



## Frequently Asked Questions

46.0000, Construction Trades

Below are frequently asked questions (FAQs) for new and updated credentials for Perkins V reporting beginning in the 2021–2022 school year, developed under the Career Pathways Program.

**1. Q: How is construction specific Occupational Safety and Health Administration (OSHA) training just a supplemental credential? Safety is THE #1 item in construction?**

A: The Office of Career and Technical Education (OCTE) recognizes that supplemental credentials are vitally important; however, OSHA does not cover enough of the technical standards to make the approved list and meet the definition of a supplemental credential. A supplemental credential is a credential that is not specific to one occupational area but is valued across multiple industries. OCTE highly recommends that teachers continue to offer this credential as it is highly valued in industry.

**2. Q: Is career connections a standalone certificate or do you need to do Career Connections and Multi-Craft Core Curriculum (MC3) together?**

A: Career Connections and MC3 are stand-alone certifications but in order to meet the requirements for Core Performance Indicator (CPI) 5S1 certification they must both be completed.

**3. Q: Is the Home Builders Association Certification new and how do we get more information?**

A: Yes, the Home Builders Association Certification is a new credential that was developed within the Career Pathways Grant timeline. See the tip sheet (located on the [CTE Instructional Resources, by Career Cluster](#) page on the OCTE website) for more information about this credential, how it benefits students, and how it can be incorporated into your program.

**4. Q: Are there program requirements for a site to offer any of these credentials?**

A: There are some things a teacher may need to do to be able to offer the credential as a requirement of the credentialing agency. Refer to the tip sheet for the detailed steps specific to each credential. To become a testing site for certain credentials there may be criteria you must meet. The process to apply is individual by teacher.

**5. Q: Do you have an idea as to what sort of cost is associated with delivering these credentials?**

A: Credentials vary in price. Teachers should talk to local administrators about the credential expense when planning for program budget needs. There are multiple funding options that can be utilized to cover the costs of the credential assessments, including but not limited to Perkins grant funds, 61a1 State Added Cost funds, and local funds.

**6. Q: How many of these credentials are we going to have to hit?**

A: Students will only have to receive one or one group of credentials as listed on the Career Pathways Grant documentation to meet the criteria for the 5S1 CPI. Programs may choose to offer multiple credential options in the program or may offer more than one credential for students.

**7. Q: How is this not going to end up teaching to a test?**

A: Some credentials align with more competencies than others in the Construction curriculum. Teachers are still required to utilize and teach all competencies when developing and implementing their curriculum. Competencies that are not aligned to a credential taught in the program must be taught using teacher-developed or other curriculum resources.

**8. Q: Is the credential tied to funding?**

A: The credential is tied to the CPI to determine the Perkins indicator for program quality. The indicator - formerly 2S1 and now 5S1 - is based on the number of students who *are awarded* a credential. Funding is not tied to earning a credential.

**9. Q: Will there eventually be a requirement for percentage of students that earn the credential?**

A: Michigan was required to set a target for each CPI, which increases each year. The requirement for the percentage of students that earn a postsecondary recognized credential (5S1) is calculated regionally and each program contributes to that percentage. Please see your CEPD director for more information about the target for the current year.

**10. Q: If they take it and don't pass, can they take it again?**

A: The 5S1 CPI is calculated based on the number of concentrators who *earn* a credential by August 31<sup>st</sup> of their graduation year. If a student does not pass the credential and takes it again, it may still count toward the program's CPI if the results are obtained within that time frame.

**11. Q: You want us to focus on Career Connections? Are we able to push the other three aside due to time?**

A: OCTE does not endorse one credential over the others. Local districts can determine which credential(s) will be offered for their individual program. Each program will have to determine which credentials best meet their needs and the needs of their local community and students.

Programs are only required to offer one of the credentials or group of stacked credentials from the approved list; however, teachers may opt to offer more than one credential to meet the standards. Offering the supplemental credentials valued by employers or endorsed by advisory committee members is also highly recommended.

**12. Q: Does the credential need to be earned over the course of one year or two?**

A: Credentials are earned as the requirements to satisfy them are accomplished and according to any credentialing criteria set forth by the credentialing agency. State-approved programs should be structured to incorporate all the program competencies and may vary in length depending on the schedule and calendar of the district.

**13. Q: If we have a two-year program and a student receives a credential their first year in the program, would they need to receive another (different) credential the second year?**

A: Students only need to earn one credential from the approved list to count in the CPI data for the program. It is strongly recommended that students be offered the opportunity to earn additional credentials, if available, as this increases their competitive advantage for employment and value to future employers.

**14. Q: Is it possible to get an estimated per student cost associated with each credential to help us make decisions?**

A: Please refer to the credential tip sheets and the links to each credential vendor for per student costs. Teachers are encouraged to research credentials and discuss options with their Career and Technical Education (CTE) administrator.

**15. Q: Is Career Connections the only credential that does not stand alone?**

A: At this time, yes. Other CIPs also have stacked combinations that are required for meeting the 5S1 Core Performance Indicator. As more

credentials are identified for each CIP, additional stacked credential combinations may be identified.  
Stacking of these two credentials is only required for the purposes of meeting the CTE Perkins V 5S1 Core Performance Indicator.

**16. Q: Where do we get the tip sheets?**

A: The tip sheets will be posted on the OCTE website on the [CTE Instructional Resources, by Career Cluster](#) page under each corresponding cluster.

**17. Q: If you are a new program, will we need to submit a gap analysis with the new application?**

A: The new CIP Overview documents, which include standards alignment tabs, will replace the gap analysis documents for programs that have worked through the Career Pathways Grant process. Teachers in these programs will no longer need to fill out and submit a gap analysis in the CTE Portal as part of the CIP Self-Review.

**18. Q: When should we expect the full excel file?**

A: Documents are posted on the [CTE Instructional Resources, by Career Cluster](#) page under each corresponding cluster.

**19. Q: We need to purchase new textbooks for next year, are there any recommendations?**

A: OCTE does not endorse any specific texts or instructional resource. Teachers are encouraged to review credential requirements, contact vendors, review products, and discuss options with the district's CTE administrator.

**20. Q: This (competencies and PCCs) is for implementation next year, correct?**

A: Programs must implement competencies and report instructional design by competency and PCC in Fall 2021 for the 2021-2022 school year.

Programs currently offering credentials on the approved list can report as soon as the 2021-2022 school year. Programs that are not currently implementing one of the approved credentials or that must make changes to program structure may need two years for redesign; credentials must be offered to students and reported in the 2022-2023 school year.

**21. Q: Is it correct that programs do not have to offer ALL of these credentials - just one plus OSHA, First Aid/CPR - except Career Connections, which can be paired with MC3?**

A: To meet the 5S1 requirement, the program can offer any of the approved credentials/credential stacks identified on the approved credential list. (See the May 10 2021-006 Memo – Credential Update for Perkins V reporting at [MDE - CTE Memos \(michigan.gov\)](#)) It is only suggested that programs offer OSHA, First Aid, CPR, and AED, as they were supplementals highly recommended and valued by employers.

**22. Q: Is it reasonable to believe all four PCCs can be delivered in a one year, two-hour block?**

A: PCCs and competencies were designed to be flexible for local high schools and career centers, allowing districts to customize to meet their individual needs, and are structured to be approximately 80 hours in length. Program design may depend on master schedule/calendar, the credentials offered, resources, and additional local needs. Teachers should work closely with their CTE administrators to review and craft their instructional design.

**23. Q: It would probably be helpful if someone came to our MCTA Conference in February to follow up and assist teachers.**

A: OCTE staff is working to provide support for teachers throughout this process and would like to work with associations and present at conferences to assist teachers in implementation. Education consultants will reach out to association leaders to begin planning.

**24. Q: Will these resources be posted on our MCTA website?**

A: Yes, MCTA leadership will be posting the links so members can find these resources in both places (association and OCTE website).

### Useful Links:

Information about Career Pathways

Grant: [https://www.michigan.gov/mde/0,4615,7-140-2629\\_82356\\_94990-512465--,00.html](https://www.michigan.gov/mde/0,4615,7-140-2629_82356_94990-512465--,00.html)

Please direct questions regarding the new credentials developed under the CPG to [MDE-CareerPathways@michigan.gov](mailto:MDE-CareerPathways@michigan.gov).

Perkins V FINAL Definitions: Course, Participant, Concentrator, Completer, memo: [https://www.michigan.gov/documents/mde/Perkins\\_V\\_FINAL\\_Definitions-Course\\_Participant\\_Concentrator\\_Completer\\_722782\\_7.pdf](https://www.michigan.gov/documents/mde/Perkins_V_FINAL_Definitions-Course_Participant_Concentrator_Completer_722782_7.pdf)

Credential Update for Perkins V Reporting,  
memo: [https://www.michigan.gov/documents/mde/2021-006\\_Credential\\_Update\\_for\\_Perkins\\_V\\_Reporting\\_724705\\_7.pdf](https://www.michigan.gov/documents/mde/2021-006_Credential_Update_for_Perkins_V_Reporting_724705_7.pdf)