



Office of Career and Technical Education

**NEW CTE PROGRAM
APPLICATION TOOL KIT**

August 2017

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Overview

This tool kit has been developed to assist educational agencies understand the process of applying for and implementing a new career and technical education (CTE) program. There are three phases of a new CTE program; what you need to know before applying, submitting an application, and the requirements following the state approval of your program. This tool kit is intended to help you better identify the requirements of a new CTE program and understand the specific responsibilities of a CTE program. We have also included a variety of examples, templates, resources for additional information, and contact information for support services.

The first phase we have titled, **What You Need to Know Before Applying**, which will explain the key components of CTE that need to occur as you consider a new program for your school. The second phase, titled, **Submission of a New CTE Program Application**, describes the process and requirements of an application. It is important to note that this process must be followed and all requirements met or the application will require modification or possibly be denied. The third phase is titled, **Requirements Following the State Approval of your CTE Program Application**, and explains the requirements you will be required to meet for a state-approved program.

The New CTE Program Application was designed to follow the Classification of Instructional Programs (CIP) Self-Review which is a tool used to monitor state-approved CTE programs. There are six sections within the CIP Self-Review that all state-approved programs must follow:

- C01: Program Teacher Certification
- C02: Program Teacher Professional Development
- C06: Program Advisory Committee:
Industry Experts Providing Input to the Program
- C10: Implementation of Program Standards/Course Content
- C13: Strategies to Eliminate Barriers to Program Access
- C16: Secondary-Postsecondary Connections

The New CTE Program Application requires elements from C06 and C10. The remaining sections covered in the CIP Self-Review are considered an assurance during the New Program Application Process. Upon program approval, the program is required to meet the expectations found within the assurances. Applicants will submit pertinent information following the CIP Self-Review format via the [CTEIS](https://www.cteis.com) website at: <https://www.cteis.com>. Refer to Appendix A to view the rubric used by the Office of Career and Technical Education (OCTE) when evaluating the application for approval.

Phase 1:

What You Need to Know Before Applying

When pursuing a state-approved CTE program, it is imperative that you communicate with your CTE career education planning district (CEPD) administrator prior to planning and submitting the application. The CTE CEPD administrator is key in providing coordination and technical assistance for the application. The new program process requires the approval of the CTE CEPD administrator on the new CTE program application. If the CEPD is not involved at the origination of your quest, the application may be delayed or even denied due to key requirements that must be followed for approval.

Determine the Type of New CTE Program

When establishing a state-approved CTE program, you must determine which type of program you are applying for. There are four different options to select from, which are listed below. This tool kit is designed to support the development of a state-approved CTE program or an early/middle college (E/MC) state-approved CTE program. All applications require elements of the CIP Self-Review; however, emerging applications require additional detail. Please contact the Career Readiness Unit at the OCTE for further guidance on emerging programs.

| | |
|---------------------|--|
| State-Approved | A program type that allows a district to apply for an existing, state-approved CIP code. |
| E/MC State-Approved | A program type that allows an approved E/MC to apply for an existing, state-approved CIP code. |
| Emerging | A program type where a district applies for a new CIP code for an emerging program where there is not currently a state-approved CIP code. |
| E/MC Emerging | A program type where an approved E/MC applies for a new CIP Code for an emerging program where there is not currently a state-approved CIP code. |

Conduct Needs Assessment

Planning and developing new CTE programs could be a full year process, which requires completion of a Needs Assessment by the applicant. When developing a Needs Assessment, several factors need to be addressed:

1. A Needs Assessment, based on current labor market information for high skill, high wage, and high demand careers to support a proposed CTE program should be conducted in coordination with local workforce development efforts.
2. If no additional state or federal dollars were received, would the local district/funding support the program?
3. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program. A discussion with CTE administrators in the region must be conducted to prevent duplication of programs and to increase collaboration. Depending upon fiscal agent prioritization and regional long-range planning, all state-approved CTE programs generate State School Aid Act 61a(1) (added cost) funds, and are eligible to participate in regional Perkins activities.

Below is information that applicants will want to gather as they assess the need for a new CTE program.

1. Based on a review of your regional/local workforce needs, leading to high skill, high wage, and high demand careers, please list the three highest priorities for CTE programs that exist within your CEPD. Review and update your regional long-range plan if needed.
 - a) Are there current job openings available related to this CTE program in the state of Michigan?
 - [DTMB, Labor Market Information](http://www.milmi.org/): <http://www.milmi.org/>
 - [Occupational Supply Demand System](http://urlm.co/www.occsupplydemand.org): <http://urlm.co/www.occsupplydemand.org>
 - b) What data/documentation exists that supports current job openings for this CTE program at the regional or CEPD level?
2. In order to submit an application, you will need to develop an active program advisory committee that will contribute to the development of the new program and the new program application. Upon submission of the new program application you will be required to submit minutes to substantiate that the program advisory committee has provided input into the development and planning of the new program.
3. Are there state-approved occupational programs at postsecondary institutions located in your region that would be potential partners for articulation, dual enrollment, direct credit, E/MC, and programs of study?
4. Are there other related continuing education options such as training programs, apprenticeships, or industry recognized certifications or licenses, available in the CEPD related to this CTE program?

Program Advisory Committee

As mentioned within the Needs Assessment, the program advisory committee is absolutely vital to becoming and remaining a state-approved program. The first committee meeting must occur prior to submitting your application. Once approved, the committee must meet a minimum of twice each school year. Regional advisory committee meetings will not meet this criterion.

Consider the following when selecting business and industry partners to be a member of your program advisory committee.

Are there business and industry partners in your community committed to:

- Actively participate on a program advisory committee?
- Support training, scholarships, and student leadership opportunities?
- Support work-based learning (WBL) opportunities for program concentrators/completers?
- Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)?

The role of the program advisory committee is to provide input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement. The first meeting provides the groundwork necessary to meet the requirements of a state-approved program. Agenda items for the first meeting should include conversations on the development of the Gap Analysis, leadership opportunities, recruitment strategies, and safety requirements of industry. Additionally, the committee should discuss how the program might be delivered and the appearance of the laboratory or classroom. The meeting minutes need to reflect evidence of these discussions.

The committee membership must include:

- Majority from appropriate business and industry
- Committee chairperson from business and industry
- Parent representative
- Postsecondary representative
- Highly recommended that you include a student representative and school counselors.

During the program application process, you will be required to submit the following items from the program advisory committee:

- Membership roster reflecting representatives from the program-specific business, industry, and community agencies and their contact information
- Meeting minutes

If these items are missing, you will receive a revision notice and be required to submit the proper documentation within five days. Programs will be denied if this information is not submitted in a timely manner.

A Program Advisory Committee Tool Kit has been developed by the OCTE to assist you. The tool kit includes sections on selecting required committee members, the role of the advisory committee and members, and example rosters, letters, minutes, agenda template, and agenda items to cover. The [Program Advisory Committee Tool Kit](#) is available at:

http://www.michigan.gov/documents/mde/Program_Advisory_Committee_Tool_Kit_September_2015_499553_7.pdf.

Program Advisory Committee Meeting Minutes

The following areas will need to be addressed by the committee prior to submitting the program application. The meeting minutes submitted during the application process **MUST** contain the required evidences.

Gap Analysis for the Program CIP Code

The Gap Analysis can be found on the [MCCTE Navigator](http://ctenavigator.org/) website (<http://ctenavigator.org/>) under the references tab. The Gap Analysis should be completed by the applicant in coordination with the program advisory committee. Each of the performance elements with the gap analysis must be rated to indicate the level of understanding to be achieved by the students who complete the program. The rating scale you will use is as follows:

- 4 Exceeds Criteria or able to teach task
- 3 Accomplishes task to criteria
- 2 Accomplishes task with help
- 1 Exposed to the task
- N Not exposed to the task

The key areas to be looked at by the committee will be those performance objectives where a ranking of 1 or N are given. For each of these standards a compliance plan must be created.

| The standards for state-approved CTE programs were created to be completed in the school setting, supervised by an appropriately certified CTE instructor. Program standards were written utilizing National Standards with input from business and industry partners. | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|-----------|------------|--|------------------------|---|---|---|---------------------------------|-----|------|----------------|---------|-----|--------------------|--------|------------------|-------|---------------------|-------------|----------------------------|-------|
| GAP ANALYSIS - 2011 | | | | | | | | | | | | | | | | | | | | | | |
| Directions: (Print on legal size paper) | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Delong: Indicate the level the student will be able to perform the standards using the program to each of the Performance Elements | | | | | | | | | | | | | | | | | | | | | | |
| Local Task ID Code/Delong Point: Indicate where the standards fit within the curriculum. | | | | | | | | | | | | | | | | | | | | | | |
| Academic Standards Crosswalk: You must indicate the academic content expectation number to give you a check mark to indicate the appropriate academic content program the student | | | | | | | | | | | | | | | | | | | | | | |
| Post-Secondary Delong for Articulation: Indicate with a check if this is a transferable post-secondary articulation for the program. | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge | Skills | Mechanics | Management | 14.4201 Mechatronics Consolidated (2011) | Secondary Gap Analysis | | | | Academic Standards Crosswalk | | | | | | | | | | PLAN OF IMPROVEMENT | | | |
| | | | | | 1 | 2 | 3 | 4 | Local Task ID Code/Delony Point | ELA | Math | Social Studies | Science | Art | Physical Education | Health | Foreign Language | Music | Dance | Visual Arts | Career/Technical Education | Other |
| ACADEMIC FOUNDATIONS | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities. | | | | | | | | | | | | | | | | | | | | | | |
| 1.1. Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in print. | | | | | | | | | | | | | | | | | | | | | | |
| 1.2. Demonstrate use of the concepts, strategies, and systems for planning and composing ideas and information to enhance communication in the workplace. | | | | | | | | | | | | | | | | | | | | | | |
| 1.3. Locate, organize and reference written information from various sources to communicate with coworkers and | | | | | | | | | | | | | | | | | | | | | | |
| 1.4. Evaluate and use information resources to accomplish specific occupational tasks. | | | | | | | | | | | | | | | | | | | | | | |
| 1.5. Use correct grammar, punctuation and terminology to write and edit documents. | | | | | | | | | | | | | | | | | | | | | | |
| 1.6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences. | | | | | | | | | | | | | | | | | | | | | | |
| 1.7. Integrate verbal and nonverbal cues/behaviors to enhance | | | | | | | | | | | | | | | | | | | | | | |

Leadership Opportunities

Leadership development is a required portion of all CTE programs. Many programs take advantage of the Career Technical Student Organization group for the CIP area (DECA, FFA, HOSA, FCCLA, BPA, and SkillsUSA). Other organizations such as MITES or MCTA may fulfill the requirement but there must be more than just a competition component to serve the leadership requirement. Other requirements would be: group officers, regular meetings, and recommended community service.

*Program Recruitment Strategies

Recruitment is the life blood of all programs. Without students, your program will not succeed. To gain student interest, the committee must establish a plan to inform students and recruit them into the new program. One important part of recruitment is to make sure that the recruitment plan addresses non-traditional students for this CIP code area. The materials should also meet the non-discrimination guidelines for your district.

*Safety

Safety for students in the new program must be a primary concern. An instruction plan for safety training in courses is very important. This plan must include training for classroom activities and for any lab work which students will participate during the school day and on WBL sites. Information on WBL and on labor laws may be found on the OCTE, [Work-Based Learning Manual](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html) webpage at:
http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html

*Facilities

Discussions pertaining to the development of the program's facility which would address areas such as equipment, design, and layout, along with accessibility. When a program has been fully approved by the state, the program advisory committee will be required to tour the facility each year looking at the equipment that is being used in the program. The committee then can make recommendations for equipment purchases, design, and layout of the facility. The committee brings a vast array of experiences which will be invaluable in this task.

*Plan for Long-Range Improvement

The committee must also look to the future and make recommendations which will go beyond the first year of the program. No program will succeed and grow without long-range plans and goals to strive toward. These goals can be for program enrollment, equipment, or facilities. The committee should decide which areas are most important and develop strategies to achieve the overall vision for the program.

*These areas will be discussed in more depth in Phase 2 and Phase 3 of this tool kit.

Early/Middle College CTE Program Requirements

If your application is for an E/MC CTE program, there are additional requirements that need to be met. Most importantly, your district **must first have** a state-approved E/MC.

For information on establishing an E/MC, please visit the [E/MC High School Opportunities](http://www.michigan.gov/mde/0,4615,7-140-43092_51178---,00.html) webpage on the MDE website:
http://www.michigan.gov/mde/0,4615,7-140-43092_51178---,00.html.

If you already have a state-approved E/MC, you may continue pursuing an E/MC CTE Program. If not, please stop, and begin the development process of your E/MC.

Dr. Beverly Brown, at the OCTE, is available to assist you with any additional questions you may have about E/MCs. She may be reached by email at BrownB21@michigan.gov, or by calling 517-335-4670.

Where to Locate the New CTE Program Application

All new CTE program applications are generated and processed through the Career and Technical Education Information System ([CTEIS](http://www.cteis.com)): www.cteis.com.

In collaboration with the OCTE, CTEIS has prepared a [New Programs Manual](#) which provides specific instructions on completing the application using their system. The following link will direct you to the CTEIS manual:
<https://ptdtech.atlassian.net/wiki/display/CS/New+Programs+Manual+-+District>.

Application Access and Authorized User Roles

Access to the application requires a CTEIS login and password. Depending upon how access is assigned, the rights associated with your application may vary. The CEPD administrators will need to coordinate with their Fiscal Agency Level 5 administrator to authorize and assign an individual with the Data Entry user roll within the system.

- Data Entry

The Data Entry user is primarily responsible for generating the new program application and entering the required information. Data Entry users update and complete each of the five sections of the application, indicate the completeness of each section, and then mark the overall application as complete, allowing the CEPD administrator the opportunity for review.

- CEPD Administrator

The CEPD Administrator is primarily responsible for reviewing and verifying the application is complete, requests modifications or missing required components, and submitting the application.

Phase 2: Submission of a New CTE Program Application

The New CTE Program Application is an electronic application generated and processed through the [CTEIS](http://www.cteis.com): www.cteis.com. You will need to log in to CTEIS to access the application portion of the system. Refer to Phase 1 for information on setting up user access.

Within the application, there are four main sections:

1. Application/Contact Page
2. C06 Advisory Committee
3. C10 Implementation of Standards/Course Context
4. Assurances

The data entry user generates the application, enters the responses to the various fields within each section, and uploads all the required documentation where indicated. The CTEIS [New Programs Manual](#) provides specific instructions on completing the application. The manual is available at: <https://ptdtech.atlassian.net/wiki/display/CS/New+Programs+Manual+-+District>.

After placing the required materials and data within each section, the data entry user must mark each section individually as “complete.” Each section must be marked “complete” prior to marking the application “complete.”

Once the entire application has been marked complete, the CEPD administrator must review each section of the application. If the CEPD administrator finds the application to be complete and accurate, they will **mark each section** as reviewed and then submit the application to the consultant responsible for the program content using the steps provided on the following page. If the materials are found to be incomplete, the CEPD administrator marks that section as needing modifications, and requests the applicant to make revisions. The CEPD administrator can, at any time, cancel the application.

The application will require comments for each section. The CEPD administrator should provide written instructions in the comment field of each section for the local applicant or OCTE consultant.

After each section is reviewed, the CEPD administrator must return to the first page with applicant/contact information. If requiring modifications, the CEPD administrator will mark the application as needing revisions. If all sections are approved, the CEPD administrator submits the application to the OCTE.

When a CEPD Administrator Serves as Both the Data and CEPD User

The application was designed as a checks and balance system between the data entry and CEPD administrator users. It is important to note that when a CEPD administrator chooses to serve in both roles, there are two separate links within CTEIS that the CEPD administrator will need to complete.

First Link: Begin by selecting the link on the left-hand navigation bar, titled **New Programs**. Within the **New Programs** link, the CEPD administrator will be performing in the data entry user role. This link will allow you to generate the application, enter data to the application fields, and upload the required documents. They will complete the application as described in this section, and mark as "complete."

Second Link: When the application has been marked "complete" through the New Programs link described above, the CEPD administrator must now select the link on the left-hand navigation, called **New Programs CEPD**. Within the **New Programs CEPD** section, the CEPD administrator must review each section of the application. When you have coded each section approved, you are ready to submit the application to the OCTE. The submission button is on the first page of the application. If you identify modifications that are required, you must mark the page as needing modifications, and enter comments regarding the modification. Return to the main page of the application and select request modifications. You will need to go back to the First Link to process the modification, mark them complete, and then return to the Second Link to complete the CEPD approval and submission.

State Review Process for Submitted Applications

Once applications are submitted, the OCTE has up to 60 days from application deadline to review the submitted application. During the review process, the consultant may request modifications or approve the application. If modifications are requested, an automated email is sent to the CEPD administrator requesting those changes. The CEPD administrator should contact the applicant to make them aware of the requested change. Additionally, the CEPD administrator needs to send the application back to the applicant for revisions. The OCTE requests all modifications be submitted within five business days. If changes cannot be made within five business days, the OCTE will postpone the application to the next application cycle to allow time for concentrated effort and revisions to the application. The OCTE has determined that applications requiring more than five business days, need more time to work with their CEPD administrator and in developing high quality CTE programs.

Once the application has been state-approved, a program serial number (PSN) will be assigned. PSNs are assigned weekly throughout the New Program Application Cycle. You will need to log in to [CTEIS](http://www.cteis.com) at: www.cteis.com, to view the PSN assigned to your new state-approved CTE program.

CIP Self-Review Application Requirements

The following items are from the CIP Self-Review which are requirements for the New CTE Program Application:

- C06: Program Advisory Committee: Industry Experts Providing Input to the Program
- C10: Implementation of Program Standards/Course Content
- Assurances

These requirements will be discussed in further detail within the next few pages.

C06 Program Advisory Committee: Industry Experts Providing Input to the Program

Under Phase 1, you were provided a thorough description of what is required of a program advisory committee. To receive approval for new programs, an application must include:

- Membership roster reflecting representatives from the program-specific business, industry, and community agencies
- Membership majority is from appropriate business and industry
- Committee chairperson from business and industry
- Parent representative
- Postsecondary representative

The application requires that you select each of the above options in order to be considered for approval. If they are not selected, via a checkbox, the program will require modifications and additional advisory committee input. The application allows for five business days when making modifications. If the advisory committee is unable to meet these expectations within five business days, the application will be moved to the next application window within the school calendar. If the application is not approved in the second window, it will be closed and schools will need to start new in the next school year.

The application highly recommends participation from the following representatives:

- Student representative
- Counselors

Although these representatives are not required, their involvement provide additional support for your potential state-approved program.

The membership roster will be uploaded to the C06 section of the application. You will then be required to upload the detailed meeting minutes. The meeting minutes must include the specific details as described in the program advisory committee section of Phase 1. Additionally, the minutes will need to record the committee's discussions of the requirements of the program, to include teacher certification,

professional development, facilities, equipment, gap analysis, instructional design, course syllabus, student safety related to the specific program, WBL, youth employment requirements for WBL, hazardous occupations for WBL, leadership opportunities, barriers to access, postsecondary articulation, and if applicable, E/MC.

Although OCTE does not collect evidences of all these components within the new program application, they are requirements of a state-approved CTE program. Your OCTE program consultant expects to see specific documentation regarding the required components of the new program application, as related to the requirements of state-approved programs.

For example, in the application, the OCTE does not require a submission of evidences for teacher certification. Some schools require approval prior to hiring, whereas others may be already running the program and have an appropriately certified teacher. The program advisory committee meeting minutes should record the committee's discussion of what actions will occur to either hire a teacher or use an existing teacher.

Upon completion of C06, the applicant will begin submitting evidences for C10.

C10 Implementation of Program Standards/Course Content

Step 1 – Retrieve Gap Analysis and Instructions

Access the MCCTE [Navigator Resources](http://ctenavigator.org/resources) website at:
<http://ctenavigator.org/resources>.

There is no need to log in to access the following forms.

- a) Scroll down to [Gap Analysis Documents](#) and locate appropriate CIP Code.
- b) Select the CIP Code and Program Name to open the Gap Analysis and save it for future access.
- c) Before uploading the Gap Analysis to CTEIS, each performance element must be rated. The first link under **Gap Analysis Documents** is *Directions for Excel Gap Analysis*; which will provide instructions on how performance elements should be rated.

Step 2 – Complete the CTE Instructional Design Form.

While in MCCTE Navigator, scroll to the *CTE Instructional Design Form* and click the link to open the *CTE Instructional Design Forms*.

- a) Decide if your Program's sequence of courses will take place over one or two academic years and if your school district uses semesters, trimesters, or quarters; print the form that meets your needs.

Sample form:

| INSTRUCTIONAL DESIGN – TWO YEAR BY SEMESTER | | | | | | | | | | | | | |
|---|---|---|----|----|----|-------------|---|-----------|----|----|----|---|--|
| School: | | | | | | | | PSN: | | | | | |
| Program: | | | | | | | | CIP Code: | | | | | |
| Directions: - Identify which segments are delivered each semester - Identify when <u>the majority of</u> the segment standards are delivered - Mark when each segment will be delivered and mark the segment only once - This information will assist in the entry course sections into the CTEIS system | | | | | | | | | | | | | |
| Year 1 | | | | | | | | | | | | | |
| Semester 1: | | | | | | Semester 2: | | | | | | | |
| Teacher: | | | | | | Teacher: | | | | | | | |
| Class: | | | | | | Class: | | | | | | | |
| Segments: | | | | | | Segments: | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Year 2 | | | | | | | | | | | | | |
| Semester 1: | | | | | | Semester 2: | | | | | | | |
| Teacher: | | | | | | Teacher: | | | | | | | |
| Class: | | | | | | Class: | | | | | | | |
| Segments: | | | | | | Segments: | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | | | | | | | | | | | | Q | |
| <ul style="list-style-type: none"> • Must be a Completer before reporting in Segment Q • Reporting for Advance/Specialized Content in CTEIS not required for completion • State Aid Section 61a1 funding • Course section should include only Segment Q, no other | | | | | | | | | | | | | |

- b) Work with local CTE or building administrator for help.
- c) Work with local CTE or building administrator to develop the course sequence and determine which segments will be taught in which courses.
- d) Make sure to title the courses the same way on the instructional design form as you do on the syllabi.

Step 3 – Complete the Gap Analysis

Using the directions for completing the Excel Gap Analysis, saved in step 1c., complete the Gap Analysis and save for future upload. Contact your local CTE administrator for help or OCTE program consultant for the career cluster.

Step 4 – Complete Course Syllabus

A syllabus for each course taught in the program sequence will be needed. Make sure the names of the courses match what was listed on the Instructional Design form.

When developing a syllabus for a CTE course in a program, use the following outline of content developed by the OCTE. Local districts may have additional requirements. A syllabus outline for a CTE program course is available in [Appendix E](#).

Step 5 – Upload C10 Documents in CTEIS

After the gap analysis, syllabi, and CTE instructional design form have been completed, they are now ready to upload to CTEIS. Work with your local CTE administrator for help or access to the digital application.

Assurances

The last requirement of the new program application is a list of assurances. Within the assurances there are two sections. Section 1 follows the remaining portions of the CIP Self-Review. Section 2 of the assurances are specific to E/MC state-approved CTE programs. If you do not intend to offer an E/MC state-approved CTE program, the signatures for that section may be left blank. Otherwise, all signatures for this document are required. In submitting the assurances, your district is certifying that all requirements of your state-approved program will be met.

Section 1: All Programs Seeking Approval

- Ensures the program is part of the regional long-range plan and supports the Michigan State Plan for Perkins
- C01 – Meet Teacher Certification Requirements
- C02 – Meet Program Teacher Professional Development Requirements
- C06 – Comply with Program Advisory Committee Requirements
- C10 – Implementation of Program Standards
- C13 – Contain Strategies to Eliminate Barriers to Program Access

Section 2: Seeking E/MC CTE State-Approved Program Approval

By signing this section of the assurance, you certify that the program advisory committee and the CEPD administrator have verified the following items, which are required in a CTE cluster by 61b legislation.

See [Appendix F](#) to review the assurances you will be certifying. You will need to print and fully execute the Assurances and Signature pages located on the [CTEIS](#) website: www.cteis.com.

Early/Middle College CTE State Approval Requirements

When applying for an E/MC state-approved CTE program, there are additional requirements. These additional requirements are necessary to meet the intent of legislation. They are as follows:

1. Advisory Committee

Regular CTE program approval process requires discussion of specific items from the CIP Self-Review. Also, because this program is in development, we expect that some pieces require further development. This should be noted in the minutes. However, specific to E/MC, your advisory committee minutes should reflect the following discussion:

- Is the development of an E/MC CTE program included in the prosperity region's strategic plan?
- Does the program lead to an associate degree, industry-recognized certificate, 60 transferable credits, or participation in a registered apprenticeship?
- What type of support services are being provided to E/MC students regarding CTE? Wrap around services are critical to E/MC student success.

2. Implementation of Program Standards:

- Program of Study
- 5-Year Instructional Design showing the Career Pathway

The Program of Study and the 5-Year Instructional Design should directly align to the intended outcome of the E/MC CTE program pathway. Be sure to include the complete course title and course number on both documents.

In the instructional design, you are required to document where state-approved CTE program segments are being delivered. If delivering standards in a trimester, you need to document the semester and year in which the segment is delivered. Please make sure that your math or math-related class is evident in the 5th year of your CTE instructional design, also known as 'Q'. In addition, document all additional postsecondary courses that students will take as part of their Program of Study for this program pathway.

Sample Form

| INSTRUCTIONAL DESIGN - EARLY MIDDLE COLLEGE | | | | | | | | | | | | | | |
|--|----|----|-------------|-----------|----|----------|----|----|---------------------------------|----|----|---|--|--|
| CTE PROGRAM | | | | | | | | | | | | | | |
| School: | | | | PSN: | | | | | | | | | | |
| Program: | | | | CIP Code: | | | | | | | | | | |
| Directions: - Identify when the secondary segments are delivered - Identify when and how the postsecondary content is delivered - Mark when each segment will be delivered and mark the segment only once - Indicate how the postsecondary content will be delivered - This information will assist in the entry course sections into CTEIS | | | | | | | | | | | | | | |
| Year 1 | | | | | | Year 2 | | | | | | | | |
| Class: | | | Class: | | | Class: | | | Class: | | | | | |
| Teacher: | | | Teacher: | | | Teacher: | | | Teacher: | | | | | |
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | |
| 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 | | | |
| 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 9 | | | |
| 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | | | |
| Postsecondary/Advanced Content: | | | | | | Q | | | Postsecondary/Advanced Content: | | | Q | | |
| Course | | | Institution | | | Course | | | Institution | | | | | |
| Year 3 | | | | | | Year 4 | | | | | | | | |
| Class: | | | Class: | | | Class: | | | Class: | | | | | |
| Teacher: | | | Teacher: | | | Teacher: | | | Teacher: | | | | | |
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | |
| 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 | | | |
| 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 9 | | | |
| 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | | | |

| Postsecondary/Advanced Content: | | Q | Postsecondary/Advanced Content: | | Q |
|---------------------------------|-------------|---|---------------------------------|-------------|---|
| Course | Institution | | Course | Institution | |
| Course | Institution | | Course | Institution | |
| Year 5 | | | | | |
| Year 4 | | | | | |
| High School Class | | | | | |
| Class: | | | | | |
| Postsecondary/Advanced Content: | | | | | Q |
| Courses | | | Institution(s) | | |
| | | | | | |
| | | | | | |
| | | | | | |

- State Aid Section 61b funding only
- Postsecondary/Advanced course section should include only Segment Q, no other
- Postsecondary/Advanced content does not need to be offered each year
- Fill in the postsecondary courses/experiences where they fit in the 5-year high school program
- Add lines for postsecondary courses as necessary

Please note: To be eligible for funding in the 5th year, students must not be otherwise eligible to graduate. There must be one course needed to fulfill high school graduation requirements that must be completed during the 5th year of the early/middle college program.

The Program of Study should document what classes are taken and when. For example, if the program starts in 10th grade, you need to document the courses related to the career pathway in the years that students are required to take them.

If these items are not submitted, your application will be sent back for modifications.

How the E/MC Application is Reviewed

Please see the rubric for CTE Program Approvals found in [Appendix A](#).

Phase 3: Requirements Following the State Approval of your CTE Program Application

Now that you have been approved, you are required to follow the requirements of a state-approved CTE program. These requirements are found in the [CIP Self-Review](http://www.ctenavigator.org) located under the resources tab of MCCTE Navigator at: www.ctenavigator.org. This portion of the tool kit provides you with further direction on how to implement the required components of a state-approved CTE program. We will also provide additional information not previously discussed in Phases 1 and 2 pertaining to the following:

- C01 Program Teacher Certification
- C02 Program Teacher Professional Development
- C06 Program Advisory Committee: Industry Experts Providing Input to the Program (Second Meeting)
 - Updated Membership Roster
 - Chairperson from Industry
 - Appropriate Program Facilities and Equipment Lists
 - Agenda and Minutes
- C10 Implementation of Program Standards/Course Content
 - Documentation of Specific Training Student Training Records
 - Documentation of WBL
 - Leadership Opportunities Evidence
- C13 Strategies to Eliminate Barriers to Program Access
- C16 Secondary – Postsecondary Connections

For newly approved E/MC CTE programs, you assured the intent of the State School Aid Act for 61b was being met. Please refer to the assurances for the complete list of requirements for state-approved CTE E/MC programs.

Note, newly approved CTE programs, are subject to a desk audit, and are an indicator for risk analysis when reviewing regions. Failure to complete the activities listed, will result in a compliance plan.

C01 CTE Teacher Certification

Occupational Certificates authorize an educator to teach in state-approved CTE programs. Educators in CTE programs must possess one of the following valid occupational credentials:

- Interim Occupational Certificate with appropriate CIP Code (Initial certificate)
- Occupational Education Certificate with appropriate CIP Code (Advanced certificate)
- Full Occupational Authorization with appropriate CIP Code (No longer issued but valid for those who hold them)
- If an educator does not hold one of the above certificates, an Annual Occupational Authorization (AOA) may be granted at the request of the school district

The OCTE program consultants can help navigate certification requirements for each program area. Contact information for consultants may be found in the [Appendix G](#), listed by the cluster area in which they are responsible.

The following materials are found on the Office of Professional Preparation Services site which support this area.

Complete list of [State-Recognized Secondary CTE Program CIP Codes](#):

http://www.michigan.gov/documents/mde/CIP_Program_Endorsements_for_CTE_Instruction_428077_7.pdf?20141118081544

[CTE Teacher Certification FAQs](#):

http://www.michigan.gov/documents/mde/CTE_Teacher_Certification_FAQ_436394_7.pdf

C02 Professional Development

[CTE Administrator Manual](#): http://www.michigan.gov/mde/0,4615,7-140-2629_53974---,00.html

The Carl D. Perkins Act requires CTE instructors to participate in industry-related professional development when operating state-approved CTE programs. The MDE, OCTE has documented within the CIP Self-Review, that teachers must provide documentation of professional development by the teacher within the last five-year period that is CTE program-related.

The instructor **must stay current with all aspects** of program-related industry. Professional development could include:

- Training that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE
- Relevant internship or experience in the related business or industry
- Training in the effective use of technology to improve instruction

- Effective integration and use of challenging academic in CTE, provided jointly with academic teachers
- Effective practices to improve parental and community involvement
- Effective use of research-based teaching skills and data to improve instruction

Uploaded professional development evidence should provide:

- Event date(s)
- Event sponsor(s) or organization
- Topic(s) or focus of PD
- Examples: One of the following for each experience: agendas, registration confirmations, detailed list provided from district

Examples could include:

- Business and Industry Internship/Externship
- Training in specific equipment used by students in the CTE classroom
- Nurses in health science programs completing additional CEUs to maintain their nursing license

C06 Advisory Committee Meeting Minutes

State-approved CTE programs are minimally required to meet two times a year. You will continue to follow the same guidance described in Phase 1 and Phase 2. All evidences should be submitted in MCCTE Navigator for CEPD administrators and your OCTE consultant to review. Your leadership teams will be expected to see continued program improvement reflected within the advisory committee meeting minutes.

C10 Implementation of Program Standards/Course Content

Once a PSN has been activated in MCCTE Navigator for a new program, the previously completed gap analysis, syllabi, and instructional design form which had been submitted during the new program application process must be uploaded to the CIP Self-Review in MCCTE Navigator.

There are three additional documents that you will be required to complete and upload to MCCTE Navigator as well. These documents will be discussed in further detail below.

- 1) CIP-Specific Safety Training
- 2) Work-Based Learning
- 3) Student Leadership

Safety

All state-approved CTE programs MUST meet or exceed safety standards. Schools should seek inspection and review by an appropriate safety agency, industry representative, instructor and/or administrator to ensure that the program environment and curriculum meets appropriate regulatory agency safety guidelines (i.e. MIOSHA, CDC, NATEF, building inspections, etc.).

Evidence for this criterion can include CIP-specific student safety record, detailing specific training and date of completion.

(Optional) Depending on your CTE program, safety facility inspections/procedures/checklists including any necessary program licenses (if applicable) with administrator sign off may need to be included.

Work-Based Learning

CTE programs provide WBL experiences for each student related to the program area being studied. By the end of the program, each student must complete minimally one experience. Please speak with the appropriate OCTE cluster consultant regarding WBL questions specific to program areas.

“Work-Based Learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, July 2016

For more information please refer to the [Work-Based Learning Guide for Risk Management](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html): http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html. You may also contact Nikki Rogers, Program Consultant, MDE/OCTE via email at rogersn@Michigan.gov or by phone at 517-373-8904

Work-Based Learning Guidance in Michigan

Work-Based Learning guidance in Michigan is consistent with the following policies and legislation.

- Carl D. Perkins Act
- State Plan II, A (ii)
- Pupil Accounting Manual
- Youth Employment Standards Act

The Work-Based Learning Continuum

Career Awareness

A single day workplace tour, field trip, guest speaker, career fair, or visiting parents at work.

Career Exploration

Students witness work being performed, with experiences including mock interviews, job shadows, volunteering for non-profit organizations, or a virtual exchange with a business partner.

Career Preparation

Integrated project with multiple interactions with professionals, student-run enterprise with partner involvement, virtual enterprise or other extended online interactions with partners, projects with partners through industry-student organizations. Pupil accounting rules apply.

Career Training

Internships required for credential, apprenticeship, clinical experience, on-the-job training, work experience, class project or challenge. Pupil accounting rules apply.

Youth Apprenticeship

The [Framework on Registered Apprenticeship \(RA\) for High School Students](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) (https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools.

Job Shadow

A one-time experience that requires school permission slip.

Anything that exceeds one day, and requires a minor to perform responsibilities and duties that the business benefits from, requires the adherence to the Youth Employment Standards Act and the Pupil Accounting Manual.

What is Required for State-Approved CTE Technical Review Assistance and Compliance (TRAC)

A state-approved CTE program requires WBL experiences for each student related to their program area. To comply with the CIP Self-Review, <http://www.ctenavigator.org/resources/download/168>, programs must provide documentation of WBL placements specific to their occupational area. The activity should include the type of activity and date. A sample record is found below.

Table: Work-Based Record for Sweet Suisse High School

| Student | 2/1/2017 Field Trip | 2/15/2017 Apprenticeship Introduction | 3/2/2017 Volunteer @ GM Manufacturing Day | 3/5 Job Shadow | 4/1 - 4/5 WBL Rotation with SME Partners |
|---------|------------------------|---|--|----------------|--|
| A | x | | | x | x |
| B | | x | | | x |
| C | | x | | | x |
| D | x | | | | x |
| F | | | x | | x |
| G | x | | | | x |
| H | | | x | x | x |
| I | x | | | | x |
| J | | x | | | x |

- **Participation:** By the end of the program, each student must complete minimally one experience. Please speak with the appropriate cluster consultant regarding WBL questions specific to program areas.
- **TRAC:** Comply with the CIP Self-Review. Programs must provide documentation of WBL placements specific to their occupational area. The activity should include the type of activity and date.
- **Teacher Certification:** Requires an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. Endorsements may come in the form of an Annual Authorization (AOA), Credit Track AOA, Contracted Instructors, Occupational Licensure, and Interim Occupational Certificate.

Specific endorsement requests should be directed to the OPPS. For CTE certification questions as related to WBL, please contact Linda Campbell at: campbell6@michigan.gov or by phone at 517-335-0585.

To learn more about requirements of CTE teacher certification refer to page 5-P-5 of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,4615,7-140-6605---,00.html): <http://www.michigan.gov/mde/0,4615,7-140-6605---,00.html>.

- **Pupil Accounting:** Students in a CTE program may be leaving school during the scheduled school day to participate in WBL. Schools are required to follow pupil accounting requirements when students leave school. Questions should be submitted to Brian Ciloski, Department Analyst, MDE/State Aid and School Finance/Pupil Accounting, at CiloskiB@michigan.gov, or call 517-373-3352.
- **Rules – Youth Employment Standards Act:** Students who participate in WBL through their CTE program, schools and employers are required to follow all child labor laws. For example:
 - 16-17-year-old students may not work more than 24 hours a week when school is in session.
 - Minors working under an executed WBL training agreement may not work beyond the specified dates and times listed.

- The hours in the written agreement count as part of the 24 hours a week.
- Minors not under an executed WBL training agreement cannot work during school hours.
- Safety instruction must be given and documented before placement.
- A date must be provided to document when safety training occurred.
- A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor's health or personal well-being.

Additional information is available at the following websites, or by contacting:

Tara Bride, Regulations Specialist, MDE/OCTE
bridet@michigan.gov or by phone at 517-335-6041

[Hazardous Occupations and Child Labor Laws](https://www.dol.gov/whd/regs/compliance/childlabor101.pdf)
<https://www.dol.gov/whd/regs/compliance/childlabor101.pdf>

[Child Labor Law, Youth Employment in Michigan](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_59590---,00.html)
http://www.michigan.gov/mde/0,4615,7-140-6530_2629_59590---,00.html

Career and Technical Student Organizations/Leadership Activities

All CTE programs **shall** provide a leadership experience within the program prior to completing the course. It is also important to remember that “leadership” is not comprised solely of “competitive events” for CTE students. The overall goal is to guide them in expanding their “soft-skills.”

A Career and Technical Student Organization (CTSO) is a student leadership organization that is associated with your respective CTE program that engages in CTE activities as an integral part of the instructional program. They provide opportunities for leadership development, occupational experience, and community service. The OCTE supports six of the nine secondary national student organizations recognized by the U.S. Department of Education and the U.S. Department of Labor.

| | |
|---|--|
| Business Professionals of America (BPA) | www.michiganbpa.org |
| Health Occupations Students of America (HOSA) | www.michianhosa.org |
| DECA , An Association of Marketing Students | www.mideca.org |
| Future Farmers of America (FFA) | www.michiganffa.org |
| Family Career & Community Leaders of America (FCCLA) | www.mifccla.org |
| SkillsUSA | www.miskillsusa.org |

CTSOs are an “intra-curricular” component of preparing students to assume a leadership role in the occupation of their choice. Although not mandated, many instructors utilize CTSOs to meet the leadership compliance evidence of state-approved CTE programs. Competitive skilled and leadership events promote win/win opportunities as students work at their own pace toward set goals. Events designed for individual and/or student teams highlight the diverse talents of all participants and aims to improve employability skills. Much of the CTSO work completed by students should be incorporated within classroom lessons and concepts providing students with knowledge and hands-on experience related to course curriculum.

Leadership activities outside of a CTSO participation (i.e. FIRST Robotics, community service) are **REQUIRED** to demonstrate how students will accomplish these principles: learning and participating in leadership roles, strengthening communication skills, enhancing personal growth and career success.

There are many options in providing leadership within a state-approved CTE program that can help to make a program successful. As the instructor, realize that you are not only the teacher of the CTE program, but you are also the advisor/mentor of your respective leadership initiative; whether it’s participation in a CTSO organization or a project/activity created by your students. As the advisor/mentor, your job is to “advise” and not “do” for the students. Ideally, work together in encouraging your students to take on the leadership positions and authority for their personal growth, career success, community service, and civic awareness.

Contact the OCTE program consultant in your specific CIP code area for questions regarding allowable leadership activities for CTE programs.

Below is a table to help you create, organize, and maintain an appropriate CTSO club and/or leadership activity.

CTSO/Leadership Activity Checklist

| Have you: | Yes ✓ |
|--|--------------|
| Helped your students to create a CTSO and/or leadership officer team | |
| Helped your students to create/learn the CTSO and/or leadership constitution/bylaws | |
| Helped your students to develop a CTSO/Leadership calendar of activities or program of activities for the upcoming year | |
| Helped your students develop a calendar that includes activities that build leadership capacity in ALL CTE program students | |
| Helped your students develop a calendar of activities that includes community development | |
| Helped students determine appropriate ways to display their learned leadership skills/projects/service | |
| Discussed experiential learning with school administrators to help them better understand concepts of students becoming leaders and your need to work with students both in and out of the classroom to develop leadership and participate in activities that will assist them in their future careers | |

C13 Strategies to Eliminate Barriers

It is required that all facilities used for any state-approved CTE program meet Americans with Disabilities Act (ADA) standards and accessibility requirements. Compliance with all requirements of Civil Rights legislation is required by all state-approved CTE programs. The following federal and state laws apply to educational programs that receive federal funds:

Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975/Title II of 1990.

The OCTE is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, gender, disability, or age by local educational agencies, CTE centers, or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

All agencies operating state-approved CTE programs are required to publish annual notice of opportunities in accordance with the federal guidelines. Admissions, applications, and program participation are governed by federal laws.

Key points that must be completed to accomplish these assurances are listed below:

1. Room arrangement, facility is accessible for all students (including disabled individuals) and includes at least one adjustable workstation.
2. Curriculum and materials are free of bias.
3. Recruitment strategies are fair and unbiased.
4. Classroom environment is gender fair.
5. Program employs strategies to recruit students to programs nontraditional for their gender.
6. Program enrollment is accessible to all students.

The following items should be uploaded into the CIP Self-Review for monitoring purposes.

1. Proof of accessibility for all students in all teaching or learning stations that apply to your program area: classroom, lab, greenhouse, kitchen, hand and eye wash stations etc.
2. If using photos be sure to use wide angle pictures that show the entire room. (greenhouse, kitchen, hand and eye wash stations etc.)
 - a. Restrooms, locker rooms, and changing areas are accessible for nontraditional students.

- b. Storage areas for personal items (i.e. lockers) are accessible for students with disabilities.
3. Proof of one accessible workstation available for students to utilize.
4. Insert current school years' curriculum guide/procedures/scheduling sheets.
5. Insert current school years' demographic data on course enrollment – CTEIS.
6. Picture or examples of nontraditional student brochures, flyers, proof of advertisement, special needs accessibility.

C16 Secondary-Postsecondary Connections

A secondary state-approved CTE program must have a postsecondary linkage. Program must **upload** one or more of the following:

Criteria

1. Program of Study (POS) – samples are available at www.careertech.org and in the [Appendix H](#)
2. CIP-Specific Program of Study
3. Articulated credit between the program and postsecondary institution Program Articulation Agreement (may include statewide agreements)
4. Concurrent/dual enrollment program-specific contractual agreements regarding dual enrollment
5. Direct (transcript) credit program-specific contractual agreements regarding direct credit

For E/MC state-approved CTE programs, schools must submit a 5-year program of study.

Appendices

| | |
|------------|--|
| Appendix A | New CTE Program Application Rubric |
| Appendix B | Template Agenda for Program Advisory Committee Meetings |
| Appendix C | Sample Advisory Committee Roster |
| Appendix D | Template for Program Advisory Committee Meeting Minutes |
| Appendix E | Instructional Design Regular |
| Appendix F | Instructional Design E/MC |
| Appendix G | Sample Course Syllabus |
| Appendix H | Assurances |
| Appendix I | Career Cluster and CIP Codes List by OCTE Program Consultant |
| Appendix J | Sample Program of Study |

Appendix A - New CTE Program Application Rubric

EARLY/MIDDLE COLLEGE and CTE NEW PROGRAM

CTE Program Location: _____

E/MC School Name: _____

Career Cluster: _____

Postsecondary Partner Name: _____

Postsecondary CIP Code: _____

CTE CIP Code: _____

CTE Program Name: _____

Rating Scale

This score sheet is to assist you in evaluating various parts of the E/MC CTE new program application.
If any boxes are un-marked, do not continue application approval until requirement is met.

APPLICATION PAGE

| Question | Yes | No | Notes |
|--|-----|----|-------|
| Was the fiscal agency contact information for the prosperity region entered? | Yes | No | |
| Was the E/MC building contact information supplied? | Yes | No | |
| Is there an established E/MC? | Yes | No | |
| If Yes, has the MOU been updated? | Yes | No | |
| If No, has the E/MC application been submitted and approved? | Yes | No | |

C-06: ADVISORY COMMITTEE

| Question | Yes | No | Notes |
|---|-----|----|-------|
| Was an advisory committee roster submitted? | Yes | No | |
| Is the chair person from business and industry? | Yes | No | |
| Does the membership roster include representatives from program-specific business and industry (can include community agencies), parent representation, and postsecondary representative? | Yes | No | |
| If No, what is missing? | | | |
| Do the program advisory committee meeting minutes include a discussion on the following requirements of a CTE program: | | | |
| 1. Gap Analysis discussion (including program delivery) | Yes | No | |
| 2. Leadership opportunities | Yes | No | |
| 3. Program recruitment strategies | Yes | No | |
| 4. Program safety requirements for classroom and lab | Yes | No | |
| 5. Facilities and equipment (lab should replicate industry) are relevant to the program curriculum and reflect current industry standards and technology as reviewed and approved by the program advisory committee | Yes | No | |
| 6. Discussion of nontraditional students (i.e. recruitment, accommodations, retention) | Yes | No | |
| 7. Discussion on accessibility within classroom and learning lab | Yes | No | |
| Do the minutes support the development and continuous improvement of the program? | Yes | No | |
| Do the minutes strongly support/assure a conversation regarding E/MC expectations and the planning, implementation of a new program? | Yes | No | |

C-10: Implementation of Program Standards

| Question | Yes | No | Notes |
|---|-----|----|-------|
| All standards are rated, including the plan for improvement where needed. | Yes | No | |
| All courses are listed on the instructional design and show all 12 segments with no repeats. | Yes | No | |
| Is a syllabus uploaded for every CTE course listed on the instructional design? | Yes | No | |
| The E/MC CTE instructional design document is completed with documentation of Q Segment using the E/MC template located on MCCTE Navigator. | Yes | No | |
| Was the program of study included? | Yes | No | |
| Is the 4 th year math credit in the 13 th year designated within the program of study? | | | |
| If no, what was missing | | | |

ASSURANCE PAGE

| Question | Yes | No | Notes |
|--|-----|----|-------|
| Statement of Assurance is completed with all necessary signatures present. | Yes | No | |
| All the following boxes have been marked as complete: C01 - Program Teacher Certification C02 – Program Teacher Professional Development C06 – Program Advisory Committee C10 – Implementation of Program Standards/Course Content C13 – Strategies to Eliminate Barriers to Program Access C16 – Postsecondary – Secondary Alignment/Linkage | Yes | No | |
| If No, what is missing? | | | |
| The program has a coherent sequence of courses that will allow a student to earn a high school diploma and achieve at least one of the following in a specific career cluster? Check all that apply: <input type="checkbox"/> An associate degree <input type="checkbox"/> An industry-recognized technical certification approved by the Michigan Talent Investment Agency in the Department of Talent and Economic Development <input type="checkbox"/> Up to 60 transferable college credits <input type="checkbox"/> Participation in a registered apprenticeship | Yes | No | |
| Is the program aligned with Michigan Merit Curriculum, as required by current E/MC legislation? | Yes | No | |
| Has an articulation agreement with at least one postsecondary institution that provides students with opportunities to receive postsecondary credits during the student’s participation in the CTE E/MC or CTE dual enrollment program, and transfers those credits to the postsecondary institution upon completion of the CTE E/MC or CTE dual enrollment program? | Yes | No | |

Appendix B - Template Agenda for Program Advisory Committee Meetings

[Letterhead]

[Name of School]

Program Advisory Committee Meeting
[Name of Program]

[Date and Time]

Agenda

Introductions

Approve Minutes of previous meeting (includes record of attendees)

Review Old Business: (from previous advisory committee meetings)

New Business:

- 1.
- 2.
- 3.

Items for Next Meeting, Next Meeting Date

NOTE: Meetings may be held in a classroom/school or local business at least two times per year (mid-year and end of year), on a date mutually agreed upon by the chairperson and the school. Minutes must record attendance and capture discussion of:

Advisory committee input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement.

Appropriate program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology, as reviewed and approved by the program advisory committee.

Appendix C - Sample Advisory Committee Roster

| Name | Company | Position | Email |
|--------------------------------------|---------------------|---------------------------|--------------|
| Sally Stethoscope Committee Chair | Doggy Vet Clinic | Veterinarian | xxx@xx.com |
| John Deere | Cassie IH | Ag Sales and Service | xxx@xx.com |
| Johnny Appleseed | Hillside Orchard | Farm Manager | xxx@xx.com |
| Julie Holstein | Udders are Us Dairy | Herdsman | xxx@xx.com |
| Pat Plant | Crop Treatment | Field Applicator | xxx@xx.com |
| Mike Program | Community College | Student Advisor | xxx@xx.com |
| Jesse Smith | | Parent | xxx@xx.com |
| Julie Smith | | President CTSO | xxx@xx.com |
| Teacher CTE | County ISD | Instructor / CTSO Advisor | xxx@xx.com |

Appendix D - Template for Program Advisory Committee Meeting Minutes

Note: These topics might be spread over 2 meetings.

[Letterhead]

[Name of School]
Program Advisory Committee - [Name of Program]
[Date, Time, Location]

Meeting Minutes

Chairperson:

Note Taker:

Timekeeper:

Attendees with Affiliations:

Introductions

Role of Advisory Members, Select a Chairperson for the Committee

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Updates

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Curriculum Offered, Courses Offered, and Segments Covered

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Facilities & Maintenance of Program - Information from tour of facilities and equipment being used in the program

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

CTSO / Student Leadership Development

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Work-Based Learning

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Data – Participants, Concentrators, Completers, Tech. Skills, Nontraditional Students

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Industry Certifications and Assessments (when applicable)

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Early/Middle College Course of Study for Students (for E/MC programs only)

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Early/Middle College Certificate or Degree Earned (for E/MC programs only)

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Educational Materials - Software, Textbooks, and Other Items

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Appendix E – Course Syllabus Outline

When developing a syllabus for a CTE program course, use the following outline of content developed by the OCTE. Local districts may have additional requirements.

Each course syllabi should include:

- Course Title
- Instructor's Name and School Contact Information Course Dates -
(Fall 2015 for example)
- Course Description -
General overview of the course including occupational connections (such as job titles and/or career pathways). Connections to other courses in the program may be included here.
- Special Features of Course -
Examples may include academic credits, postsecondary connections, available certifications and/or licensures, off-site delivery, WBL, and/or CTSO/Leadership opportunities.
- Course Outline -
Overview of the topics that will be covered. (This should align with the course's instructional design model.)
- Resources -
Include texts, software, tools, special facilities, and other materials or equipment used to successfully complete the course.
- Additional items -
May be included as required by district or desired by the instructor.

Appendix F – Assurances

New CTE Program Application

Submission of the assurance document is required as an upload to the application. You will be asked to check the box for all items that apply to your program.

- Program application is part of the regional long-range plan and supports Michigan State Plan for Perkins IV 2008-2013. (Currently extended through 2017-2018.)

C01 – Program Teacher Certification

- We assure that the teacher hired for this program is appropriately certified to teach this CIP area and licensed where required. We assure that the human resources administrator has reviewed and approved these certifications. (*Failure to employ an appropriately certified teacher will result in the loss of program approval and financial recapture.*)
- If the program is currently running, with the intent to report enrollments this year, you assure that the teacher is appropriately certificated.

[List of CTE programs with certification requirements:](http://www.michigan.gov/documents/mde/CIP_Program_Endorsements_for_CTE_Instruction_428077_7.pdf?20140701144542)

http://www.michigan.gov/documents/mde/CIP_Program_Endorsements_for_CTE_Instruction_428077_7.pdf?20140701144542

[Office of Professional Preparation Services:](http://www.michigan.gov/opps) www.michigan.gov/opps

[Michigan Online Educator Certification System:](https://mdoe.state.mi.us/MO ECS/PublicCredentialSearch.aspx)

<https://mdoe.state.mi.us/MO ECS/PublicCredentialSearch.aspx>

C02 – Program Teacher Professional Development

- We assure that annual professional development will focus on sustained efforts in the CTE program area to remain **current in all aspects of the industry** as related to the program area and as identified in the Carl D. Perkins legislation. **This is a requirement beyond the district-approved professional development hours required by the local district.**

C06 – Program Advisory Committee

- We assure that the program advisory committee will continue to meet at least twice during the school year to continue to provide input on appropriate program facilities, equipment, materials, and resources that are relevant to the program curriculum and reflect current industry standards and technology. The role of the program advisory committee is to provide input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that result in continuous program improvement. The agenda and meeting minutes will reflect this input and these activities. For questions regarding program advisory committee expectations, please see the Program Advisory Tool Kit.

C10 – Implementation of Program Standards/Course Content

- We assure that the CTE program will provide student leadership development opportunities.
- We assure that CIP-specific safety training will be provided, and adhere to all guidance in the [United States Department of Labor Hazardous Occupations](#), [Youth Employment ACT](#), and the [Pupil Accounting Manual](#).
- We assure that the CTE program will provide WBL experiences for each student related to the program area.

C13 – Strategies to Eliminate Barriers to Program Access

- We assure that the CTE program will be accessible for all students.
- Room arrangement is accessible for all students, including disabled individuals, and includes at least one adjustable workstation evidenced by classroom/lab pictures or invoices.
- Classroom environment, curriculum, and materials are free of bias. Evidences could include, textbook publishers, bias-free statement, photos of classroom displays, and learning environment.
- Program recruitment strategies, including application policy and procedures which are fair to all student.

C16 – Postsecondary – Secondary Alignment/Linkage

- We assure that the program will develop a CIP-specific program of study that aligns secondary and postsecondary education and may also include articulation agreements, dual enrollment, or direct credit.

Attachment of this completed document to the application certifies that the local district will be responsible to meet these criteria. All new CTE programs are subject to a desk review through MCCTE Navigator CIP Self-Review after one year of operation (June 2019). All program requirements must be met. Failure to comply with all program requirements and assurances may result in removal of state program approval and recapture of Added Cost and Perkins funding.

Early/Middle College Application

In addition to the previous assurances, E/MC applicants will also be certifying that the program advisory committee and CEPD administrator have verified the following items, which are required in a CTE cluster by 61b legislation:

A strategy to inform parents and students of CTE E/MC and CTE dual enrollment programs in the prosperity region or sub region.

- (5) An eligible CTE program is a program that meets all the following:
- (a) Has been identified in the highest five career cluster rankings in any of the 10 regional strategic plans jointly approved by the Talent Investment Agency (TIA) in the Department of Talent and Economic Development (TED) and the MDE.
 - (b) Has a coherent sequence of courses that will allow a student to earn a high school diploma and achieve at least one of the following in a specific career cluster:
 - (i) An associate degree.
 - (ii) An industry-recognized technical certification approved by the TIA/TED.
 - (iii) Up to 60 transferable college credits.
 - (iv) Participation in a registered apprenticeship.
 - (c) Is aligned with the Michigan merit curriculum.
 - (d) Has an articulation agreement with at least one postsecondary institution that provides students with opportunities to receive postsecondary credits during the student's participation in the CTE E/MC or CTE dual enrollment program and transfers those credits to the postsecondary institution upon completion of the CTE E/MC or CTE dual enrollment program.
 - (e) Provides instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher or, for concurrent enrollment courses, a postsecondary faculty member.
 - (f) Provides for highly integrated student support services that include at least the following:
 - (i) Teachers as academic advisors.
 - (ii) Supervised course selection.
 - (iii) Monitoring of student progress and completion.
 - (iv) Career planning services by a local one-stop service center as described in the Michigan Works One-Stop Service Center System Act, 2006 PA 491, MCL 408.111 to 408.135.

New CTE Program Application Assurances Signatures Page

When submitting the New CTE Program Application Assurances Page, along with the documents required for a new CTE program, you certify that the local district will be responsible to meet the criteria.

That you understand that all new CTE programs are subject to a desk review through MCCTE Navigator CIP Self-Review after one year of operation. That all program requirements must be met. That failure to comply with all program requirements and assurances may result in removal of state program approval and recapture of Added Cost and Perkins funding.

All of the following signatures are required on the assurances signature page:

- CTE Program Instructor;
- CTE Director;
- Building Principal; and
- Human Resources Director/Superintendent of Personnel.

When submitting an E/MC new program application, you are required to also obtain the signatures from the following additional representatives:

- CTE Fiscal Agency Superintendent;
- TDCC Lead Sign Off (if E/MC already operating); and
- Advisory Committee Chairperson.

Appendix G - Career Cluster and CIP Codes List by OCTE Program Consultant

Dana Hughes

hughesd9@michigan.gov

517-335-0359

Arts, A/V Technology & Communications

- 10.0202 Radio & Television Broadcasting Technology
- 10.0301 Graphics and Printing Technology and Communications
- 19.0906 Fashion Design (Not available for New Program Applications)
- 50.0101 Visual & Performing Arts

Manufacturing

- 47.0101 Electrical/Electronics Equipment Installation and Repair General
- 48.0501 Machine Tool Technology/Machinist
- 48.0508 Welding, Brazing and Soldering
- 48.0701 Woodworking General

Transportation, Distribution & Logistics

- 47.0399 Heavy/Industrial Equipment Maintenance Technologies
- 47.0603 Collision Repair Technician (ASE Certified)
- 47.0604 Automobile Technician (ASE Certified)
- 47.0606 Small Engine & Related Equipment Repair
- 47.0607 Airframe Technology
- 47.0608 Power Plant Technology (Aircraft)
- 47.0609 Avionics Maintenance Technology
- 47.0613 Medium/Heavy Truck Technician (ASE Certified)
- 49.0101 Aeronautics/Aviation/Aerospace Science and Technology

Denise Teague

teagued@michigan.gov

517-335-0381

Hospitality & Tourism

- 12.0500 Cooking and Related Culinary Arts, General

Marketing

- 52.1999 Specialized Merchandising, Sales, and Marketing Operations, Other

Nikki Rogers

rogersn@michigan.gov

517-373-8904

Science, Technology, Engineering and Mathematics

- 14.4201 Mechatronics
- 15.0000 Engineering Technology
- 15.1306 Mechanical Drafting

Health Science

- 26.0102 Biomedical Sciences, General
- 51.0000 Health Sciences/Allied Health/Health Sciences, General
- 51.0707 Health Information/Medical Records Technology/Technician
- 51.1000 Clinical/Medical Laboratory Science/Research and Allied Professions

Energy

- 46.0303 Line Worker

Mark Forbush

forbushm@anr.msu.edu

989-277-9249

Agriculture, Food & Natural Resources

- 01.0000 Agriculture, Agricultural Operations and Related Sciences
- 01.0601 Applied Horticulture and Horticultural Operations
- 01.0903 Animal Health & Veterinary Sciences
- 03.0000 Natural Resources and Conservation
- 26.1201 Biotechnology

Tom Knight

knightt@michigan.gov

517-373-8545

Business, Management & Administration

- 52.0299 Business Administration Management and Operations

Finance

- 52.0800 Finance and Financial Management Services
- 52.1701 Insurance

Information Technology

- 11.0201 Computer Programming/Programmer
- 11.0801 Digital/Multimedia and Information Resources Design
- 11.0901 Computer Systems Networking and Telecommunications
- 11.1001 System Administration/Administrator
- 11.1003 Computer and Information Systems Security/Information Assurance

Zena Lowe

lowez@michigan.gov

517-241-4355

Architecture & Construction

- 15.1301 Drafting & Design Technology/Architectural
- 19.0605 Home Furnishings Equipment Installers and Consultants (Not available for New Program Applications)
- 46.0000 Construction Trades
- 46.0301 Electrical and Power Transmission Installation
- 46.0503 Plumbing Technology
- 47.0201 Heating, Air Conditioning, Ventilation and Refrigeration

Education & Training

- 13.0000 Education General

Family & Consumer Sciences (not a career cluster)

- 19.0000 Family and Consumer Sciences (Not available for New Program Applications)

Government & Public Administration

- 28.0301 Army (JROTC)

Human Services

- 12.0400 Cosmetology

Law, Public Safety, Corrections & Security

- 43.0100 Public Safety/Protective Services

Appendix H - Sample Program of Study

Early/Middle College Program of Study

Program Name: Enter Name

Degree/Program: Associate Business/Business Administration

Total Credits: 60

Career Cluster: Business Administration

Postsecondary CIP Code: 52.0201

Total Percent of Program: On Campus: 33 semester credits 55%

Off Campus: 27 semester credits 45%

| Location | Grade | 1 st Trimesters | 2 nd Trimester | 3 rd Trimester | Courses completed Credits completed |
|-----------------------|----------|---|--|--|---|
| Secondary High School | 9 and 10 | General Education | General Education | General Education | None |
| Secondary High School | 11 | ENG101 – COMPOSITION I BUSBLE - 21st Century Business | MTH111 – ALGEBRA (SUB FOR MTH108) ACC121 – FUNDAMENTALS OF ACCOUNTING I-CE/LO | LAW211 – BUSINESS LAW PSY111SC GENERAL PSYCHOLOGY | Articulated = 16 quarter hours (12 semester hours) CE/LO = 4 quarter hours (3 semester hours) Dual Enrollment = 0 Hours completed=20 quarter hours / 15 semester hours |
| Secondary High School | 12 | ENG1020 – COMPOSITION II MGT101SC– INTROD TO BUSINESS-CE/LO ACC1020–PRINCIPLES OF ACCT II-CE/LO | MKT1110 – PRINCIPLES OF MKTING | MGT1110 - PROF MGT STRATEGIES | Articulated = 6 semester hours CE/LO= 6 semester hours Dual Enrollment = 3 semester hours BUSBLE - 21st Century Business Hours completed = 15 semester (30 total) Credits remaining for AAS Degree: 30 semester hours |

| Location | Grade | Fall Semester | Spring Semester | Summer | Milestone Checklist |
|----------|-----------|--|--|--------|--|
| College | 13 - Fall | ECN2010 – PRIN OF MACROECN SPK2010 – ORAL COMM EN2010 – INTRO TO ENTRE MGT2110–STAFFING/PERF MGT MGT1310 – FUND. OF PROJ MGEMENT | ECN2110 – PRIN OF MICROECN MGT2210 – MGTMENT SEMINAR BUS2110 – BUSINESS ANALYTICS WRKBS2010 – WORK EXPERIENCE FIN1010 - PERSONAL FINANCE** **(USE FOR HS MATH CREDIT) | None | 30 CREDITS COMPLETED X Earned AAS Degree—AB BA 60 semester hours completed |

Michigan Department of Education

Statement of Assurance of Compliance with Federal Law

It is the policy of the Michigan Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U.S. Department of Education. For further information, contact the Civil Rights Coordinator, Michigan Department of Education, Office of Career and Technical Education, P.O. Box 30712, Lansing, Michigan 48909. 517-241-2091