OTHER)	PERSON ACCOUNTABLE
<p>A. Use a universal screener to determine performance levels by student and provide baseline data for support cut scores</p> <ol style="list-style-type: none"> <li>1. Assess (pre-test) students or acquire most recent screener assessment scores. (CEPD 18 uses NWEA, CEPD 22 uses STAR, and CEPD 53 uses Key Train)</li> <li>2. Share results with LEAs</li> <li>3. Based on the data, teachers will create a math goal(s) for their program</li> <li>4. Use data to target interventions for students under the cut score</li> <li>5. Provide instructional support through teacher strategies and para-professional small group intervention</li> <li>6. Assess (post-test) students to determine growth</li> </ol>	<p>Sept 2017</p> <p>Oct 2017 Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>May 2018</p>	<p>Oct 2017</p> <p>Oct 2017 Nov 2017</p> <p>Jun 2018</p> <p>Jun 2018</p> <p>May 2018</p>	<ul style="list-style-type: none"> <li>• Universal screening tool</li> <li>• Time for assessment and coordination with local staff</li> <li>• Computer access for assessment</li> <li>• Administrative support</li> <li>• Program Instructors</li> <li>• Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrator</li> <li>• CTE Program Teachers</li> </ul>
<p>B. Provide select program teachers with Best Practice professional development with regional colleagues to address integrating math into the program curriculum. These strategies will focus on areas of deficiency as determined by the assessment (pre-test).</p> <ol style="list-style-type: none"> <li>a. Work with regional CEPD directors to established programs for Best Practice</li> </ol>			<ul style="list-style-type: none"> <li>• Release time for teachers</li> <li>• Substitute teachers or stipends for outside of contract time</li> <li>• Facility for</li> </ul>	<ul style="list-style-type: none"> <li>• CEPD Directors</li> <li>• CTE Administrators</li> <li>• Program Teachers</li> </ul>

<p>Workshops</p> <p>b. Provide support from regional ISD consultants where appropriate or administrator facilitation</p> <p>c. Provide time for teachers to implement best practices learned from workshops</p> <p>d. Program administrators will observe and evaluate the implantation of the best practice strategies</p>	<p>Aug 2017</p> <p>Sept 2017</p> <p>Oct 2017</p> <p>Oct 2017</p>	<p>Aug 2017</p> <p>Nov 2017</p> <p>Dec 2017</p> <p>Jun 2018</p>	<p>workshops</p> <ul style="list-style-type: none"> <li>• Best Practice Facilitators/ISD consultant</li> <li>• Evaluation tool</li> </ul>	
<p>Final Outcome: Approximately 2,500 students will participate in the universal screener. Of those Approximate 250 will get targeted support through interventions of teachers, paraprofessionals, and counselors.</p>				

## CTE Perkins Regional Improvement Plans

**REGION NUMBER: 10**

**PERKINS FISCAL AGENCY: GRATIOT-ISABELLA RESD**

**CORE PERFORMANCE INDICATOR: 2S1 TECHNICAL ASSESSMENT**

**SUBGROUP DISPARITY: SPECIAL FOCUS IS GIVEN TO STUDENT WITH DISABILITIES**

**ACTION PLAN**

**IMPLEMENTATION GOAL: TO INCREASE STUDENT PERFORMANCE ON THE TECHNICAL SKILLS ASSESSMENT SO THE AGGREGATE INCREASES BY 11% BY THE END OF THE 2017-2018 PROGRAM YEAR**

**CHECK ALL THAT APPLY:** CLUSTER  CEPD  DISTRICT  PROGRAM  SUBPOP.

**SUBGROUP FOCUS: STUDENTS WITH DISABILITIES**

**PERKINS GRANT ACTIVITY: PROGRAM STANDARDS & PROGRAM EXPECTATIONS & SUPPORT SERVICES**

STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3..)	BEGIN DATE	COMPLETION DATE	RESOURCES (FUNDS, PEOPLE, OTHER)	PERSON ACCOUNTABLE
<p>A. Use data from pretest and student perceptions surveys to better schedule and pace testing sessions</p> <p>1. Changing the timing of the pretest for Health to make it closer to the post, as we found that more targeted lessons were easier to plan when more of the curriculum had been covered (so, pretest in Feb versus Dec)</p> <p>2. Spread the SENSE tests for Welding out over a longer span</p> <p>3. Being intentional to avoid testing near the SAT/M-STEP as this can create test weariness for students</p>	<p>Feb 2018</p> <p>Feb 2018</p> <p>Mar 2018</p>	<p>Feb 2018</p> <p>May 2018</p> <p>Apr 2018</p>	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Program Instructors</li> <li>• CTE Administrators</li> <li>• Time for Curriculum Review</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrator</li> <li>• CTE Program Teachers</li> </ul>
<p>B. Review curriculum to better sequence segments and standards to maximize success on the assessments.</p> <p>1. Change the order of some segments for Auto/Diesel to be more timely in relation to the assessment date and the amount of time to teach it</p> <p>2. Swapped the order of curriculum for CJ and work on adding some additional lessons in specific areas to address areas of underperformance</p>	<p>Sept 2017</p> <p>Sept 2017</p>	<p>May 2018</p> <p>May 2018</p>	<ul style="list-style-type: none"> <li>• Release time for teachers</li> <li>• Substitute teachers or stipends for outside of contract time</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrators</li> <li>• Program Teachers</li> </ul>

<p>C. Provide additional support to students with disabilities with respect to test strategies and test preparation</p> <ol style="list-style-type: none"> <li>1. Review of student IEPs to ensure allowed accommodation are employed for testing</li> <li>2. Utilize the Special Pops coordinator to help plan interventional strategies</li> <li>3. Use para-professional support to provided special test-taking strategies</li> <li>4. Where appropriate review pretest of student with disability to more precisely target interventions designed to improve deficiencies</li> </ol>	<p>Sept 2017</p> <p>Sept 2017</p> <p>Oct 2017</p>	<p>May 2018</p> <p>May 2018</p> <p>Apr 2018</p>	<ul style="list-style-type: none"> <li>• Time to review IEPs &amp; pre-test results</li> <li>• Special pops coordinator</li> <li>• Para-professionals</li> <li>• Program Teachers</li> <li>• CTE Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Administrator</li> <li>• Special Population Coordinator</li> <li>• Program Teacher</li> </ul>
<p>D. Provide select program teachers with Best Practice professional development with regional colleagues to address strategies for improving technical skills assessment results</p> <ol style="list-style-type: none"> <li>1. Identify programs in the region that have the highest success rates for the technical skills assessment</li> <li>2. Work with regional CEPD directors to establish program specific Best Practice Workshops</li> <li>3. Provide time for teachers to implement best practices learned from workshops</li> <li>4. Program administrators will observe and evaluate the implantation of the strategies</li> </ol>	<p>Aug 2017</p> <p>Sept 2017</p> <p>Oct 2017</p> <p>Oct 2017</p>	<p>Aug 2017</p> <p>Nov 2017</p> <p>Dec 2017</p> <p>Jun 2018</p>	<ul style="list-style-type: none"> <li>• Release time for teachers</li> <li>• Substitute teachers or stipends for outside of contract time</li> <li>• Facility for workshops</li> <li>• Best Practice Facilitators</li> <li>• Evaluation Tool</li> </ul>	<ul style="list-style-type: none"> <li>• CEPD Directors</li> <li>• CTE Administrators</li> <li>• Program Teachers</li> </ul>
<p>Final Outcome: Approximately 460 students will be effected by the general technical assessment improvement strategies. Those strategies that focus on the students with disabilities sub-group will impact approximately 50 students</p>				



## CTE Perkins Regional Improvement Plans

Signatures demonstrate support of regional improvement goals and grant activities to improve.

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Douglas J. Bush, Perkins Federal Program Grant Coordinator & CEPD 18 Administrator Signature (formerly CI Coordinator) 2/24/2017  
Date

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Celena Mills, CEPD 22 Administrator Signature 2/24/2017  
Date

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Ted Paton, CEPD 53 Administrator Signature 2/24/2017  
Date

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Completed form is due to OCTE by **March 1, 2017.**

Please mail to:     LeAnn Reyes by email to [ReyesL1@michigan.gov](mailto:ReyesL1@michigan.gov)  
                          OR  
                          LeAnn Reyes  
                          Michigan Department of Education  
                          Office of Career and Technical Education  
                          P.O. Box 30712  
                          Lansing, Michigan 48909