



## MICHIGAN CAREER AND TECHNICAL INSTITUTE Vocational Trade Training and Occupational Profiles

Potential students who meet the vocational trade training program requirements and who most closely match the occupational profile are selected for enrollment. Admissions staff places the potential student's name on the enrollment list as soon as requirements are met, and a match is determined.

### AUTOMOTIVE TECHNOLOGY

**Admission Requirements:** Valid driver's license

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a General Maintenance Technician are selected for enrollment.

- **Aptitude/Abilities:** Average verbal and numeric skills; average spatial; motor coordination; high manual dexterity; mechanical reasoning; ability to problem solve; interpersonal communications; average learning ability; computer literate.
- **CASAS Scaled Score:** Reading and Math 226-235
- **Environment:** Loud; exposure to fumes
- **Physical Demands:** Heavy
- **Temperament:** Likes performing a variety of tasks and precision work; making judgments

### CABINETMAKING/MILLWORK

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Woodworking Machine Operator are selected for enrollment.

- **Aptitude/Abilities:** Average learning ability; demonstrated ability to compute dimensions; average finger and manual dexterity; average form perception; and mechanical aptitude.
- **CASAS Scaled Score:** Reading 216-225; Math 226-235
- **Environment:** Loud; dusty; hazardous materials
- **Physical Demands:** Medium to heavy
- **Temperament:** Enjoys performing a variety of tasks; making judgments; executing precision work

## CERTIFIED NURSING ASSISTANT

**Admission Requirements:** Interview with instructor prior to acceptance; background screening as outlined by Public Acts 27.28 and 29 (2006); no current charges pending; mandatory drug screen

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for a Certified Nursing Assistant are selected for enrollment.

- **Aptitude/Abilities:** Ability to follow orders; work under close supervision; caring and empathetic; good interpersonal communication skills; ability to perform well under stress; demonstrate emotional stability.
- **CASAS Scaled Score:** Reading and Math 216-225
- **Environment:** Quiet; exposure to infectious bacteria and viruses
- **Physical Demands:** Medium
- **Temperament:** Enjoys performing a variety of tasks; dealing with people beyond work instructions

## COMMERCIAL PRINTING

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Bindery Finishing Worker are selected for enrollment.

- **Aptitude/Abilities:** Mechanical; manual dexterity; motor coordination; color and form perception; computer literate; ability to compute basic fractions; task planning/organizing; attention to detail.
- **CASAS Scaled Score:** Reading 216-225; Math 226-235
- **Environment:** Loud; hazardous machinery; fumes
- **Physical Demands:** Medium
- **Temperament:** Enjoys performing a variety of tasks; executing precision work

## CONSTRUCTION

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for a Construction Laborer are selected for enrollment.

- **Aptitude/Abilities:** Average learning ability; demonstrated ability to compute dimensions; average finger and manual dexterity; average form perception; strong mechanical aptitude.
- **CASAS Scaled Score:** Reading and Math 211-220
- **Environment:** Extreme heat; varying conditions; flexible work schedule
- **Physical Demands:** Medium to heavy
- **Temperament:** Enjoys performing a variety of tasks; prioritizing and make judgments

## CULINARY ARTS

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Food Service Worker are selected for enrollment.

- **Aptitude/Abilities:** Interpersonal communication; work effectively under stress; task planning/organizing; learning ability; carry out detailed written or oral instructions.
- **CASAS Scaled Score:** Reading and Math 216-225 (Helper), 226-235 (Cook)
- **Environment:** Extreme heat, varying conditions, flexible work schedule
- **Physical Demands:** Medium, standing for long periods.
- **Temperament:** Likes to perform a variety of tasks; prioritize & make good judgments

## CUSTODIAL

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Custodial Support Worker are selected for enrollment.

- **Aptitude/Abilities:** Observation skills; interpersonal communications; job/task planning; follow/remember instructions; work without supervision.
- **CASAS Scaled Score:** Reading and Math 216-225 (less may be considered)
- **Environment:** Exposure to wet; humid weather; hazardous; caustic chemicals
- **Physical Demands:** Heavy
- **Temperament:** Likes repetitive physical work; enjoys working with hands

## GROUNDS MAINTENANCE AND LANDSCAPING

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Grounds Maintenance Worker are selected for enrollment.

- **Aptitude/Abilities:** Low to fair manual dexterity; motor coordination; demonstrated ability to follow written and oral instructions; make judgments and observations regarding prioritizing tasks and quality of work standards; effective interpersonal communication skills; ability to work with or without supervision.
- **CASAS Scaled Score:** Reading and Math 216-225 (less may be considered)
- **Environment:** Loud; outside
- **Physical Demands:** Heavy
- **Physical Demands:** Heavy
- **Temperament:** Likes to perform a variety of tasks
- Valid driver's license is recommended.

## INDUSTRIAL ELECTRONICS

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of an Assembly Tester are selected for enrollment.

- **Aptitude/Abilities:** Above average verbal and numeric aptitudes; manual and finger dexterity; motor coordination; spatial and form perception; learning ability; mechanical reasoning skills; demonstrated ability to interpret technical instructions in mathematical and diagrammatic form; ability to logically solve problems with abstract and concrete variables.
- **CASAS Scaled Score:** Reading and Math 236-240
- **Environment:** Industrial
- **Physical Demands:** Light to medium; ability to stand for lengthy periods of time.
- **Temperament:** Likes making judgments; performing precision work, working to specific tolerances, and performing a variety of tasks

## INFORMATION TECHNOLOGY

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point for a Computer User Support Specialist are selected for enrollment.

- **Aptitude/Abilities:** Average learning ability including reasoning and logical thinking; skills in algebra; motor skills; average spatial/form perception; strong interpersonal communication skills; organizational skills, computer literate (IC3 700+)
- **CASAS Scaled Score:** Reading and Math 236-240
- **Environment:** Office setting
- **Physical Demands:** Medium
- **Temperament:** Likes being adaptable; helpful; flexible; judgments/decisions; and continuous learning

## MACHINE TECHNOLOGY

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Production Welder or Machine Operator are selected for enrollment.

- **Aptitude/Abilities:** Average learning ability; spatial and form perception; motor and fine finger dexterity; demonstrated mechanical reasoning ability; computer literate; ability to problem, solve and compute dimensions.
- **CASAS Scaled Score:** Reading 216-225; Math 226-235
- **Environment:** Loud; hazardous machines
- **Physical Demands:** Medium
- **Temperament:** Enjoys precision work and performing a variety of tasks

## PHARMACY TECHNICIAN

**Admission Requirements:** GED/High School Diploma and no criminal background conviction for drug possession or violent crime. Licensure requires SOM LARA application completion.

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Pharmacy Aide are selected for enrollment.

- **Aptitude/Abilities:** Above average learning ability; ability to apply ratios and proportions in converting measurements; strong interpersonal communication skills; computer literate.
- **CASAS Scaled Score:** Reading and Math 236-240
- **Environment:** Store; Hospital
- **Physical Demands:** Light to medium; reaching and bending frequently and standing for long periods of time.
- **Temperament:** Enjoys working under stress; performs a variety of tasks; following specific instructions, and working with people

## RETAIL MARKETING

**Admission Requirements:** None

**Department of Labor Occupational Profile:** Students who most closely match the occupational profile for the first exit point of a Stock Clerk are selected for enrollment.

- **Aptitude/Abilities:** Average verbal and math skills; clerical perception; low to fair manual dexterity; effective interpersonal relations
- **CASAS Scaled Score:** Reading and Math 216-225
- **Environment:** Store
- **Physical Demands:** Light to medium
- **Temperament:** Enjoys a variety of tasks; performing precision work; likes to work with people

## NATIONAL REPORTING SYSTEM (NRS) IMPLEMENTATION GUIDELINES

The National Reporting System for Adult Education (NRS) is the accountability system for the federally funded adult education program mandated by the Workforce Investment and Opportunity Act (WIOA). WIOA requires a system of outcome measures and performance standards for adult education programs, which led to the formal adoption of the NRS. NRS is administered by the Division of Adult Education and Literacy in the Office of Vocational and Adult Education at the U.S. Department of Education. ([www.nrsweb.org](http://www.nrsweb.org))

### Educational Level – Descriptors

	2 - Beginning Basic	3 – Low Intermediate Basic	4 – High Intermediate Basic
<b>TABE</b>	(7-8 and 9-10) scale scores (grade level 2-3.9): Reading: 368 - 460 Total Math: 314 - 441 Language: 390 - 490	(7-8 and 9-10) scale scores (grade level 4 – 5.9): Reading: 461 - 517 Total Math: 442 - 505 Language: 491 - 523	(7-8 and 9-10) scale scores (grade level 6 – 8.9): Reading: 518 - 566 Total Math: 506 - 565 Language: 524 – 559
<b>CASAS</b>	Scale scores: Reading: 201- 210 Math: 201- 210 Writing: 201- 225	Scale scores: Reading: 211 - 220 Math: 211 - 220 Writing: 226 - 242	Scale scores: Reading: 221 - 235 Math: 221 - 235 Writing: 243 - 260
<b>ABLE</b>	Scale scores (grade level 2-3.9): Reading: 525 - 612 Math: 530 – 591	Scale scores (grade level 4 – 5.9) Reading: 613 - 644 Math: 593 – 641	Scale scores (grade level 6 - 8.9) Reading: 646 - 680 Math: 643 – 693
<b>Work Keys</b>	Scale Scores: Workplace Documents: 65-72 Graphic Literacy: 67-71 Applied Math: 65-70	Scale Scores Workplace Documents: 73-74 Graphic Literacy: 72-77 Applied Math: 71-74	Scale Scores: Workplace Documents: 75 – 78 Graphic Literacy: 78 – 85 Applied Math: 75 - 77

TABE = Test of Adult Basic Education, CASAS = Comprehensive Adult Student Assessment System  
ABLE = Adult Basic Learning Examination, Work Keys = ACT Job Skills Assessment

### Educational Level – Descriptors

READING AND WRITING		
2	3	4
Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.

NUMERACY		
2	3	4
Individual can count, add and subtract three-digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions
FUNCTIONAL AND WORKPLACE SKILLS		
2	3	4
Individual can read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience using computers and related technology. Individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a machine); can read want ads and complete simple job applications	Individual can handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications, and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. Individual can use simple computer programs and perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer operation). Individual can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.	Individual can handle basic life skills tasks such as graphs, charts and labels and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. Individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

### Physical Demands (Strengths)

**S-Sedentary Work** - Exerting up to 10 pounds of force occasionally (Occasionally: activity or condition exists up to 1/3 of the time) and/or a negligible amount of force frequently (Frequently: activity or condition exists from 1/3 to 2/3 of the time) to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods of time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

**L-Light Work** - Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (Constantly: activity or condition exists 2/3 or more of the time) to move objects. Physical demand requirements are in excess of those for Sedentary Work. Even though the weight lifted may be only a negligible amount, a job should be rated Light Work: (1) when it requires walking or standing to a significant degree; or (2) when it requires sitting most of the time but entails pushing and/or pulling of arm or leg controls; and/or (3) when the job requires working at a production rate pace entailing the constant pushing and/or pulling of materials even though the weight of those materials is negligible. NOTE: The constant stress and strain of maintaining a production rate pace, especially in an industrial setting, can be and is physically demanding of a worker even though the amount of force exerted is negligible.

**M-Medium Work** - Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects. Physical Demand requirements are in excess of those for Light Work.

**H-Heavy Work** - Exerting 50 to 100 pounds of force occasionally, and/or 25 to 50 pounds of force frequently, and/or 10 to 20 pounds of force constantly to move objects. Physical Demand requirements are in excess of those for Medium Work.

## GENERAL MCTI ADMITTANCE INFORMATION

Students must be 18 years of age or older.

MCTI expects that individuals who are referred are able to manage in a way that will enable them to succeed. Suggested criteria to determine if the student is able to manage include the following:

- The individual is able to benefit from participation in MCTI's pre-vocational and vocational programs.
- The individual can manage themselves independently in a dormitory environment with limited supervision.
- The individual wants to take an active role in their rehabilitation and vocational program.
- Full Scale IQ must be at or above 70.
- The individual verbalizes motivation and willingness to learn.
- The individual can stay on task which will enable them to complete the program within specified time frames.
- The individual's disability is stable.
- The individual verbalizes desire to obtain employment upon training completion.
- The individual seems to understand acceptable behavior including the ability to get along with peers, follow rules and accept supervision.
- The individual does not have a history of harming self or others. If the individual has a history of harm to self or others, documentation from mental health provider should be submitted for review. A clean criminal background check may also be required for individuals with a history of harming others.
- The individual has the potential to exercise good judgment related to balancing academic, social and leisure activities.
- Individuals with a criminal history will be reviewed on a case-by-case basis. MCTI Admissions staff will run a criminal background check on all students with known criminal history.

If the agency believes that the potential student meets the suggested criteria, the agency sends a referral to MCTI. The referral contains the application and supporting documentation needed to verify that the prospective student has the ability to benefit from the services and training offered at MCTI.

Admission to MCTI for a career readiness program, including assessment, does not ensure admission or enrollment into a vocational trade program. Each vocational trade program has specific requirements that must be met prior to enrollment.



## **MCTI Mission Statement**

**The Michigan Career and Technical Institute conducts vocational and technical training programs and provides the supportive services needed to prepare Michigan citizens with disability for competitive employment.**

Department of Labor and Economic Opportunity (LEO) will not discriminate against any individual or group because of race, religion, age, national origin, color, height, weight, marital status, sex, sexual orientation, gender identity or expression, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to a LEO office in your area. Any person suspecting a discriminatory practice should contact: Michigan Career and Technical Institute (MCTI) Director, 11611 West Pine Lake Rd, Plainwell, MI 49080. (877) 901-7360 (Toll Free)

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