

Classification of Instructional Programs Self-Review for Michigan Secondary Career and Technical Education State Approved Programs

The Classification of Instructional Programs (CIP) Self-Review is a tool developed to assist with Technical Review Assistance and Compliance (TRAC) monitoring of Career and Technical Education (CTE) programs and to help those programs determine focus areas for continuous program improvement.

MDE utilized the library of resources from the [High Quality CTE Program of Study](https://www.acteonline.org/professional-development/high-quality-cte-tools/) to support many areas in the CIP Self-Review, located at <https://www.acteonline.org/professional-development/high-quality-cte-tools/>.

Administrator Responsibilities

Each Career Education Planning District (CEPD) administrator is required to review 20% of their CTE programs each year and each program must be reviewed at least once every five years. This process must be completed via the [MDE-CTE Portal](http://www.michigan.gov/mde-cteportal) www.michigan.gov/mde-cteportal by **June 30th** of each year. The sequence of the selected programs is at the discretion of the CEPD Administrator. There is no need to upload a list of the CEPD-selected 20%. This information is recorded and reported within the MDE-CTE Portal.

Note: *The Michigan Department of Education annually selects CTE programs to review during the TRAC cycle with a specific set of criteria. The selected programs may or may not be in the same 20% that the CEPD Administrator has selected to review that year.*

Teacher Responsibilities

Each CTE program teacher is responsible to update their MDE-CTE Portal profile page and annual industry-related professional development. It is the lead CTE program teacher's annual responsibility to keep all CTE Program Serial Number (PSN) evidences up to date in the [CIP Self-Review](http://www.michigan.gov/mde-cteportal) at www.michigan.gov/mde-cteportal. Contact the appropriate [MDE program consultant](https://www.michigan.gov/documents/mde/17-18_Career_Cluster_and_CIP_Codes_by_Consultant_578234_7.pdf) if you have any questions: https://www.michigan.gov/documents/mde/17-18_Career_Cluster_and_CIP_Codes_by_Consultant_578234_7.pdf.

Note: *Prior to uploading, documents should be converted to PDF.*

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C01 – Program Teacher Certification

Each teacher in the program must identify the type of appropriate CIP CTE certification. Upload PDF copies of actual credentials only in circumstances when credentials are not listed in MOECS records. Teachers may obtain their [Michigan Online Educator Certification System](https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx) (MOECS) record at: <https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx>

C01	Criteria	Evidence
<input type="checkbox"/>	Certified teacher	Update name in MDE-CTE Portal profile to <u>exactly</u> match name on credentials. Teacher is appropriately certificated for CIP code. Note: Actual credential of MOECS printout may be requested on site if a match cannot be made electronically.
<input type="checkbox"/>	District holds Annual Career Authorization (ACA)	Name in MDE-CTE Portal profile <u>exactly</u> matches name on credentials and ACA is current. Note: Actual credential of MOECS printout may be requested on site if a match cannot be made electronically.
<input type="checkbox"/>	Postsecondary instructor	Postsecondary instructor teaching in a high school building must have an ACA. If teaching on the postsecondary campus, no ACA is required (identify college).
<input type="checkbox"/>	Licensure (if applicable)	Copy of current professional state licensure (PDF)
<input type="checkbox"/>	Industry Certification(s) (if applicable)	Copy of current industry certification (PDF)

Michigan Teacher Certification Administrative Code: R390.1105, Rule 5(2) PART 6. CTE ENDORSEMENTS, CTE CERTIFICATES, AND ANNUAL AUTHORIZATION

Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(c) R395.244, Rule 14(1)(b) R395.244, Rule 14(8)(a)

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C02 – Program Teacher Professional Development (PD)

Professional Development Records: **each teacher** in the PSN must complete PD annually. It is the responsibility of the lead teacher of the program to upload documentation for each teacher assigned to the PSN. Professional Development is defined by Perkins V as activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

C02	Criteria	Evidence
<input type="checkbox"/>	<p>Individual record(s) of Professional Development that demonstrate sustained efforts to improve knowledge and skills in one or more of the following areas:</p> <ul style="list-style-type: none"> ● Staying current with all aspects of program-related industry through annual PD ● Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE instruction ● Effective integration of challenging academic material in CTE, provided jointly with academic teachers ● Effective research-based teaching skills ● Effective practices to improve stakeholder and community involvement ● Effective use of research and data to improve instruction ● Provide relevant experience in the related business or industry (work based learning) ● Training in the effective use and application of technology, including distance and online learning 	<p>Record of Professional Development by each program teacher from the previous five-year period that identifies annual PD that is CTE program-related (evidence should be documented in similar format to examples provided in the CTE Teacher Technical Tool Kit)</p> <p>Copy of District Provided Professional Development (DPPD) Record (participation for review year)</p>

Carl D. Perkins: §3. [20 U.S.C. 2302](40)(B)
 ESSA SEC. 1111(b)(1)
 Michigan Perkins V State Plan: Pages 35, 41, 111
 Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(8)(b)

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C03 – Program Advisory Committee: Industry Experts Providing Input to The Program

Program Advisory Committee meets the following criteria: All local state approved CTE programs are required to have a program advisory committee. Each program advisory committee must have a majority of their membership from the appropriate business and industry, as related to the program employment area. The [Program Advisory Committee Tool Kit](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) provides clear guidance and templates to support local agencies in this work: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

C03	Criteria	Evidence
<input type="checkbox"/>	<p>Membership roster must include the following voting members:</p> <ul style="list-style-type: none"> • majority business and industry representation • postsecondary representation • parent/guardian representative • SPOPS representative <p><i>Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives [i.e. Tribal organizations]</i></p>	<p>Roster must include:</p> <ul style="list-style-type: none"> • Member name • Business name • Job title • Membership representation on board • Contact information (email, phone number) • Identify chairperson (must be from business and industry)
<input type="checkbox"/>	<p>Document a minimum of two meetings each school year demonstrating advisory committee input on planning, development, implementation, operation, promotion, evaluation, technical skills, credentialing, and maintenance of the program. Only one of these meetings may be held at a regional level.</p>	<p>Meeting agendas and detailed minutes with a list of attendees that reflect committee discussions, recommendations, and desired outcomes to support continuous program improvement</p>
<input type="checkbox"/>	<p>Program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology (textbooks and software are aligned with current industry standards)</p>	<p>Inventory must include purchase dates, serial numbers, and location of where it is housed (when applicable):</p> <ul style="list-style-type: none"> • Equipment • Technology • Class set of textbooks with copyright dates • Software with version • Websites URLs (online learning resources)

Carl D. Perkins: §114(e)(7) §122(d)(12) §134(e)(2)(E)
 Michigan Perkins V State Plan: 7, 12-14, 21, 23, 30-35, 38
 Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(8)(d)

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C04 – Program Delivery: Curriculum and Instruction

Program Delivery addresses the development, implementation and revision of the curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based. Instructional strategies within a student-centered learning environment support student attainment of relevant knowledge and skills within the career pathway. *High Quality Programs of Study* include the following components:

C04	Criteria	Evidence
<input type="checkbox"/>	CIP-Specific Gap Analysis (curriculum alignment to National and State CTE Program Standards) www.michigan.gov/mde-cteportal	CIP-specific Gap Analysis/Curriculum Alignment (include plan of improvement, when applicable)
<input type="checkbox"/>	Detailed syllabi for all courses in the program (sample available in the CTE Teacher Technical Tool Kit at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html	Syllabi for each course in the program, which includes: <ul style="list-style-type: none"> • Description and duration of academic and technical skills, laboratory and hands-on learning, WBL, and student leadership • Outline with topics aligned to segments/competencies • Special features of the course (i.e. academic credit, postsecondary linkage, credentials, off-site delivery, WBL, safety training, CTSO)
<input type="checkbox"/>	Instructional Design Form (used to report program delivery in MDE-CTE Portal) found on MDE OCTE Website https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html	Program teacher completes and uploads PDF of MDE Instructional Design Form. Verify that each class aligns with what is reported in CTEIS.
<input type="checkbox"/>	Includes ongoing CIP-Specific Safety Training, completed in the classroom prior to beginning Work Based Learning, and continuing through the program	Program safety record identifies: <ul style="list-style-type: none"> • Specific trainings • Training dates • Mastery level, when appropriate

Carl D. Perkins: §2, §3(41), §134(b)(2), §135(b)(3), §135(b)(4), §135(b)(5)
 Michigan Perkins V State Plan: Page 13, 20-37
 Michigan CTE Reimbursed Programs Administrative Code: R395.231, Rule 1(c), R395.241, Rule 11(1)(a), R395.241, Rule 11(1)(b), R395.244, Rule 14(4)(a)

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C05 – Work Based Learning

Work Based Learning (WBL) is sustained interactions with employers 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, instruction, and CTE Program standards. Students may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Training). The [Work Based Learning Guide](#) provides clear guidance to support local agencies in this work:

https://www.michigan.gov/documents/mde/WBL_State-Approved_CTE_Programs_Booklet_605677_7.pdf Other resources can be found on the [MDE OCTE website](#): https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

C05	Criteria	Evidence
<input type="checkbox"/>	CTE program provides WBL experiences related to CIP area	Documentation of WBL placement specific to occupational area (include WBL activity and date): <ul style="list-style-type: none"> • Career Awareness • Career Exploration • Career Preparation • Career Training
<input type="checkbox"/>	Work Site Specific Safety Training: Appropriate training plans and agreements are completed and <u>kept on file</u> at school and at the WBL site. Document safety training completed prior to and during WBL.	Upload program specific (one of each, when applicable): <ul style="list-style-type: none"> • Sample completed training plan • Sample completed training agreement

Carl D. Perkins: §122(c)(4)(C)

Michigan Perkins V State Plan: Page 13, 35, 40, 54

Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(b), R395.244, Rule 14(8)(j)

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C06 – Student Leadership & Career and Technical Student Organizations

All state approved CTE programs are required to provide student leadership as an integral cocurricular component of their program. A Career Technical Student Organization (CTSO) is a student leadership organization that provides an excellent framework for developing leadership skills. Students will understand leadership and communication for personal development, communications and speaking to groups, development of managerial skills, leading individuals and groups, and career success to gain leadership positions both in their community and career. Much of the CTSO/leadership work completed by students should be incorporated within classroom lessons and concepts providing students with knowledge and hands-on experience related to course curriculum. The [CTE Teacher Technical Tool Kit](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) provides clear guidance to support local agencies in this work: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

C06	Criteria	Evidence
<input type="checkbox"/>	CTE program provides each student leadership development opportunities	Documentation of Leadership participation specific to occupational area (include activities and dates): <ul style="list-style-type: none"> • Individual • Team Member • Project Manager/Committee Chair • Local Leader/Elected Officer Position • Community Leader/Regional, State, National Position

Carl D. Perkins: §122(c)(7)

Michigan Perkins V State Plan: Page 35

Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(b), R395.244, Rule 14(8)(m)

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C07 – Equity and Access

Program employs strategies to eliminate barriers to program access. Program addresses issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies support access and equity for various student populations, with considerations for gender, race and ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty). The [CTE Teacher Technical Tool Kit](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) provides clear guidance to support local agencies in this work: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

C07	Criteria	Evidence
<input type="checkbox"/>	Room arrangement is accessible for all students, including individuals with disabilities, and includes at least one adjustable workstation	<ul style="list-style-type: none"> • Invoices of purchases to improve accessibility (for all new purchases) • Photos of classroom/lab demonstrating access (with descriptive captions, converted to PDF) OR • Signed C07 Program Accessibility Assurance
<input type="checkbox"/>	Classroom environment, curriculum, and materials are inclusive, free of bias, and non-discriminatory	<ul style="list-style-type: none"> • District Equal Opportunity compliance statement • Photos of classroom displays and learning environment demonstrating equity (with descriptive captions, converted to PDF)
<input type="checkbox"/>	Program recruitment strategies reflect the diversity of and languages spoken in the community. Application policy and procedures when used, are fair and equitable to all students, with considerations for gender, race and ethnicity and special population status	<ul style="list-style-type: none"> • Recruitment materials/brochures • Program applications and prerequisites • District policy/procedure for enrolling students in CTE programs supports access and equity • District Equal Opportunity compliance statement appears on all recruitment materials

Carl D. Perkins: §122(d)(4)(B)(ii), §122(d)(4)(C)(iv), §124(b)(6),(16),(17), §134(c)(2)(E), §135(b)(5)(M)
 Michigan Perkins V State Plan: Page 36-42
 Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(6)(a), R395.244, Rule 14(8)(e), R395.244, Rule 14(8)(i)

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C08 – Secondary-Postsecondary Sequencing, Credentials, and Credit Agreements

Secondary state approved CTE program must have a postsecondary linkage. Michigan has selected “the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential” as the secondary indicator of career and technical education program quality.

C08	Criteria	Evidence
<input type="checkbox"/>	Secondary-Postsecondary Program of Study (guidelines are available at https://careertech.org/programs-study)	CIP-specific Secondary-Postsecondary Program of Study
<input type="checkbox"/>	Current approved Perkins V industry-recognized credentials	Documentation of credentials completed and/or <i>progression towards completion</i> in the program
<input type="checkbox"/>	Additional industry-recognized credentials available in the program (as recognized by advisory committee)	List of potential credentials, with granting agency information
<input type="checkbox"/>	Current credit agreements (utilized by students) between the program and postsecondary institution	Must upload one or more of the following: <ul style="list-style-type: none"> • Program specific contractual agreements regarding direct (transcript) credit • Program specific contractual agreements regarding concurrent/dual enrollment • Program articulation agreement • Registered apprenticeship program agreement

Carl D. Perkins: §113(b)(2)(A)(iv)(aa), §3(4),(5)
 Michigan Perkins V State Plan: Page 35-36, 54-55
 Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(4)(b)